

CTE Program Review – Annual Program Update for 2021-2022  
PART A

**SECTION 1: BASIC PROGRAM INFORMATION**

Program Name: **Addiction Studies**

Program Faculty Department Chair(s): Kristopher Chew

Program SAC Chair(s): Orlando Rivera

Program Dean: Beth Molenkamp

Pathway Dean: Jeremy Estrella

Please highlight where your classes are offered.

**Classes/Services offered at:**

Cascade Campus and Online Only. We are considering adding classes in Hillsboro and Tigard.

**1A. Program Structure**

We have a competitive application due to limited capacity, based on order of application.

Our program has a formal application process to get into the official cohort, Students apply once they complete their prerequisites and required classes. They cannot apply until they have completed those. If the student does not get in the first time they apply due to capacity, they are added to a waitlist and often are accepted the term following.

**SECTION 2: REFLECTING ON DATA**

**All data cited below can be found here:**

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

\*\*\*Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

## **2A. Enrollments (SFTE) per year; Location (where course is taught); Modality**

- Classes are mostly Remote (1 hybrid, and several Online)
- Decrease in student full-time enrollment (SFTE) over the course of 3 years
  - Is there a potential link between higher full-time status and program accessibility?
  - Did COVID-19 impact full-time enrollment?
- There has been an increase in the overall number of students taking addiction counseling classes.
- There has also been an increase in the overall success rate:
  - Percentage of class completion in relation to enrollment
- Data from 3 years:
  - Average enrollment was 1601 students in at least 1 class per year
  - Average completion was 1399 students per year
- Online courses have maintained and increased enrollment over the last 3 years
  - Likely as a result of COVID-19 restrictions
- Remote options have decreased barriers to accessing college classes

### **2A1. Does this data suggest any questions that the SAC would like to pursue?**

1. SAC is curious about what face-to-face will look like in the future:
  - a. Compared to Hybrid, remote or online.
  - b. Returning to only face to face with some online classes means that we will increase barriers to accessing education
2. When/how are we going to offer classes on other campuses?

### **2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?**

*(See 2A1 response)*

**2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?**

The following courses have increased enrollment over the past three years:

- AD101 (24% increase) \*(Cert & AAS)
- AD102 (22 % increase) \* (Cert. & AAS)
- AD104 (42% increase) \*\* (AAS)
- AD108 (104% increase) (we doubled the annual course offering)
- AD109 (150% increase) (1 class, small to full enrollment)
- AD152 (34% increase)
- AD154 (19% increase)
- AD156 (97% increase) \*(Cert. & AAS)
- AD160 (26% increase)
- AD161 (26% increase) \*(Cert. & AAS)
- AD256 (74 % increase) \*\*(AAS)

This information helps us justify additional section offerings (\*Cert.=Certification Addictions Studies and \*\*AAS = Associates Degree in Addiction Studies)

**2B. Course Success Rates**

*Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:*

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

*PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.*

*Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.*

**% Success By Course and Modality (See Modality Tab)**

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Higher (90%+):

- 270B
- 270A (94%)
- 256 (98%)
- 255 (94%)
- 202
- 184
- 161
- 156
- 154 (95%)
- 152 (94%)

Lower (80-90%):

- 278
- 160
- 153
- 108 (89.9%)
- 107 (89%)
- 106 (89%)
- 105
- 104
- 103
- 102 (80%)

Lowest:

- 101 (75%)
- 109 (61%)

**2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?**

At the time that this report was run, we had 2 courses offered online. Of these two courses, we saw a change of 7% success rate for the online course compared to the remote course. It was noted that the sample size was roughly 1/4th of the size for the online course. Therefore, we don't

have enough information or a variety of course modalities to make a significant notation.

## **2B2. Strategy Insights**

### **a. What strategies have you used to maintain high success rates?**

- Pedagogy changes including assignment and attendance flexibility
- Attendance changes
- Outreach efforts increased
- Conduct and Care team notifications
- Transparent course design and grading
- Student engagement increases
- New specialized faculty hires
- Engaged leadership
- Positive and consistent communication
- Curriculum updates (textbooks and content guides)
- Uniformity in course syllabi

### **b. What can be learned that might be applied to courses with lower success rates?**

- Increased response and outreach efforts
- Clear expectations of course assignments and participation
- Increased opportunity for instructor/student communication, such as:
  - Discussion Posts
  - Email Utilization
  - Additional methods of communication as needed
  - Meeting with online room access (face to face interactions)
  - Video and Audio feedback on assignments
- Online student engagement and interaction techniques
- Class Recordings
- Skill building class exercises
- Break out room utilization
- Space for self-expression and inclusion opportunities
- Additional office hours to meet with instructor as needed

### **c. What are possible actions to be taken to understand/address lower success rates?**

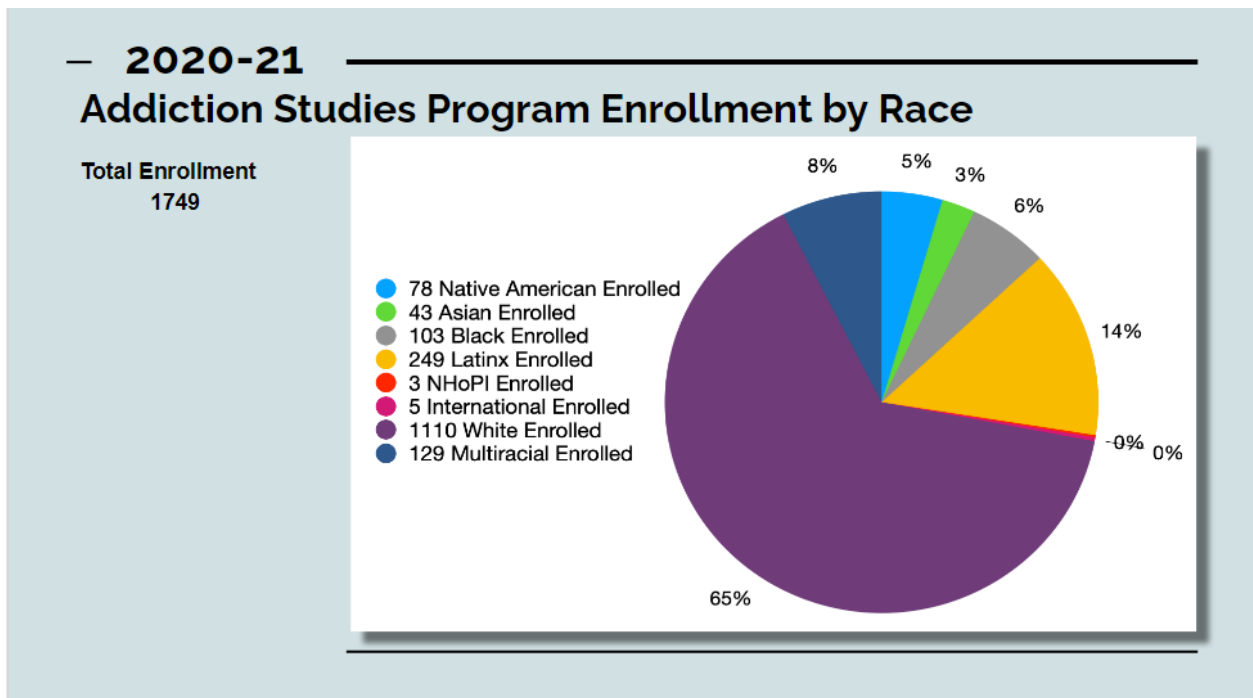
Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

We've been doing this ongoing. Our program goal is to include ESOL and YESS folks. Develop a multilingual program. Discover scholarship opportunities. Full curriculum update scheduled this year.

### 2B3. Enrollment and % Success By Course and Student Demographics

(See Gender, Race, and Pell Tabs)

The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.



— **2020-21**

## Addiction Studies Program Success Rate % by Race

Total Success Rate (%)  
88.2%



We have built relationships with practicum sites that have culturally responsive and social justice counseling ideals. We have built relationships with Latino Provider Network and the African American Provider Network. These connections have informed some of our decision making.

Furthermore, we need to continue updating our content and changing our program to meet the needs of what our advisory committee is asking for, which includes these rates of inequities. See section 4, 4A.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success?

More time and funding to engage in community engagement and relationship building. More training and opportunities for dialogue. More opportunities for content sharing.

For example, are there any other data reports you would find useful to have related to student success?

- **We would like data from other industries (i.e. medical student success rates)**
- **We would like to know how our program data correlates to State and County Data**

- We would like to know how our program data relates to other community colleges with addiction counseling programs
- In the PSESS YESS program data report doesn't mention the # of students, instead the %. We don't get a good sense of the context.
- More engagement with multicultural center and other campus resources needed

## 2C. CTE Completions (See Awards Tab)

### 2C1. Is the program independently tracking student completions?

- Yes, student advising tracks completion.
- Are there any program practices that positively influence completions?
  - Advising very helpful, interacting and maintaining connection
  - Career services also highly valued in supporting student success
  - Cohort Model
  - Communication efforts
  - Outreach
  - Adjustments to our curriculum and certificate program
  - Pedagogy changes
- Are there any program practices that could be revised in order to more positively influence completions? Please explain.

Yes, and more to be revealed as we continue developing our program curriculum.

### 2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

We have a high student success rate in completing our practicum AD270A course. FDC holds that information.

### 2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

Opportunities for Growth:

- Changes to campus access and teaching modalities



- Pandemic impacts
- Language barriers
- Technology barriers
- Transportation Barriers
- Financial Barriers
- Child Care Barriers
- Low wages (deterrent to completion)
- Systemic issues related to access to care
- High burnout rate
- Increased prevalence of mental health in Oregon

Strengths:

- Increased funding measures
- Reorganization of behavioral health
- Measure 110
- Measure 109
- Increases in treatment access
- Greater awareness from medical industry and the increased treatment as a result
- Increased resources from county, state and national agencies

**2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.**

We can use Indeed.com or Glassdoor.com to gather salary information. What we understand is that AD counselors have a low starting wage. Often \$17 to \$19 per hour. If a student gets paid more than that, they are considered fortunate. We have our students learning how to advocate for higher wages because they experience compassion fatigue.

Our program is working on an alumni connection platform through LinkedIn and a student club. These are ways to stay connected and get this information. In addition, faculty members keep in loose contact with students over the years, and students reach out to us occasionally with updates. Tanya in the Career center is amazing and remaining in contact and Amanda in academic advising is also fabulous at staying connected. Many students are offered the opportunity to remain connected through our advisory committee as well.

That being said, we do not have a formal system in place. This is an opportunity for further program development and data collection.

## **SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING**

### **3A1. Learning Assessment Reports**

- ✓ : Multi Year Plan current and complete
- ✓ : 2021 Summary Data Report submitted
- ✓ : 2021 CTE Learning Assessment Report submitted
- ✓ : 2021 TSA submitted

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

**N/A**

### **3A2. Assessment Reflection**

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

**Commendations:** despite the pandemic, the SAC completed an assessment project from which it arrived at some helpful insights that can inform teaching practices going forward. The SAC created survey questions that have a clear relationship to the outcome that was being assessed, even though it was not a direct assessment type.

**Suggestions/Comments:** pick an outcome, either one related to the concrete skills noted in this project or one of the outcomes listed in the SDR, and create an assessment project based on a direct evaluation of student achievement of that outcome by faculty. One obvious place to start is one of the outcomes with low benchmark achievement rates. In addition, definitely work with one of the CTE assessment coaches for guidance. Issues like the direct / indirect assessment difference can be explained by a coach, and a coach can help the SAC come up with a straightforward but potentially high-impact project going forward.

**Questions:** how can the SAC use assessment to (hopefully!) improve student achievement of an outcome in the coming year? How could the SAC investigate the same outcome through a direct assessment in the coming year?

### **SAC Response:**

See Below: We would like to look at the outcomes numbered 2 and 3 of the summary data report.

### **GOAL:**

We want to look at student capability in delivering an assessment, clinical evaluations and level-of-care placement utilizing American Society of Addiction Medicine (ASAM) criteria upon completion of the program prior to practicum involvement

### **NEEDS:**

- Meet with assessment coach to develop tool
- Determine how to measure success
  - Advisory Committee Input
  - Average industry expectation
  - Baseline assessment comparison (where is the student starting in relation to the skills upon entering practicum)
- Identify which course to implement the assessment
- Timeline determination

### **Here is the overview of what we've talked about and determined**

- Pick an outcome
  - One related to the concrete skills noted in this project
  - **Or** one of the outcomes listed in the SDR
- Create an assessment project based on a direct evaluation of student achievement of that outcome by faculty.
  - Work with one of the **CTE assessment coaches for guidance**
  - **Goal: Straightforward but high-impact project going forward**

One obvious place to start is one of the outcomes with low benchmark achievement rates.

**Following is additional information to support easy access to information regarding our reported outcomes for accreditation:**

**OPTION 1: Outcome 2:**

Follow established professional addiction counseling standards and clinical procedures to conduct intake assessments and evaluations and co-facilitate addiction treatment groups in a clinical setting.

- Description of assessment: Complete 18 credits of AD270A [Complete 648 hours of Practicum (not 720)]
- Complete 648 hours of Practicum

**OPTION 2: Outcome 3:**

Complete record keeping obligations, deliver educational presentations, and participate in staff meetings in accordance with professional standards.

- Description of assessment: Complete 18 credits of AD270A [Complete 648 hours of Practicum (not 720)]

**SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES**

4A. Is there anything further you would like to share about your program's achievements at this time?

- Grant program success
  - Data to be determined upon completion of second year
  - Currently at 86.5% retention at the middle of the third and final year.
- Newly hired instructors
  - Practical and current experience in AD counseling
  - Highly knowledgeable of various areas of content
- 22 affiliation agreements in place with practicum sites
  - Started with 1 at beginning of 2020
- Updates in course material and curriculum
  - More scheduled for 2022
- Active involvement with local and state agencies
  - Social Justice Counseling
  - Culturally responsive treatment identification

- o Support connecting of agencies and industry partners
- Continued participation with other community colleges and programs within PCC to collaborate on changes and needed updates
- Sharing of the course content and curriculum which is generally not a thing at the academic level
- Collaboration and support of our faculty

4B. Are there any challenges not described above that you would like to note here?

- Advisory council and subject area committee (SAC) aren't connected
- Budget restraints and geographic restrictions
- Faculty and student burnout
- EMR training for students
- Recordkeeping standardization
- Clinical supervision overview with outside placement agencies
- We need to work on a thorough and detailed assessment of a student's capabilities prior to entering the practicum experience. This is in order to comply with accreditation standards.

4C. Do you see any opportunities in the near or long term that you would like to share?

- Align with the new SAMHSA talk campaign and additional programs
- Re-involvement with MHACBO and NAADAC to increase awareness and opportunities for students.
- Partnership with healthcare providers who are now hiring local CADDC for their patients.
- FDC and SAC chair to continue working on developing Spanish content and classes for folks who primarily speak Spanish
- Collaborating with the CLIMB center to develop trainings for supervisors of partners

4D. Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

1. Higher need for the inclusion of medication assisted treatment (MAT) into course content  
Mass CCOG review made and CCOG's updated to include MAT in all sections that were found applicable and appropriate.
1. Certificate Program change:  
Practicum made into an elective as a result of students being hired right out of school. Students have new options to complete.
1. Practicum affiliations expanded:  
23 affiliation agreements signed in 2 years.  
Advisory board members expanded - Previously 15 members  
Actively 30-40 members and growing.
1. Active engagement in local community organizations needed to address the equity, diversity and inclusion barriers present at PCC and in the counseling profession

Culturally responsive and inclusive changes in course material and content guides (CCOG's)

Joined and maintained continued support of NW Latino Providers Network

Joined and maintained continued support of African-American Providers Network

Joined and maintained new relationships with programs that are culturally responsive and inclusive

Need for greater diversity in staff and professional counselors

PCC hiring and staff retention practices updated.

1. Need for curriculum review in relationship to current best practices  
In planning stages for 2022
1. Practicum redesign.
2. Connecting with other state colleges to continue developing relationships and supporting all communities as a result

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

**(See above)**

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

- The SAC and the Advisory committee don't communicate. Any support and suggestions are helpful.
- Other areas we could use support from Program and Pathway Deans:
  - Advocate for additional courses across campus for greater student access
  - Advocate for hybrid courses that supports simultaneous online and in-person instruction
  - Be involved with the re-development of the AD Club
  - Curriculum development support
  - Spanish curriculum and program development
  - Advocate for new material and or textbooks

## **SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE**

### **5A. Advisory Committee**

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to [academicaffairs@pcc.edu](mailto:academicaffairs@pcc.edu) and we can update Spaces for you.

Advisory committee list sent and updated (November 2021)

### **5B. Accreditation**

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).  
NO, we do not have any additional accreditation
- If yes:

- o What is the name of your accrediting body? What is the typical accreditation cycle? When is your next self-study/visit scheduled to occur?

N/A

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

N/A