# One Year Periodic Program Review Report

Academic Programs

*AA Chemical Dependency Studies*

**Statement of Collaboration**

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review.  Statements included herein accurately reflect the conclusions and opinions of this group.

**Participants in the review:**

**Department Faculty:  Lori A. Howell, MC NCC LISAC**
**Non-discipline Faculty:  Azariah Lehman**
**Associate Faculty:  Teri Geier**
**Student/Alumni:  Jennifer Smith**
**Academic Support Staff:  N/A**

**Date Submitted to the Dean of Instruction**

**4/5/2016**

**Authorization**

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

**Signature of Dean _____**

# Report Sections and Guidelines

The report sections are described below.  If you have questions on any section, please contact the Office of Instruction for assistance.

1. **Mission and Goals**

   **Certificates and Degrees**

   AA-Chemical Dependency Studies

   **Mission and Goals**

   Empower students to excel vocationally through foundational coursework based upon the highest industry standards. Develop culturally competent paraprofessional substance abuse counselors able to meet the needs of all community members.

   **Relationship to College Mission:**

   The degree is keeping in line with the current trends in the field and the students will be empowered to excel vocationally, making a more valued service provider. This is an extension of MCC serving all constituencies by way of well trained professionals serving a variety of community members. It also empowers students continuing their education through the foundation of coursework with which they will move forward.

   **Program Outcomes:**

   Students will have a basic understanding of addiction that includes knowledge of current models and theories, appreciation of the multiple contexts within which substance use occurs, and awareness of the effects of psychoactive drug use.

   Student will be knowledgeable about the continuum of care and the social contexts affecting the treatment and recovery process.

   Students are able to identify a variety of helping strategies that can be tailored to meet the needs of individual clients.

   Students are prepared to adapt to an ever-changing set of challenges and constraints.

   Students present attitudes reflecting openness to alternative approaches, appreciation of diversity, and willingness to change.

2. **Program Data and Trend Analysis**
   2.1. **Data**
      2.1.1. *Program Resources (Profit/Loss)*:

      Only three years of data were available for analysis; 2012-2014. The CHD program has been operating at a loss for the past three years.  The greatest loss was in 2013 when the program incurred a loss of $25, 369 which more than doubled the operating loss from the previous year.  In 2014 there was a rebound and the loss decreased by $7245, for a loss of $18, 124.  This activity may be accounted for by a change in the delivery of instruction and course offerings.  The CHD program moved from ITV to online, with both synchronous and asynchronous courses.  With this change came a loss of students whom were intimidated or distrustful of the format due to an older demographic who struggles with technology. The upswing during the last year in the review reflect a reduction of Associate Faculty from 2013-14 due to reduced

course offerings account for part of the reduction in loss, as well as reduced course offerings through program updates. These changes reduced the expenses for this program. The only facility required is for the resident faculty and her computer. The resident faculty has a spacious office with windows to accommodate the constant office presence.

2.1.2.*Student Metrics*:  Commentary is provided through a disclaimer that there is reason to question the accuracy of the data provided.  Initial data reflected one graduate from July 1, 2014 to June 30, 2015. The Office of Institutional Research was solicited to review that number and returned with a count of 11 graduates during that reporting time. (See data in Appendix.)  Student lists are inconsistent for those declared for CHD.  The data does not add up: the total number of students in the Age Group demographic adds to 59 students, based upon Gender it reflects 65 students (50 female and 15 male), and for Ethnicity there is a reflection of 67 students.  The difference based upon ethnicity aligns with the two students identified as being mixed race.  Only 12 of 59 students in CHD courses are under 40 years of age, which results in 47 student being 40 or older, and 17 of those student are 60 or older.  There is a 51% retention rate based on major not prefix as reflected from 2013FA to 2014FA.

2.1.3.*Instructional Productivity*: During this evaluation period the CHD program experienced downsizing as a result of the transition from the ITV to an online format.  Courses previously delivered through ITV offered three or four sections to reflect students enrolled from each of the college campuses and in their current format online as synchronous or asynchronous a single section is offered for each course.  Through this transition the resident faculty to student ratio has remained consistent while the number of sections has been reduced to half of what they were at the beginning of this evaluation period. This reflects stability in the program.

2.1.4.*Enrollment Trends*:  See section 2.1.2

2.1.5.*Faculty Data Points*:    As a result of program updates and revisions there were fewer CHD course offerings progressively from 2012-2014, going from 22 down to 13, which has reduced the need for faculty from four down to three, all females. Each Associate Faculty member instructs one course with the Resident Faculty instructing the other seven courses.

2.1.6.*Other Data Points:*   A Student Success Center report reflects a 6% fail rate in 200 level CHD courses in 2014 (Defined as D,F, W, WR2) and only 1% fail rate when defined as just D or F grades.  Approximately two-thirds of CHD students attend college part time.  It should be noted in a current student analysis it was reflected that 20 students with CHD declared whom are actively in classes have not taken a single CHD course and are putting revenue into General Education courses for their AGEC-A and not adding to the revenue under the domain of CHD. (See Appendix B for data.)

## 2.2.  Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.2.1.  What are the strengths of your program as indicated in the above data?

The CHD program has become an online counseling with only one resident faculty provides the CHD students with a personal touch and consistency as they earn their degree.  The faculty student ratio has remained stable over the evaluation period throughout the numerous changes to the degree program. This engagement of students is important to recruitment and retention rates, especially, in the isolation of an online program. It was this engagement that helped retain students during the transition to an all online degree program from a live ITV environment where students could interact with one another.  Reflecting upon a presentation from the Student Success Center, 200 level course failure rates in CHD courses is only 6%.  (See Appendix A graph from the presentation by Rosemarie LeFebvre, Director of Student Success and Retention.)

The new online medium not only expands our target population across the country, it permits ease of scheduling synchronous class times, while requiring minimum overhead in providing instruction.  This low overhead and the nature of instruction keeps the cost of this degree low. Other processes keeping costs low for students is the implementation of

Open Educational Resources, being utilized in three courses, one with a free textbook and two courses with inexpensive books to complement course materials.  The active license of the resident faculty facilitates knowledge and implementation of changes in the industry seamlessly into instruction for students to be field ready upon graduation.

   2.2.2.  What are the weaknesses of your program as indicated in the above data?

During this review period the CHD program experienced a program update to the AAS and a transition from live in person classes delivered through ITV to an all online modality and student numbers dropped slightly with increased enrollment during the last cycle of this evaluation period.

Pertaining to our demographics, many students are in recovery from their own or another family member's substance use or mental health disorder which results with an older student population wanting a personal touch to manage their academic challenges coupled with a fear of technology.  Of the 65 identified students in the CHD program, 47 are over 40 years of age, with 17 student 60 and older.   An online program may not continue to bring in the historical demographic pursuing this degree.  Many of these students do not strive to earn a Bachelor's degree.  The program updates resulted in fewer CHD course offerings, lowering the direct financial gains from CHD specific courses.

The CHD degree being an Associate of Applied Science does not facilitate a seamless matriculation into a four year college for those interested in continuing on to a Bachelor's degree.  The AAS reduces the appeal of this degree.  Younger students wanting to earn a Bachelor's degree major in Liberal Arts or Social and Behavioral Sciences to facilitate transfer, and only take CHD courses as electives.

With only one resident faculty member doing everything (full time instruction, development of OER courses, curriculum updates, program updates, advising, mentoring, webpage development and maintenance, development of POS brochure, required committee participation, recruitment calls/emails Supplemental Instruction, facilitating Associate Faculty instruction, program reports and data management) internal resources are stretched thin, resulting in little time to promote the program.  This singular instruction also minimizes the diversity of instruction.

   2.2.3.  What opportunities exist for your program based on the above data?

Program updates driven by changes in licensure requirements in the state of Arizona provides an opportunity to draw in students wanting to continue their education past an Associate's degree.  The new Associate of Arts degree is currently in its first year as this report is being written.  There is an opportunity to draw students across the country into this online AA program.  The curriculum updates addressing recommended addiction counselor competencies by the U.S. DHHS, CSAT makes the program competitive nationally and will facilitate application for industry specific accreditation.

Increased use of Open Educational Resources will reduce student costs, as there is potential to use OERs developed by top professional organizations in nearly all CHD courses.  Promotion of this in program materials will support the strength of the academic rigor and potentially draw students to our program.

The other opportunity is in the development of a competency based educational design for this degree.  Providing individualized attention for instruction with the students having the ability to proceed in CHD courses at their own pace may facilitate completion rates and draw in a different demographic of student.

   2.2.4.  What threats exist for your program based on the above data?

The current implementation of the AA in CHD requires math and science through the Arizona General Education Curriculum in Arts (AGEC-A).  Those are historical threats to the majority of students entering this degree; anecdotal evidence suggests numerous students chose the AAS in CHD due to the lack of a math or science requirement.

The development of a CBE format may deter students coming into this program due to the isolated nature of the CHD course delivery. Many students like interacting with one another. CBE design with only one resident faculty member

doing everything stretches resources extremely thin. If no additional faculty are hired it further isolates the students from a diverse education and more time that could be allotted to support their learning. When discussing CBE, we must also address the increased reliance of technology to provide instruction and the challenges therein. As this writer prepared this section of the report a call came in from a student in the 50-59 yr old demographic needing help with how to send an email with an attachment to me, just to demonstrate a living example of the challenges these students face with technology.

The amount of time students will need from the instructor to assist them in academics along with technology challenges adds to the distress on an already thinly stretched resident faculty member, who will not only be providing independent study for each student but will have the responsibility for tracking and guiding the student successfully through a self-paced program.

3. **Assessment of Student Learning**

   3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

   100% of Chemical Dependency Studies courses have identified SLOs.

   3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)

   None at this time. Unable to address until completion of Spring 2015-16 semester.

   3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

   N/A Unable to address until completion of Spring 2015-16 semester.

   3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

   N/A Unable to address until completion of Spring 2015-16 semester.

   3.5. What challenges remain to make course and program level SLOs more effective?

   N/A Unable to address until completion of Spring 2015-16 semester.

4. **Evaluation of Progress Toward Previous Goals**

   4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

   N/A. This is the CHD program's first periodic program review.

   4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

   N/A This is the CHD program's first periodic program review.

5. **Program Goals and Plan**

   5.1. Short-term Goals (two year cycle):

   Goal 1: Implement a competency based program offered online.
   Measurable Outcome: Offer self-paced programming August 2016.
   Plan: The program is developed and has been approved by the Curriculum committee and the Governing Board of the College. Approval from the Higher Learning Commission is the next step after completion of the application. Target date is ASAP.
   Responsible Parties: Lori Howell creates CBE program and Danette Bristle will submit application to the HLC.

   Goal 2: Curriculum pre-approval by the AZ Board of Behavioral Health Examiners.
   Measurable Outcome: Curriculum approved by the AZBBHE.

Plan:  Upon completion of the first academic after the competency based delivery format is in effect the application will be submitted.  This year provides an opportunity to identify and correct problematic areas prior to submission.

Responsible Party:  Resident Faculty Lori Howell

What specific aspects of these goals can be accomplished without additional financial resources?
Personnel to complete tasks already exist.

5.2. Long-term Goals (four year cycle):

Goal 1: Gain accreditation from the National Addiction Studies Accreditation Commission.

Measurable Outcome:  Accreditation gained.

Plan:  (Briefly describe how you will accomplish this goal.) The competencies required for this accreditation are the foundation of all coursework.  Linking assignments to competencies will be completed in course development prior to Fall 2016.  Apply for state curriculum approval first as a precursor to accreditation.  Complete the application process 2017-18.

Responsible Party:  Lori Howell

Goal 2:  Increase student enrollment

Measurable Outcome:  Student enrollment will be at 200 students in 2022.

Plan:  Marketing and promotion of the program through industry resources and the college.

Responsible Party:  Resident Faculty, industry leaders and MCC.

What specific aspects of these goals can be accomplished without additional financial resources?
Additional associate faculty to take on instructional responsibilities to free time for Resident Faculty to promote program and connect with resources and industry leaders.

6. **Requests for Resources**

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

| Type of Resource | Requested Amount | Potential Funding Source |
|---|---|---|
| Personnel: Associate Faculty 2 courses per semester max | $8,700 per academic year | MCC budget for Associate Faculty |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| Total Requested Amount | $8,700 | MCC budget for Associate Faculty |

6.1. Describe the resource request(s).  Additional Associate Faculty to oversee two courses to relieve the Resident Faculty of those responsibilities to focus on promoting the program.
6.2. What program outcome(s) does the resource request(s) address?  Increase student enrollment
6.3. What measurable outcome(s) will result from filling this resource request?  Student enrollment will increase to 200 by 2022.

7. **Executive Summary**
   - Please list 3 – 5 strengths of the program(s).  1.) High retention rates; 2.) Online offerings provide for ease of scheduling; 3.) Online offerings reduce overhead; 4.) One Resident Faculty providing consistency and a single point of contact for students.
   - Please list 3 – 5 areas of enhancement for the program(s).  1.) Development of Competency Based delivery format in line with nationally recommended competencies which establishes the foundation for future accreditation; 2.) Increased utilization of Open Educational Resources; 3.) The updated curriculum makes this a competitive educational program for those individuals seeking Associate level licensure in Arizona.
   - Please identify ways the department will address student learning (assessment efforts, curricular redesign, etc.).  Minimum updates to the assessment process will result in a more accurate reflection of student learning.  Curriculum redesign has been completed toward Competency Based Education
   - Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations.  1.) I would like assistance is identifying potential opportunities for the CHD Program; 2.) Assistance in identifying threats to the CHD Program.
   - Identify any requests for resources that result from this review.

## Who to Call?

| Questions about any report sections, resource allocations/budget requests. | Office of Instruction | Jill Loveless, Dean of Instruction ext. 1918 |
|---|---|---|
| Questions about assessment of student learning. | Office of Instruction | Jen Shumway, Director of Curriculum and Assessment |
| Need more data? | Institutional Research | Bob Faubert, IR Director ext. 1140 |

# Appendix A

[..\Copy of CHD summary revenue-faculty.xlsx](..\Copy of CHD summary revenue-faculty.xlsx)

[..\CHD course brkdwn DFW rates and grades.docx](..\CHD course brkdwn DFW rates and grades.docx)

[..\Part time and FT students.docx](..\Part time and FT students.docx)

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