

**PALO VERDE
COLLEGE**

Alcohol and Drug Studies Program

**CTE FULL
REVIEW**

20
25

Prepared By:

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Reporting Period: Fall 2020 to Spring 2024

Prepared By:

Araceli Alvarez and Christina Granillo

ADS Instructors

Submission Date:

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This document provides a comprehensive review of the Alcohol and Drug Studies (ADS) program, covering the specified reporting period. It includes analysis, outcomes, challenges, and recommendations for program development and alignment with accreditation standards and workforce needs.

Alcohol and Drug Studies

Reporting Fall 2020 to Spring 2024

1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement .

a) **Describe the program, its mission, and target population.**

The Alcohol and Drug Studies (ADS) Program is designed to equip students with the academic knowledge and practical skills necessary for entry-level employment in alcohol and drug treatment programs, with a focus on substance use disorder counseling. This training prepares students for roles within human services organizations while also providing current professionals in the field an opportunity to expand their expertise. The program aims to develop core competencies in areas such as case management, counseling, record keeping, treatment planning, pharmacology, the physiology of substance use disorders, and an understanding of social service systems. It ensures that graduates are prepared to meet the needs of diverse populations in addiction treatment settings.

To succeed in the Alcohol and Drug Studies, students must focus on strong organization, time management, and meeting deadlines, especially for case studies and treatment plans. Professional development is key, including building relationships with peers and staying updated on the latest trends in addiction treatment. Ethical behavior, professionalism, and preparing for certification are also critical. Success in this field requires emotional stability, maturity, solid communication skills, and living free from chemical dependence. By staying committed, open to feedback, and culturally aware, students can excel and build rewarding careers as addiction counselors.

The Certificate of Achievement in ADS includes both coursework and a supervised fieldwork practicum, which are required for certification by all three accrediting bodies in California: CAADE's Addiction Counselor Certification Board of California (ACCBC), the California Consortium of Addiction Programs and Professionals (CCAPP), and the California Association of DUI Treatment Programs (CADTP).

b) How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The ADS Program, within the Division of History, Social, and Behavioral Sciences, has undergone significant changes over the past two years, both major and transformative.

One of the most impactful changes has been the enhancement of the ADS 150 and ADS 151 practicum courses. We established a memorandum of understanding with community resources, such as Riverside County Mental Health, to create more internship opportunities for our students. This collaboration has provided students with the opportunity to gain practical experience in real-world settings.

Additionally, an alternative plan was developed for Rising Scholars to ensure they acquire the skills required by the state. This alternative approach supports students who may need additional assistance to complete their practicum, emphasizing hands-on skill-building. There has been a stronger focus on quality assurance in the training and documentation process. Over the past two years, the program has implemented a more rigorous system for reviewing student work and providing feedback. This ensures that students not only meet academic standards but are fully prepared for the professional expectations of the field.

We have also revised some of the curriculum and added a new course, **ADS 111: Law and Ethics**, to ensure full alignment with state requirements. This addition strengthens students' understanding of legal and ethical considerations in the field.

These changes reflect the program's dedication to maintaining high standards and supporting student success in both accreditation and employment opportunities.

c) How does the program support the College Mission?

The ADS Program actively supports Palo Verde Community College's Institutional Goal #1: *“Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.”*

The ADS Program contributes to this mission by offering a Certificate of Achievement and two Career-Preparation certificates, helping students build the foundational skills and knowledge required for careers in alcohol and drug treatment. In addition, the program's courses meet transferable course requirements and/or electives for students pursuing further education.

In line with this goal, the ADS Program has undergone continuous improvement, reflected in recent curriculum updates, including the addition of **ADS 111: Law and Ethics**, to ensure alignment with state requirements. The program also supports lifelong learning by equipping students with practical skills that enhance their career development and personal growth.

Moreover, the ADS Program engages in regular assessments to identify areas for improvement. These assessments help pinpoint weaknesses within courses and the overall program, while also promoting relevant solutions. This cycle of assessment and improvement ensures that the program continues to meet high educational standards and fulfills the College's mission of delivering quality education that prepares students for certification, employment, and academic advancement.

2. POPULATION SERVED

a) Describe the populations served by the program, identifying special populations, if any.

The ADS Program at Palo Verde College serves a diverse range of students, including incarcerated individuals and those from the broader community. The program attracts students pursuing careers in substance abuse counseling, those working towards associate degrees or certificates in ADS, and individuals seeking to transfer to four-year institutions. Additionally,

many students enroll to enhance their personal and professional growth.

Courses in the ADS Program are available in multiple formats, including face-to-face, correspondence, and online, making the program accessible to various student populations. These include incarcerated students, local community members, and students receiving services from programs such as EOPS (Extended Opportunity Programs and Services) and DSPS (Disabled Student Programs and Services).

b) Modifications of goals previously outlined and plans for serving them in the future:

One of the program's key goals is to expand access by offering online courses. This modification was implemented to better serve students who are working, as it allows them the flexibility to engage with their education without disrupting their work schedules. Additionally, the online course offers catering to students who live far from campus and are unable to commute regularly. By providing these options, the ADS program aims to broaden its reach, offering educational opportunities to individuals in other cities or counties who may not have had access otherwise.

Moving forward, the program plans to enhance these online offerings by integrating more interactive elements and support systems tailored to distance learners. The goal is to ensure that online students receive the same quality education as those attending face-to-face, with a focus on student engagement, community-building, and access to resources. This will allow the program to continue meeting the needs of diverse populations while maintaining the high standards necessary for success in the field of alcohol and drug studies.

3. ACCOMPLISHMENT IN ACHIEVING GOALS

A) Progress and evidence toward achieving the goals previously identified:

The following goals have been identified in previous review:

- 1) Full-time instructors needed to oversee the ADS program
- 2) Offer Practicum to all ADS students rising scholars and community students
- 3) Create two pathways one for community students and the other for rising scholar
- 4) Offer courses online format to the community students.
- 5) AA degree in Alcohol and Drug Studies

Progress towards Goals:

- 1) Between 2014 and 2019, the ADS program was overseen by a full-time Psychology faculty member who identified and began addressing key program goals. During that time, the ADS Program Review update was written under their supervision. In Spring 2019, a full-time ADS instructor took over leadership of the program, ensuring its compliance with state requirements and establishing regular communication with adjunct instructors to promote consistency within courses and coherence across the program.

With the departure of the two previous ADS faculty members, two new full-time faculty were hired to continue strengthening the program. Mrs. Alvarez joined in Fall 2021, and Ms. Granillo began in Spring 2022. Since their respective hire dates, both have worked diligently to revamp the ADS program, updating textbooks, Student Learning Outcomes (SLOs), and all other necessary elements to maintain the program's certification with the three accrediting agencies.

2) Practicum Courses and Scheduling Updates

The practicum courses, *ADS 150* and *ADS 151*, have been offered to all eligible students in the Alcohol and Drug Studies Program under an Independent Study Contract, provided they have completed all other requirements for the Certificate of Achievement. A tentative two-year course schedule was established during the 2020–2021 academic school year, planning for *ADS 150* to be taught during Fall semesters and *ADS 151* during Spring semesters.

The ADS program currently provides practicum opportunities to all students. However, with the program now serving two distinct student populations—community students and Rising Scholars—adjustments have been made to better meet their specific needs. A dedicated practicum section will be offered for Rising Scholars, while community students will have access to an online section.

This separation presents a challenge due to historically low enrollment numbers among community students, which may affect the viability of the online course. To address this issue, if the online practicum section does not meet the minimum enrollment requirement of 10 students, the practicum instructor is willing to work with up to two community

students who need the course to complete their Certificate of Achievement through an Independent Study Contract. This solution ensures that all students have a pathway to fulfill their program requirements, even in the face of enrollment challenges.

- 3) With the separation of community students and Rising Scholars, it is recommended to establish two distinct pathways to support students in achieving their educational goals. The ADS program consists of a total of 13 courses, all of which are offered to Rising Scholars in multiple sections. To better serve community students, these courses will be offered in the online modality.

The pathways are designed to enable students to complete the program within two years, providing a structured and accessible timeline for their academic progress. These changes highlight the ADS faculty's commitment to adapting the program to meet the diverse needs of its students while maintaining high academic standards and full compliance with accrediting agencies.
- 4) In Spring 2025, the ADS program will offer two online courses for the first time, with plans to expand to six online courses by Fall 2025 and the remaining six courses by Spring 2026. Efforts to boost community student enrollment will include targeted recruitment and advertising campaigns to attract students from a wider range of areas to the program. While challenges are anticipated during this transition, these changes are designed to improve accessibility for community students while maintaining the program's high standards of quality. This initiative is strongly supported by the administration, which has expressed a commitment to collaborating with the ADS department to foster the growth of the online community.
- 5) The Alcohol and Drug Studies (ADS) department is launching a Career and Technical Education (CTE) Associate of Arts (AA) degree in Alcohol and Drug Studies to enhance student success and ensure program sustainability. This degree aligns with the Intersegmental General Education Transfer Curriculum (IGETC), streamlining the transfer process to four-year institutions. It also meets the California Department of Corrections and Rehabilitation's (CDCR) updated educational standards, preparing graduates for employment opportunities within the correctional system. Transitioning from a certificate to an AA degree enables higher-level accreditation with agencies such as the California Association for Alcohol/Drug Educators (CAADE), the California Consortium of

Addiction Programs and Professionals (CCAPP), and the California Association of DUI Treatment Programs (CADTP), thereby enhancing the program's credibility and appeal. This strategic move not only bolsters students' career readiness but also secures the program's future by aligning with industry standards and educational requirements.

4. DEMAND FOR THE PROGRAM

The demand for substance abuse counselors is currently high and expected to continue growing significantly. According to the U.S. Bureau of Labor Statistics (BLS), employment for substance abuse, behavioral disorder, and mental health counselors is projected to increase by **18% between 2022 and 2032**, far outpacing the average growth rate of 3% for all occupations. This growth is driven by a rising need for mental health and addiction treatment services across various sectors, including healthcare, community support, and the criminal justice system.

In terms of job openings, it is estimated that there will be approximately **42,000 job openings each year** due to new positions and the replacement of workers who retire or transition to other careers. Additionally, as healthcare policies increasingly cover mental health and substance use treatment, more people will have access to these services, further boosting demand for qualified professionals in the field.

As of May 2023, the median salary for substance abuse counselors was **\$53,710**, with those working in hospitals earning slightly more at **\$59,090**. This makes the field not only in high demand but also financially rewarding for graduates.

[Bureau of Labor Statistics.](#)

[CareersinPsychology.org |](#)

With this projected growth and strong wage potential, the demand for ADS students entering this field is more than adequate and likely to remain robust in the coming years.

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

a) External Issues Factors

In the fall of 2023, the California Department of Corrections and Rehabilitation (CDCR) made the decision to remove the ADS program from prisons due to conflicts with the Offender Mentor Certification Program (OMCP). This affected staff going into the prison to teach because it's a conflict. This decision eliminated the ADS program from the prison system entirely. However, after crucial conversations and in-depth discussions about what would best serve the interests of the incarcerated students, CDCR ultimately agreed to reinstate the ADS program for it is a very popular program within the CDCR prisons.

Later that year, CDCR implemented significant changes aimed at aligning with the state's focus on higher education, specifically degree programs that are transferable to all universities, including UCs and Cal States. As a result, all certification programs were removed from the prison system—except for the ADS program. These sweeping changes created considerable stress and uncertainty among students and ADS staff as they navigated the shifting landscape and the future of the program.

In response to these challenges, the ADS department has taken proactive steps to adapt to the new requirements. Recognizing the urgency of the situation, the department has developed an Associate's Degree in Alcohol and Drug Studies that meets CSU transfer standards. This critical initiative ensures that the program not only aligns with the state's higher education focus but also provides incarcerated students with meaningful educational opportunities that support their long-term success.

b) Major Strengths

The ADS program boasts strong enrollment, high completion rates, and approval for classes to be offered in multiple formats, including face-to-face, correspondence, and online.

Students are now able to complete ADS 150 and ADS 151 in our two practicum courses. These updates allow students to complete all courses required for the ADS Certificate of Achievement.

- Full-time tenure track faculty are certified to teach in all modalities.
- Community MOU with Riverside County Mental Health for practicum students

- Through the hard work of Mrs. Alvarez, we are now able to provide a full practicum course to our Rising Scholars students.
- Accredited with CAADE, CAPP, CADTP
- Fulltime faculty is working on expanding program towards a degree.

c) Major Weaknesses:

With the move towards eliminating correspondence classes for community students we will not have the capacity to offer a full robust program to our community students.

6. CURRICULUM HISTORY

- a) List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

The ADS courses have been consistently offered over the past eight semesters. ADS 106 was modified to meet updated state standards, and as a result, Psych 220 is no longer required. Additionally, the ADS 111 Law and Ethics course was created to fulfill state requirements and will be available in Spring 2025.

- b) Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

To clarify, ADS 150 is only offered in the fall semester, and ADS 151 is exclusively available in the spring semester. Enrollment in ADS 151 requires the successful completion of ADS 150. Due to the nature of these two practicum courses, which involve practical internships, students are required to secure placements with agencies that provide substance abuse services to the community. These placements allow students to apply the tools and knowledge they have gained in their coursework in real-world settings.

<i>Courses</i>	<i>FA 2020</i>	<i>SP 2021</i>	<i>FA 2021</i>	<i>SP 2022</i>	<i>FA 2022</i>	<i>SP 2023</i>	<i>FA 2023</i>	<i>SP 2024</i>
<i>ADS-101</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-102</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-103</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-104</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-105</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-106</i>						<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-107</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-108</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-109</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-110</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>ADS-111</i>								
<i>ADS-150</i>	<i>X</i>		<i>X</i>		<i>X</i>		<i>X</i>	
<i>ADS-151</i>		<i>X</i>		<i>X</i>		<i>X</i>		<i>X</i>

7. COURSE SCHEDULING AND AVAILABILITY

Currently, all ADS courses are offered in the correspondence modality. While face-to-face courses have been offered in the past, enrollment has generally been low. With the separation of community students and Rising Scholars, it is recommended that more courses also be offered via the online modality to better serve community students.

In Spring 2025, two online courses are scheduled to be offered, with a goal of expanding to six online courses by Fall 2025. This initiative is supported by the administration, which has shown a willingness to collaborate with the ADS department as the online community grows. Efforts will also include targeted recruitment and advertising to attract students from various areas to the ADS program. Despite anticipated challenges and obstacles in this transition, these changes aim to enhance accessibility for community students while maintaining program quality.

Program Enrollment and Accessibility

Overall, enrollment in the ADS program remains strong. The majority of students enrolled are incarcerated individuals, and the program continues to effectively serve this population through correspondence courses. Community students will be offered online courses.

Future Scheduling Plans

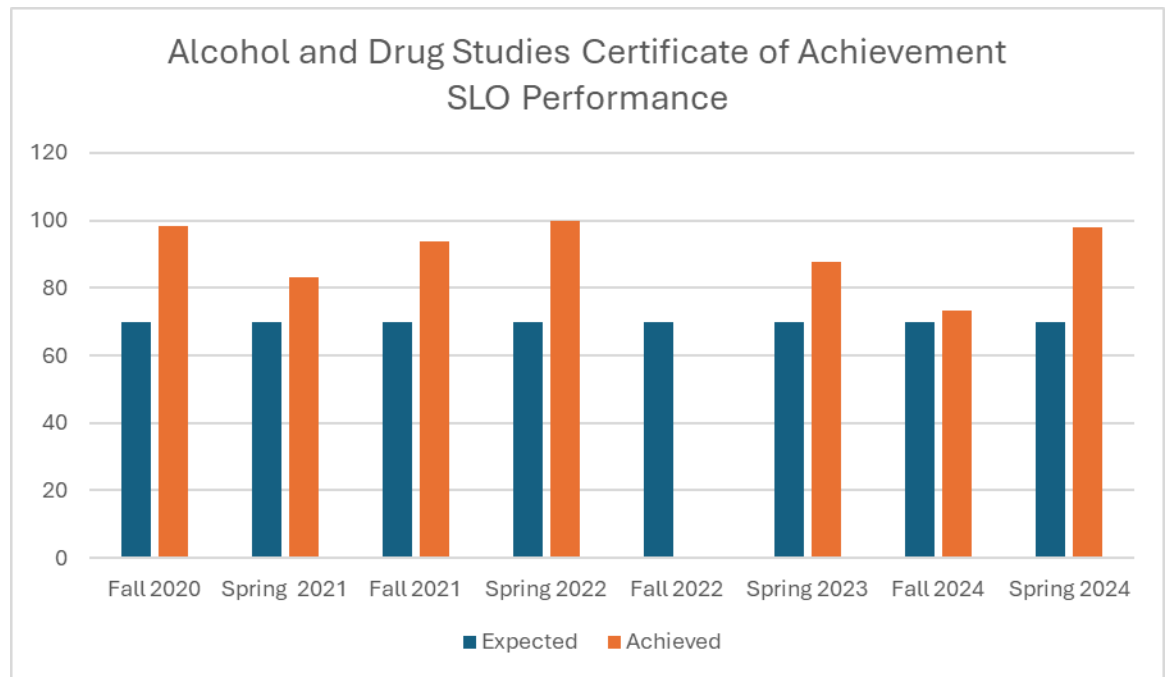
To further improve program planning and accessibility, there are plans to establish a two-year course schedule for the ADS program, beginning in 2025. This schedule will be reviewed and modified, if necessary, every two years to align with student needs and program goals. These efforts reflect the department's commitment to maintaining high enrollment and expanding educational opportunities for all students, including those who are incarcerated and those in the broader community.

8. STUDENT LEARNING OUTCOMES

The process of collecting data for Program Learning Outcomes (PLOs) begins by utilizing the Program-Level CLO (Course Learning Outcome) Worksheets. This involves identifying all courses within the program that include CLOs mapped to a specific PLO. For instance, courses with CLOs that align with PLO #1 are listed in the first column of a table.

Each academic year since the last full program review is then analyzed to determine the percentage of students who successfully met the CLOs linked to PLO #1. This data is recorded systematically to track trends and outcomes over time. The same process is applied to each PLO within the program, ensuring a comprehensive evaluation of how effectively the program supports student achievement in meeting learning outcomes.

By mapping CLOs to PLOs and measuring success rates annually, the program can identify strengths and areas for improvement, fostering continuous enhancement of the curriculum and teaching strategies. Below is a graph that demonstrates the data collected.



9. COURSE CURRENCY

Courses in program, year COR for each reviewed and approved by CRC

Course	Title	COR review and approved by CRC
ADS 101	Introduction to Alcohol and Drug Studies	03/09/2023
ADS102	Pharmacology and Physiological Effects of Addiction	Currently in review
ADS103	Case Management and Documentation	12/09/2021
ADS104	Addiction Prevention Education and Outreach/Referral	03/09/2023
ADS105	Co-occurring Disorders and Chemical Dependency	12/09/2021
ADS106	Counseling Interventions	04/13/2023

ADS107	Group Counseling	03/09/2023
ADS108	Family Dynamics of Addictions	04/13/2023
ADS109	Substance Abuse in Special Populations	12/09/2021
ADS110	Introduction to Human Services	12/09/2021
ADS111	Law and Ethics in Alcohol and Drug Studies	03/10/2022
ADS150	Practicum for Alcohol and Drug Studies I	12/14/2023
ADS151	Practicum for Alcohol and Drug Studies II	12/14/2023

Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

CORs not reviewed/approved within 4 years preceding this report will be updated during the 2025-2026 academic year.

10. PROGRAM AND COURSE COVERAGE

A) Courses taught and who teaches them:

	Full-Time (FT) Only	Adjunct Only	Both FT and Adjunct
ADS 101 – Introduction to Addiction Studies			X
ADS 102 – Pharmacology and Physiological Effects of Addiction			X
ADS 103 – Case Management & Documentation			X
ADS 104 – Addiction Prevention			X

Education & Outreach/Referral			
ADS 105 – <i>Co-Occurring Disorder and Chemical Dependency</i>			X
ADS 106 – Counseling Interventions			X
ADS 107 – Group Counseling			X
ADS 108 –Family Dynamics of Addictions			X
ADS 109 – Substance Abuse in Special Populations			X
ADS 110 – Introduction to Human Services			X
ADS 111- Law and Ethics in Alcohol and Drug Studies			X
ADS 150 – Practicum for Alcohol and Drug Studies I	X		
ADS 151 – Practicum for Alcohol and Drug Studies II	X		

B) Explain how effectively the program is served with the current coverage.

Currently, the ADS department has both full-time and part-time faculty teaching all courses, including multiple sections. Despite this, there are long waiting lists for courses within the Rising Scholars program. To address this, the department aims to recruit additional faculty to better serve the needs of the Rising Scholars.

Full-time faculty are certified to teach in an online modality, and several part-time faculty members are also certified. The goal is to encourage new part-time faculty to obtain online teaching certification as well. This initiative would support the department's expansion to offer more online courses, meeting the needs of community students more effectively.

Currently, the practicum course is overseen by a single full-time instructor certified by the accredited agency. This individual is the only faculty member teaching practicum

courses. The department's standard or goal is to ensure that practicum instructors are licensed in the state of California, enabling them to sign off for hours for the Rising Scholars program.

C) Describe plans to correct deficiencies, if any, in course and program coverage.

To meet the growing needs of the department, we are considering increasing the number of part-time faculty in the ADS department. This expansion would allow us to open more course sections for the Rising Scholars program and ensure faculty versatility in teaching both in-person and online modalities to better serve community students.

11. PROFESSIONAL DEVELOPMENT

- a) Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Prior to this time period, development activities had been limited to flex day training, online seminars, and consultation with colleagues. However, budget requests were submitted and approved, allowing for ongoing professional development for faculty members within the division.

Christina Granillo, LMFT- Professional Development Trainings/ Courses

The following training courses have been taken over the last 2 years since Ms. Granillo's hiring. These courses allow her to continue to be up to date with areas in Alcohol and Drug Studies and Psychology.

- California Law and Ethics Continuing Education
- EMDR for Early Trauma and Neglect Held in Implicit Memory
- Healing Survivors of Child Sexual Abuse

- Resetting the Immune System

Araceli Alvarez CATC III- Professional Development

The following trainings have been taken over the last 3 years since Mrs. Alvarez hiring.

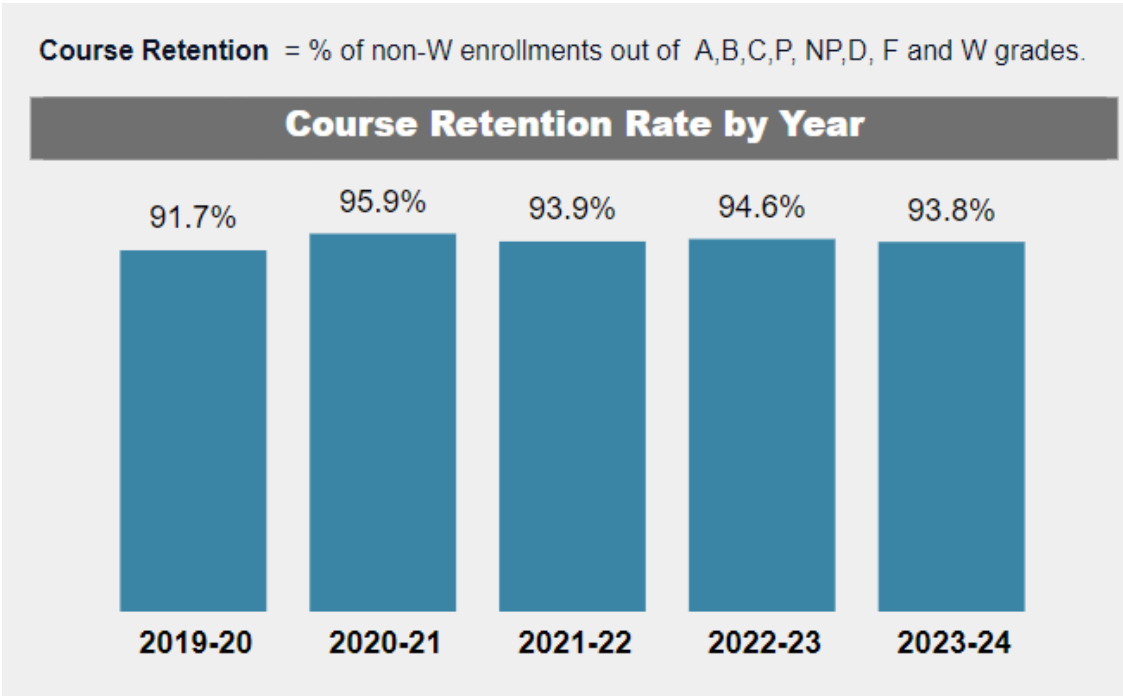
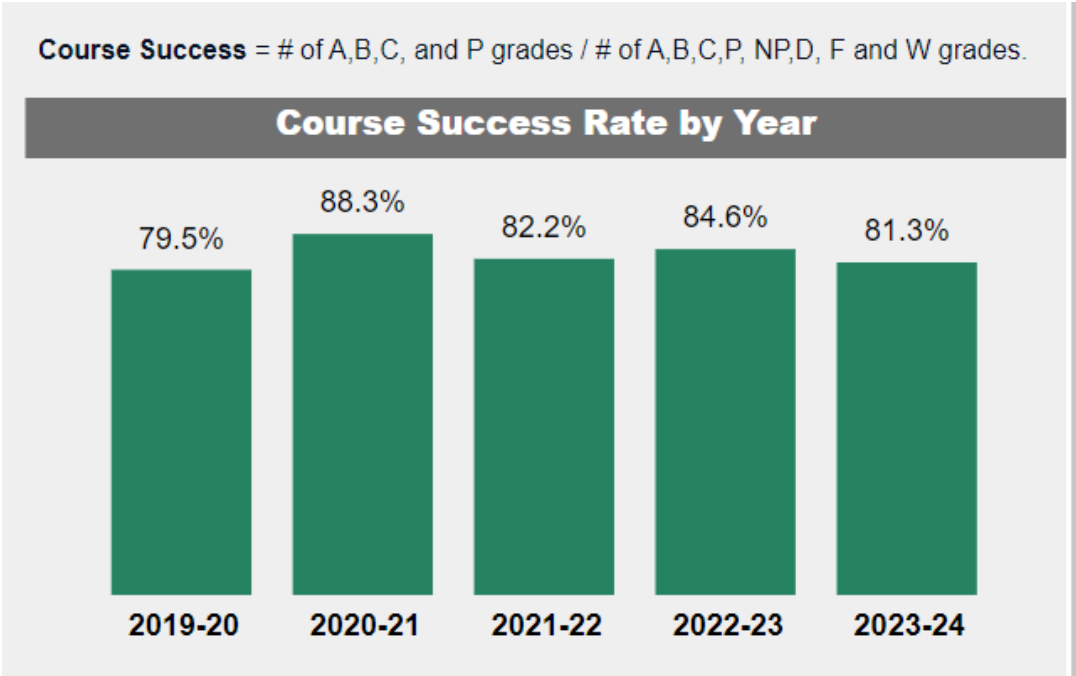
These courses allow her to continue to be up to date with areas in Alcohol and Drug Studies.

- Currently working on a master's degree in Addiction Counseling
- Crisis Care and Service System- Behavioral Health Crisis Care
- Marijuana Overview
- Confidentiality: The HIPPA Privacy Rule
- Trauma- Focused Cognitive Behavioral Treatment for Veterans
- Substance Use Disorder Treatment: Family Counseling
- An Introduction to Chronic Pain
- California Law and Professional Ethics
- Child Abuse Assessment and Reporting In California
- Gambling Disorder: Ethics and Treatment
- Bipolar Disorder and Substance Use

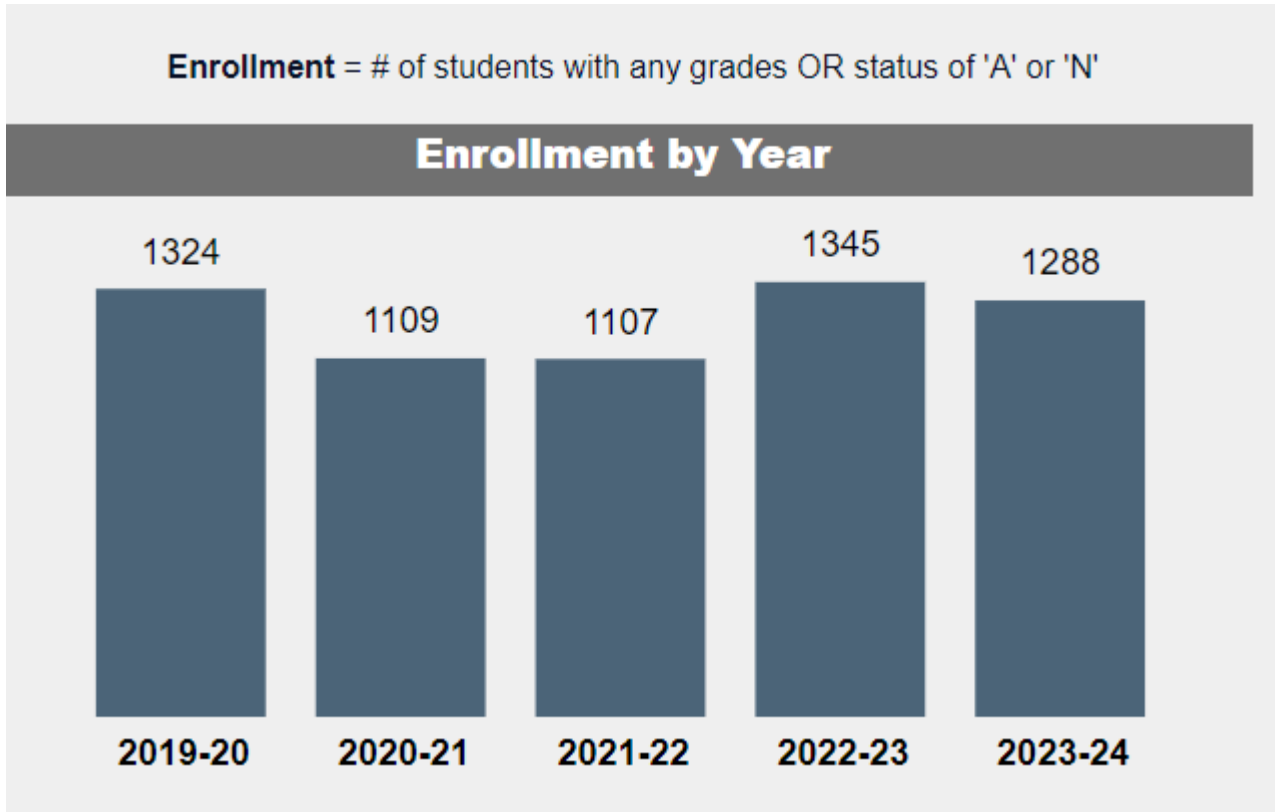
b) Describe areas of unmet professional development needs among faculty in the program and identify specific plans to address those needs.

We currently do not have unmet professional development needs, but we were informed that we each have \$1000 dollars of professional development which we will be hopefully using for a NAADAC conference in 2025. These conferences typically provide around 50 continuing education units.

12. STUDENT SUCCESSFUL COMPLETION AND RETENTION



13. ENROLLMENT TREND



Year	2019-20			2020-21			2021-22			2022-23			2023-24		
Course Name	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
ADS-101	219	94.5%	82.9%	195	94.0%	80.9%	302	94.5%	81.7%	359	94.6%	87.3%	229	96.5%	88.6%
ADS-102	132	89.8%	81.1%	106	93.9%	89.8%	123	93.9%	81.6%	88	85.3%	68.0%	130	88.1%	80.2%
ADS-103	173	97.1%	92.5%	126	97.6%	94.3%	149	93.8%	78.6%	135	97.6%	91.3%	163	93.2%	79.6%
ADS-104	179	87.6%	78.7%	123	95.0%	92.4%	89	94.0%	81.9%	148	97.9%	88.2%	143	95.0%	82.7%
ADS-105	122	92.2%	76.7%	119	97.3%	90.3%	88	96.4%	90.4%	176	94.0%	84.4%	106	92.4%	80.0%
ADS-106	66	91.9%	80.6%	78	97.3%	90.7%	72	93.0%	85.9%	50	98.0%	89.8%	77	84.7%	48.6%
ADS-107	114	89.0%	60.6%	124	98.3%	85.7%	57	92.7%	81.8%	107	92.6%	83.2%	132	93.8%	83.1%
ADS-108	196	92.2%	78.2%	131	95.1%	83.6%	108	91.1%	79.2%	151	92.8%	73.9%	136	97.0%	80.7%
ADS-109	90	85.7%	71.4%	88	95.3%	90.6%	62	93.3%	73.3%	51	95.7%	84.8%	86	96.5%	84.7%
ADS-150	27	92.0%	84.0%	9	100.0%	100.0%	24	91.7%	91.7%	45	95.5%	88.6%	48	93.8%	85.4%
ADS-151	6	100.0%	100.0%	10	100.0%	100.0%	33	100.0%	96.8%	35	97.1%	88.6%	38	100.0%	93.9%

14. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

The **Palo Verde College ADS Program** demonstrates a **high-quality standard** in its delivery and student outcomes. Evidence from the program's core indicators, student learning outcomes, partnerships, certificates, degrees, articulation agreements, faculty qualifications, diversity efforts, grants, and equipment support this conclusion. Here's a detailed evaluation:

1. Core Indicators

- **Education Accreditation:** The program fully complies with all educational accreditation standards and ensures that every class is transferable to California State Universities (CSUs). This alignment guarantees that students can seamlessly continue their education within the CSU system while meeting the rigorous academic and professional requirements set by accrediting bodies.
- **State Accreditation:** The program holds full accreditation from three key California bodies: the *Addiction Counselor Certification Board of California (ACCBC)* under CAADE, the *California Consortium of Addiction Programs and Professionals (CCAPP)*, and the *California Association of DUI Treatment Programs (CADTP)*. These certifications validate the program's alignment with state and professional standards.
- **Retention and Completion Rates:** The program reports strong enrollment, retention, and completion rates, exceeding the benchmark of 84% and averaging 93% for all SLO assessments in the review period.

2. Student Learning Outcomes (SLOs)

- The program has achieved exceptional results in its SLO assessments, as evidenced by consistent performance exceeding established benchmarks. It maintains a rigorous approach to assessing and refining SLOs to meet evolving educational and professional demands.

3. Partnerships

- Established **memoranda with community resources**, such as *Riverside County Mental Health*, provide students with internship opportunities and practical experience that enhance their readiness for the workforce.
- Collaborations with community agencies further embed the program within the local context, strengthening its real-world applicability.

4. Certificates and Degrees

- The program offers pathways aligned with state-mandated requirements, enabling students to concurrently earn certificates and an Associate of Arts (AA) degree in Alcohol and Drug Studies. These qualifications enhance employability while providing a strong foundation for further education and career advancement.

5. Articulation Agreements

- The program supports seamless transitions for students, whether they are pursuing higher education or entering the workforce. It fully complies with all educational accreditation standards, ensuring that every class is transferable to California State Universities (CSUs).

6. Faculty Qualifications

- Faculty members are required to register with appropriate credentialing agencies, ensuring that they meet or exceed professional standards.
- Funding for faculty to attend professional development seminars and conferences keeps them updated on the latest practices, enhancing their teaching effectiveness.

7. Diversity

- The program emphasizes inclusivity, addressing the needs of diverse student populations and incorporating culturally sensitive practices and curricula. These efforts reflect a commitment to equity and respect for varied cultural backgrounds.

8. Grants and Equipment

- Allocated funds for faculty development and instructional resources underscore a commitment to maintaining high-quality educational delivery.
- Updated equipment and tools enable hands-on, practical training that aligns with industry standards.

The Palo Verde College ADS Program is of **high quality** and meets student needs effectively. Key evidence includes its exceptional accreditation, strong retention and completion metrics, alignment with professional standards, robust faculty qualifications, and significant investments in professional development and resources. These elements collectively ensure that the program provides students with a comprehensive and impactful educational experience.

15. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

Analysis of Budgeted vs. Actual Expenditures for the ADS Program (Last 5 Years)

During the previous program review, it was noted that no specific budget information was provided to the Alcohol and Drug Studies (ADS) program. Despite the lack of detailed data, the following analysis highlights expenditures and associated challenges encountered during the current review period.

Expenditure Overview

1. Personnel Salaries:

- Annual Average for Full Time Faculty:** \$100,000.00
- This category reflects the primary cost associated with the ADS program, including the salaries of full-time faculty members. The consistent allocation ensures the program is staffed with qualified professionals, maintaining high-quality instruction and student support.
- Annual Average for Part Time Faculty:** \$24,000.00

2. Faculty Benefits:

- a. **Annual Average:** \$34,221.38
- b. Benefits for faculty members, including health insurance and retirement contributions, represent a significant but essential portion of expenditures. These benefits ensure retention of skilled educators and align with institutional obligations.

3. Overload Salaries:

- a. **Annual Average:** \$21,736.85
- b. Overload salaries cover additional teaching loads undertaken by faculty members. This indicates the program's flexibility in responding to increased enrollment or staffing needs.

4. Supplies and Operational Costs:

- a. No specific data was provided for supplies, contract services, or capital outlay during this review. Efforts to clarify these expenditures are ongoing.

Challenges and Missing Information

- **Budget Records:** The ADS staff requested budget information for the program but were informed that no information would be provided.
- **Deviation Analysis:** Without complete data, deviations exceeding 10% for line items cannot be accurately analyzed. This gap in information limits the ability to assess areas where the program may require further funding or adjustments.

Plans for Future Budget Changes

1. Improved Transparency:

- a. The program will continue to collaborate with the finance department to ensure timely access to detailed budget reports. Establishing a streamlined process for budget tracking and reporting is a priority.

2. Enhanced Funding for Supplies and Resources:

- a. The lack of data on supplies and operational expenses highlights a potential need to advocate for dedicated funding to support classroom materials, instructional resources, and technology updates.

3. Professional Development:

- a. Funding for professional development should be sustained and potentially increased to ensure faculty stay current with best practices and industry developments.

4. Support for Overload Salaries:

- a. As the program continues to grow, allocating sufficient funds to cover overload teaching assignments will ensure that staffing needs are met without overburdening faculty.

5. Strategic Planning for Capital Outlay:

- a. Introducing budget planning for future capital outlay, such as upgraded facilities or equipment, will strengthen the program's capacity to meet student needs.

The ADS program has made significant strides in securing an allocated budget to support its operations. However, incomplete financial data for certain expenditures limits a full analysis of budget deviations. Future efforts will focus on improving transparency, securing additional funding for under-resourced areas, and ensuring sustainable growth. Palo Verde College remains committed to providing financial support to maintain the program's high standards and address student and faculty needs effectively.

16. REVENUE AND EXPENSES

1. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

Revenue and Financial Analysis of the ADS Program and Program Revenue (Preceding Two Academic Years)

Currently, specific revenue data for the ADS program is unavailable, but gathering accurate and relevant financial information is critical for strategic decision-making. Key areas to focus on include enrollment numbers and Full-Time Equivalent (FTE) data, which reflect the total number of students and the revenue generated from tuition and state funding. Additionally, identifying grants or external funding received in previous years is essential to understanding the program's financial support.

Analyzing course demand trends, such as waitlist sizes and enrollment caps, can highlight potential revenue opportunities from unmet demand. Furthermore, revenue or support generated through partnerships with community agencies and programs like Rising Scholars should be quantified to evaluate their contribution to the program's financial health.

Moving forward, the program should prioritize collecting and analyzing this data to gain a comprehensive understanding of its financial position. This information will support effective resource allocation and informed decision-making for faculty recruitment, course expansion, and enhanced student services.

2. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

Program Expenses (Preceding Two Academic Years)

1. Personnel Salaries:

- a. **Annual Average for Faculty Salaries:** \$100,000.00
- b. **Annual Average for Overload Salaries:** \$21,736.85
- c. These figures cover full-time faculty and additional teaching assignments to meet program demands.

2. Faculty Benefits:

- a. **Annual Average:** \$34,221.38
- b. Includes health insurance, retirement contributions, and other benefit-related costs.

3. Equipment and Supplies:

- a. No specific data was available on equipment purchases or instructional supplies during the preceding two years. Efforts to gather this data are ongoing.

4. Contracts and Operational Costs:

- a. No detailed records provided for contracted services or operational expenses, limiting a complete analysis.

3. State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.

In-Kind Contributions (Preceding Two Academic Years)

While specific dollar values of in-kind contributions are not currently documented, these contributions play a vital role in supporting the ADS program. Faculty members often dedicate uncompensated time to curriculum development, mentoring, and community outreach. Community partnerships, such as those with organizations like Riverside County Mental Health, provide internship opportunities that reduce program costs and enhance student learning.

experiences. Additionally, the college's provision of classroom and office space, utilities, and technology infrastructure contributes significantly to the program's operations.

To ensure comprehensive financial oversight, the ADS program must prioritize tracking and quantifying these in-kind contributions by assigning monetary values to these resources. This effort will help reflect their importance in sustaining program activities and operations.

Moving forward, the program should implement a detailed data collection plan to monitor enrollment trends, course demand, grant funding, and operational expenses regularly. Engaging stakeholders, including faculty, administration, and community partners, will be essential to gather missing financial data and ensure accuracy. Quantifying in-kind contributions will provide a clearer picture of the resources supporting the program. Furthermore, leveraging these financial insights will enable the program to strategically expand course offerings, improve resource allocation, and enhance student services. Collecting and analyzing this data is critical for ensuring the program's sustainability and guiding its future growth.

17. FACILITIES AND EQUIPMENT

1) Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

Adequacy of Facilities for the ADS Program

The facilities provided for the Alcohol and Drug Studies (ADS) program are more than adequate to meet the program's needs. Classrooms, offices, and equipment are sufficient to support faculty and students effectively, offering a conducive environment for teaching and learning.

However, despite the availability of these facilities, the program faces challenges in achieving sufficient enrollment and retaining students in face-to-face ADS courses. Efforts by faculty and administration, such as scheduling classes and actively recruiting students, have not consistently resulted in adequate enrollment numbers. This has led to underutilization of classrooms that were specifically reserved for the ADS program.

Recommendations for Improvement

Expanding online course options could significantly enhance accessibility to the ADS program, attracting more students, particularly those unable to attend in-person classes due to geographical or scheduling constraints. Shifting to online delivery method would provide flexibility and cater to a broader audience, including working professionals and nontraditional students.

2) Describe plans for future changes in facilities or equipment that would better support the program.

Currently, there are no plans for immediate changes to facilities or equipment for the ADS program. However, if the program successfully expands its course offerings, particularly in the online modality, there may be a slight increase in associated costs. These costs could include upgrades to information technology, such as software, platforms, or digital tools required to support additional online courses.

The program is committed to closely monitoring enrollment trends and resource requirements to ensure that facilities and equipment remain sufficient to support its growth. This proactive approach will help address the evolving needs of students while maintaining the program's quality and accessibility.

18. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Recommendations, Future Trends, and Goals for the ADS Program

The primary focus of the Alcohol and Drug Studies (ADS) program is to expand its online modality to better serve community students. Online course offerings provide the flexibility needed by working professionals, nontraditional students, and those in remote areas, ensuring accessibility to quality education. Simultaneously, the program seeks to establish partnerships

with local prisons to offer face-to-face courses specifically to Rising Scholars students, creating unique educational opportunities for incarcerated individuals.

Additionally, collaboration with prisons using Zoom for practicum students can alleviate the intensity of practicum requirements by providing virtual support and supervision. This innovative approach bridges logistical gaps and enhances learning experiences for both Rising Scholars and practicum students.

Personnel and Equipment Needs

To support these initiatives, the program identifies the following needs:

- **Technological Infrastructure:** Investments in online teaching tools, video conferencing platforms, and automated grading systems will streamline operations and enhance the online learning experience.
- **Prison Collaboration Resources:** Implementing Zoom-based support for practicum students and face-to-face courses in prisons will require additional equipment, such as laptops, projectors, and secure internet access solutions.
- **Part-Time Adjunct Faculty:** Hiring additional adjunct faculty will accommodate the increased demand from waitlisted Rising Scholars students and ensure sufficient instructional capacity.

Continuing and New Goals

1. Goal: Expand Online Course Offerings

- **Activities:** Develop new courses and transition existing ones to the online format. Focus on engaging content delivery and student support through learning management systems and virtual resources.
- **Timeline:** Launch expanded offerings within one year, with continuous improvements based on student feedback.
- **Measure of Success:** Increased online enrollment and high student satisfaction scores.

2. Goal: Establish Face-to-Face Courses for Rising Scholars

- **Activities:** Work with prison administration to offer ADS courses to Rising Scholars students, tailoring content to their unique needs and ensuring alignment with program goals.
- **Timeline:** Begin pilot courses within one year and evaluate success annually.
- **Measure of Success:** Enrollment growth in prison-based courses and positive feedback from Rising Scholars participants.

3. Goal: Integrate Virtual Support for Practicum Students

- **Activities:** Use Zoom to facilitate virtual supervision, peer collaboration, and instructor feedback for practicum students. Partner with prisons to integrate practicum components into the Rising Scholars program.
- **Timeline:** Implement Zoom-based practicum support within one year, with enhancements as needed.
- **Measure of Success:** Improved practicum completion rates and positive student feedback on support mechanisms.

4. Goal: Implement AA Degree in Alcohol and Drug Studies (CTE Program)

- **Activities:** Design and finalize the AA program, aligning it with state requirements and integrating core competencies in Alcohol and Drug Studies to support both immediate career entry and further educational opportunities.
- **Timeline:** Complete development by 2025 and launch the program in the 2025-2026 academic year.
- **Measure of Success:** Enrollment in the AA program, successful completion rates, and positive feedback from students and industry stakeholders.

5. Goal: Strengthen Community Partnerships

- **Activities:** Collaborate with accrediting organizations (CAADE, CCAPP, CADTP) and local agencies to enhance program visibility, secure internships, and provide guest lectures and workshops.
- **Timeline:** Build partnerships within two years and integrate opportunities into the curriculum.

- **Measure of Success:** Increased student participation in internships and positive feedback from community partners.

6. *Goal: Align Curriculum with Emerging Trends*

- **Activities:** Continuously review and update course content to address new challenges, such as the rise in fentanyl use and issues surrounding legalized marijuana.
- **Timeline:** Conduct curriculum reviews annually and implement updates as needed.
- **Measure of Success:** Positive feedback on course relevance and effectiveness from students and stakeholders.

Evaluating Success

The success of these goals will be assessed through:

- Enrollment and retention data analysis for online and prison-based courses and the AA program.
- Feedback from Rising Scholars, practicum students, and faculty on program accessibility and effectiveness.
- Student satisfaction surveys focusing on online learning experiences and practicum support.
- Reports from accrediting bodies and community partners on program outcomes.

By prioritizing online course expansion, collaborating with prisons for Rising Scholars, integrating virtual practicum support, and implementing the AA degree in Alcohol and Drug Studies for the 2025-2026 academic year, the program will address the evolving needs of its diverse student base. These initiatives ensure the ADS program maintains high standards of education, increases its community impact, and fosters student success in achieving their academic and professional goals.

2. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

Alignment Between ADS Program Goals and Institutional Goals

Palo Verde College's Alcohol and Drug Studies (ADS) program, a Career and Technical Education (CTE) program, is closely aligned with the institutional goals and objectives outlined in the college's Integrated Strategic Plan. The program supports the college's mission by promoting student success, fostering lifelong learning, and contributing to workforce development and community well-being through high-quality education and professional preparation.

Program Goals and Institutional Alignment

Student Success and Academic Achievement:

The ADS program is committed to recruiting new students, supporting their progression, and ensuring the successful completion of their academic and career goals. To achieve this, the program continues to offer a Certificate of Achievement and two Career-Preparation Certificates, which provide essential skills and knowledge in alcohol and drug treatment practices.

Anticipating further program growth, the ADS program is preparing to offer an Associate of Arts (AA) degree in Alcohol and Drug Studies beginning in the 2025-2026 academic year. This addition will provide students with an expanded pathway for professional development and transfer opportunities, aligning with institutional objectives to enhance academic offerings and student outcomes.

High-Quality Learning Environments:

As a CTE program, ADS prioritizes hands-on, practical education that meets industry standards while also incorporating flexible and inclusive learning environments. Expanding online modalities ensures accessibility for diverse student populations, including those with professional or personal commitments, while face-to-face classes for Rising Scholars within prisons provide critical educational opportunities for underserved populations. This approach directly supports the college's goals of increasing equity and access to education.

Personal and Professional Development:

ADS courses enhance students' personal growth by offering insights into interpersonal relationships, cultural awareness, and community outreach. These outcomes align with the college's commitment to fostering socially responsible and culturally aware graduates who are prepared for the demands of the workforce.

Community Engagement and Impact:

The program actively contributes to the surrounding community by preparing students to address substance abuse and addiction issues effectively. By producing a workforce equipped with practical and ethical skills in alcohol and drug counseling, the program meets local and regional workforce needs. This focus on community impact aligns with the college's goal of supporting regional development through education and fostering partnerships with local organizations.

Program Contributions to Institutional Goals

1. Career and Workforce Development:

- a. As a CTE program, ADS equips students with job-ready skills in addiction counseling, directly supporting the college's goal of strengthening career and technical education pathways.

2. Expanded Academic Pathways:

- a. With the addition of the AA degree in Alcohol and Drug Studies, the program will provide students with an opportunity to achieve a comprehensive academic credential that enhances employability and prepares them for transfer to four-year institutions. This aligns with the institutional goal of expanding academic offerings and increasing transfer opportunities.

3. Equity and Accessibility:

- a. Online course expansion and in-prison face-to-face classes for Rising Scholars demonstrate the program's commitment to inclusivity and ensuring education is accessible to all, particularly underserved populations. These efforts are central to the college's strategic objectives for equity.

4. Lifelong Learning and Personal Growth:

- a. By integrating foundational knowledge with practical applications, the ADS program fosters a lifelong love of learning, contributing to continuous personal and professional development.

5. Community and Industry Partnerships:

- a. Collaborations with accrediting bodies (CAADE, CCAPP, CADTP), local organizations, and prisons strengthen the program's relevance and ensure that it remains responsive to workforce and community needs.

The ADS program plays a pivotal role in advancing Palo Verde College's institutional goals by promoting student success, expanding academic pathways, and addressing community and workforce needs. The planned addition of an AA degree in Alcohol and Drug Studies for the 2025-2026 academic year further enhances the program's alignment with the college's mission, ensuring it remains a leader in providing accessible, high-quality education and professional preparation for diverse student populations.