



# Agenda

## **Addiction Studies Advisory Committee**

Lake Tahoe Community College

Tuesday February 13<sup>th</sup>, 2018

9:00 – 10:30AM

Board Room

- Welcome and Introductions
- Program Overview
- Update on Online Delivery
- Update on Revised Curriculum
- CAADE and CCAPP Renewals
- General Discussion



# Addiction Studies Advisory Committee Minutes

Lake Tahoe Community College  
February 13<sup>th</sup>, 2018  
9:00-10:30AM (L103/Aspen Room)

- **Welcome and Introductions**

- Meeting called to order at 9:03 p.m.
- LTCC staff attendance:
  - Jamie Rhone, Career & Technical Education Program Specialist
  - Sean Dawley, Student Representative
  - Yvonne Greco, Student Representative
  - Pete Dixon, Counselor
  - Gail St. James, Psychology Adjunct Faculty and Clinical Coordinator Alpine County Behavioral Health Department
- LTCC partners attendance:
  - Brian Uhler, Police Chief - South Lake Tahoe Police Department
  - Elizabeth Fedor, Mental Health Worker – El Dorado County of Behavioral Health
  - Hector Reyes, Supervising Health Education Coordinator – El Dorado County of Behavioral Health

- **Addiction Studies Program Flyer Handout**

- The “Pathways to Completion” flyer is one of several created to provide students with a detailed schedule for the entire Academic Year, including a two-year plan, and for those wishing to earn a Certificate of Achievement in a Career & Technology Education (CTE) program.

- **Annual Addiction Studies Program Review Handouts**

- Summary:
  - 5.74 Full-time Equivalent Students (FTES)
  - 69 Total Duplicated Headcount
  - 43 Distance Education Duplicated Headcount
- Student demographics:
  - 20.5% male, 79.5% female
  - 22.7% Hispanic (SLT community is 28-30% Hispanic)
  - 27.3% under 25 years of age
  - 65.9% 25-49 years of age
  - 6.8% 50 + years of age
- Course success:
  - 66.7% for males
  - 77.4% for females
- Student achievement:
  - 1 AA degree in Addiction Studies
  - 3 Certificates in Addiction Studies



- **Program Overview**

- Textbooks are expensive and costly to the students.
  - Lake Tahoe Community College (LTCC) is encouraging faculty to participate in the [“Open Educational Resources Initiative” \(OER\)](#) so students will have easier access to no-cost or reasonably-priced textbooks and other course materials. LTCC was granted an award to fund the research that will help with the adoption of OER materials and several faculty members have already received a stipend for doing this. LTCC students can identify courses with a zero textbook cost, in the quarterly class schedule, as those are highlighted in orange.
  - LTCC also offers the [“Quarterly Textbook Lending Program”](#) which is available for students enrolled in the following programs: EOPS/Care/CalWorks, Equity Program, Veterans and Dependents, and VTEA/CTE. [The Carl D. Perkins Career and Technical Education Act of 2006 \(Perkins IV\)](#) helps the Career & Technical Education Department provide a Quarterly Textbook Lending Program, which provides textbooks for eligible students on the BOGW fee waiver and are pursuing a vocational degree or certificate.
- Some AS students have been struggling to attend regularly and have behavioral issues.
  - Childcare can be quite costly and unaffordable and this can be an issue for students taking evening classes. Enrollments remain small in the face-to-face courses and more outreach might be necessary.
  - The courses offered online remain full with zero cancellations. There appears to be more student demand for online courses. A small percentage of students enroll in addiction studies courses in an attempt to solve their own addiction issues.
  - A stand-alone course, COU 128 “Legal and Ethical Issues in Human Services for Counselors”, was created to supplement the Addiction Studies Certificate of Achievement and Degree.
  - LTCC received approval from the [California Consortium of Addiction Programs and Professionals \(CCAPP\)](#) through October 30, 2020. Approval was also granted from the [California Association for Alcohol/Drug Educators \(CAADE\)](#) through 2020.

- **Campus-wide Resources**

- The [Disability Resource Center](#) assists students with disabilities so they can participate in and benefit from classes and programs at the college.
- The noncredit [English as a Second Language \(ESL\) program](#) is available to assist students with communicating effectively in English.
- The [Tutoring & Learning Center](#) focuses on improving student learning and success in all subject areas.
- The Math Success Center also offers tutoring for students in grades K-12.
- [ADVANCE](#) supports adults in meeting career, education, and other personal goals. They also offer assistance and testing for the High School Equivalency (HSE) certificate.



- [The Dual Enrollment program](#) offers free courses to local high school students and gives them an opportunity to earn college and high school credits simultaneously.
  - Veterans Services provides support to students eligible to receive educational assistance from the [Department of Veterans Affairs \(DVA\)](#).
  - The [Incarcerated Student Program \(ISP\)](#) at LTCC started in the spring of 2017 and was introduced to serve inmates of California's correctional facilities and promote their educational success.
- **General Discussion**
    - There are many stressors for teen-agers in school, especially at the middle school and high school level. Local law enforcement and mental health counselors are seeing more teens with addiction problems. This is another opportunity for addiction studies students to get internship opportunities by targeting youth at the middle school and high school level, as well as, their parents to prevent addiction issues.
    - One of the things the community is seeing is some new dynamics with the legalization of marijuana, as per Chief Uhler. First responders could benefit from additional training to identify what they are seeing on the field. There is currently a California state program called [Drug Abuse Recognition \(DAR\)](#), which was developed for law enforcement, and consists of 24 hours of training on the effects of abusing drugs.
    - There is also an evolving situation at the local middle school where needs have risen regarding education on marijuana use. Currently, the [Drug-Free Communities \(DFC\) Coalition](#) has been making their entrance into schools and has received positive results. In addition to, an Alcohol and Other Drug Studies (AODS) program for teens has been requested from local principals and vice-principles. This would be another opportunity for internship students to obtain some of the 3,000 + hours required to become certified as a counselor.
  - **Action Items and Recommendations**
    - Continue working with the LTCC library to purchase more textbooks for students to check out in the library and/or borrow through the Quarterly Lending program.
    - Expand Zero Textbook Cost (ZTC) options for students.
    - Offer English tutoring for grades K-12 in the Tutoring and Learning Center.
    - More marketing and outreach at high school level and with various business partners to pique interest in addiction studies.
    - Expand the ISP Department by collaborating with local jails to give educational support.
    - Create an internship agreement with local jails to create more internship opportunities for addiction studies students.
    - Collaborate with local middle and high schools to create additional internship opportunities for addiction studies students.
    - Explore a possible registered apprenticeship program for addiction studies students.
  - **ADJOURNMENT**
    - The meeting adjourned at 10:32 a.m.

Respectively submitted,  
Melissa Liggett, Program Technician  
Career & Technical Education

# **Addiction Studies**

## **Certificate of Achievement**

The Addiction Studies certificate is designed to prepare students for entry-level employment in alcohol and drug treatment programs and to provide continuing education for health care and human services professionals. The curriculum provides a broad base of knowledge regarding approaches to drug education and prevention, treatment issues, counseling skills, ethical issues, and practical knowledge about drugs and their effects. Students will gain basic competencies in counseling, case management, record keeping, and treatment planning. The Addiction Studies program includes core courses in psychology, sociology, and counseling in order to provide students with a broad understanding of the roots of addiction. When combined with nine units of field experience, the Addiction Studies program meets the education requirements established by the California Consortium for Addiction Programs and Professionals (CCAPP). The program is also certified by the California Association of Alcohol and Drug Educators (CAADE).

### **Student Learning Outcomes for this certificate are:**

- Correctly define and explain abuse, addiction and dependency as key concepts in the discipline.
- Explain the interaction between genetic, biological, psychological, and environmental factors in the causes of substance misuse problems.
- Describe the role of family dynamics on addiction and recovery and identify the characteristics of codependency within a family system.
- Describe the legal and ethical issues of chemical dependency counseling.
- Demonstrate effective counseling and group leadership skills.
- Appreciate multiculturalism as it relates to the field of addiction counseling.
- Apply principles of effective oral and written communication skills with clients, their families, and colleagues.

### **A. REQUIRED COURSES**

**40 units distributed as follows:**

#### **1. Two courses selected from the following (8 units):**

COU 109 Introduction to Counseling  
PSY 101 General Psychology  
PSY 202 Abnormal Psychology  
SOC 101 Introduction to Sociology

#### **2. All courses from the following (32 units):**

COU 120 Introduction to Alcohol and Drug Studies  
COU 121 The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs  
COU 122 Rehabilitation and Recovery from Alcohol and Drug Abuse  
COU 123 Alcohol and Drug Prevention and Education  
COU 124 Group Leadership and Process  
COU 125 Counseling the Family of Addicted Persons  
COU 126 Intervention and Referral Techniques  
COU 127 Dual Disorders and Mental Health Issues

**NOTE:** Students wishing to meet CAADE and CCAPP certification must complete nine units of field experience in Addiction Studies (COU 134). Prerequisites for COU 134 include COU 109, COU 120 or COU 121, COU 122, COU 124 and COU 126.

Students are required to meet with a counselor, [counselor@ltcc.edu](mailto:counselor@ltcc.edu) or 530-541-4660 ext. 211, to develop an educational plan. All schedules subject to change!

## 2017-18 Detailed Schedule for Addiction Studies

- Fall 2017 COU-120-01 Introduction to Alcohol and Drug Studies Monday 9/18 - 12/4/17 6:00 - 9:50PM 9/18 - 12/4/17
- Fall 2017 COU-126-01 Intervention and Referral Techniques Wednesday 9/20 - 12/6/17 6:00 - 9:50PM
- Fall 2017 COU-134-01 Addiction Studies Field Work – Internship 9/18 - 12/7/17 40 - 300 hours TBA
  
- Winter 2018 COU-109-01 Introduction to Counseling Tuesday 1/9 - 3/27/18 6:00 - 9:50PM
- Winter 2018 COU-121-01 The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs 1/8 - 3/30/18 Online/Canvas
- Winter 2018 COU-134-01 Addiction Studies Field Work – Internship 40 - 300 hours TBA 1/8 - 3/30/18
  
- Spring 2018 COU-124-01 Group Leadership and Process Tuesday 4/10 - 6/26/18 6:00 - 9:50PM
- Spring 2018 COU-125-01 Counseling the Family of Addicted Persons 4/9 - 6/28/18 Online/Canvas
- Spring 2018 COU-134-01 Addiction Studies Field Work – Internship 40 - 300 hours TBA 4/9 - 6/28/18

**\*Online** Please note: PSY-101 “General Psychology” and SOC-101 “Introduction to Sociology” are offered online and face-to-face every quarter, including summer. PSY-202 “Abnormal Psychology” is offered online only in the summer and winter, face-to-face only in the spring, and both online and face-to-face in the fall. COU-134 “Addiction Studies Field Work – Internship” is offered face-to-face every quarter, including summer.

### Updated:12/6/2017 9:42 AM Projected Schedule for Addiction Studies

Summer 2017	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Fall 2018	Winter 2019	Spring 2019
COU 134-01	COU 120-01	COU 109-01	COU 125-01*	COU 134-01	COU 121-01	COU 120-01*	COU 123-01
	COU-126-01	COU 121-01*	COU 124-01		COU 123-01*	COU 122-01	COU 125-01
	COU 134-01	COU 134-01	COU 134-01		COU 128-01	COU 134-01	COU 127-01*
					COU 134-01		COU 134-01
Summer 2019	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
COU 134-01	COU 120-01	COU 121-01*	COU 122-01	COU 134-01	COU 124-01	COU 121-01	COU 123-01*
	COU 109-01*	COU 126-01	COU 125-01*		COU 128-01*	COU 109-01	COU 127-01
	COU 134-01	COU 134-01	COU 134-01		COU 134-01	COU 134-01	COU 134-01

\*Online

LTCC offers a Certificate of Achievement and an Associate Degree in **Addiction Studies**. For more information, go to our website at [www.ltcc.edu](http://www.ltcc.edu) and click on the “ACADEMICS” tab, click on “ACADEMIC PROGRAMS” and then click on “[ADDICTION STUDIES](#)”.

To view the online catalog, go to our website at [www.ltcc.edu](http://www.ltcc.edu) and click on “ACADEMICS” tab and then click on “[CATALOG](#)”. To view online the current schedule of classes, go to our website at [www.ltcc.edu](http://www.ltcc.edu) and click on the “ACADEMICS” tab and then click on “[SCHEDULE OF CLASSES](#)”.

To become a student at Lake Tahoe Community College, you will need to complete an online application before you can register for classes. Please go to our website at [www.ltcc.edu](http://www.ltcc.edu), click on “[Admissions](#)”. Your application might take up to 24 hours to process prior to your being able to enroll in specific courses, so please be patient and check the LTCC email you are assigned for updates. Contact Enrollment Services at 530-541-4660 ext. 211 or [enrollmentservices@ltcc.edu](mailto:enrollmentservices@ltcc.edu) for information on assessment, orientation, and counseling.



# 2016-17 ANNUAL PROGRAM REVIEW

## Addiction Studies

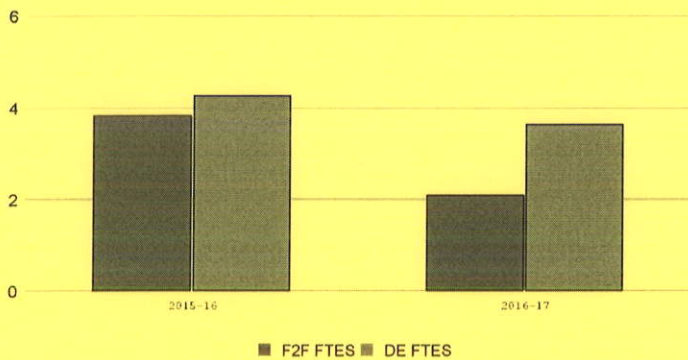


### ADDICTION STUDIES SUMMARY

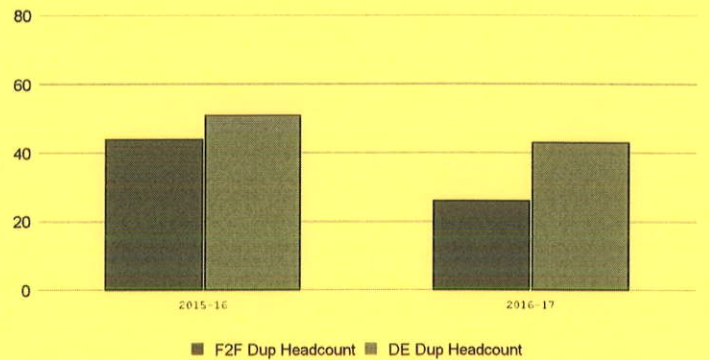
This report contains data from Academic Year (AY) 2015 to 2016. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2015-16	7	4	3	8.10	3.83	4.27	95	44	51
2016-17	6	3	3	5.74	2.09	3.65	69	26	43
1-Yr Chg (15-16 to 16-17)	-14.3%	-25.0%	0.0%	-29.2%	-45.5%	-14.6%	-27.4%	-40.9%	-15.7%
1-Yr Chg (15-16 to 16-17)	-14.3%	-25.0%	0.0%	-29.2%	-45.5%	-14.6%	-27.4%	-40.9%	-15.7%

RESIDENT FTES



DUPLICATED HEADCOUNT



# 2016-17 ANNUAL PROGRAM REVIEW

## Addiction Studies

### DEMOGRAPHICS

	2015-16		2016-17	
	N	%	N	%
Male	18	30.5%	9	20.5%
Female	41	69.5%	35	79.5%

	2015-16		2016-17	
	N	%	N	%
African American	2	3.4%	1	2.3%
Asian	0	0.0%	0	0.0%
Hispanic	17	28.8%	10	22.7%
Native Amer/Alaska Native	1	1.7%	1	2.3%
White Non-Hispanic	36	61.0%	32	72.7%
Two or more races	3	5.1%	0	0.0%

	2015-16		2016-17	
	N	%	N	%
Age < 25	16	27.1%	12	27.3%
Age 25 - 49	32	54.2%	29	65.9%
Age 50 +	11	18.6%	3	6.8%

	2015-16		2016-17	
	N	%	N	%
Median Age	32		32	
Youngest	18		17	
Oldest	86		62	



# 2016-17 ANNUAL PROGRAM REVIEW

## Addiction Studies

### COURSE SUCCESS

	2015-16		2016-17	
	Enrollment	Success	Enrollment	Success
Male	27	88.9%	12	66.7%
Female	62	85.5%	53	77.4%

	2015-16		2016-17	
	Enrollment	Success	Enrollment	Success
African American	2	100.0%	1	0.0%
Hispanic	27	92.6%	11	72.7%
Native Amer/Alaska Native	2	50.0%	1	0.0%
White Non-Hispanic	55	87.3%	52	78.8%
Two or more races	3	33.3%	0	0.0%

	2015-16		2016-17	
	Enrollment	Success	Enrollment	Success
Age < 25	19	73.7%	18	61.1%
Age 25 - 49	53	90.6%	42	78.6%
Age 50 +	17	88.2%	5	100.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2016-17 ANNUAL PROGRAM REVIEW

## Addiction Studies

### 2016-17 COURSE STATISTICS

ADDICTION STUDIES PRODUCTIVITY* (2016-17):	185.6
% FULL TIME INSTRUCTORS** (2016-17):	0%
% ADJUNCT INSTRUCTORS** (2016-17):	100%

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
COU-121	Effects of Alcohol & Drugs	1	0.0%	0%	100%	8.0	7.0	87.5%	100.0%	0.67	34	0.08	137.60
COU-122	Rehab/Reco Alcohol/Drug Abuse	1	0.0%	0%	100%	8.0	8.0	100.0%	87.5%	0.71	32	0.08	128.00
COU-125	Counsel Family of Addict	1	100.0%					0.0%			0		---
COU-126	Intervention & Referral Techni	1	0.0%	0%	100%	10.0	10.0	100.0%	100.0%	0.71	40	0.08	160.00
<b>Total</b>		<b>4</b>	<b>25.0%</b>	<b>0%</b>	<b>100%</b>	<b>8.7</b>	<b>8.3</b>	<b>96.2%</b>	<b>96.0%</b>	<b>2.09</b>	<b>106</b>	<b>0.25</b>	

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
COU-120	Intro to Alcohol & Drug Study	1	100.0%					0.0%			0		---
COU-123	Alcohol & Drug Prevention/Edu	1	0.0%	0%	100%	11.0	9.0	81.8%	55.6%	0.98	44	0.08	176.00
COU-125	Counsel Family of Addict	1	0.0%	0%	100%	18.0	17.0	94.4%	58.8%	1.42	72	0.08	288.00
COU-127	Mental Health Issues	1	0.0%	0%	100%	14.0	14.0	100.0%	71.4%	1.24	56	0.08	224.00
<b>Total</b>		<b>4</b>	<b>25.0%</b>	<b>0%</b>	<b>100%</b>	<b>14.3</b>	<b>13.3</b>	<b>93.0%</b>	<b>62.5%</b>	<b>3.65</b>	<b>172</b>	<b>0.25</b>	

\* Excludes Summer, noncredit, work experience, internship, and cancelled sections

\*\* Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

\*\*\* Withdrawal and success statistics exclude noncredit classes.

## STUDENT ACHIEVEMENT

### ADDICTION STUDIES (ADD)

#### SUMMARY

This report contains data related to student achievement, represented by the number of degrees and certificates awarded by the Addiction Studies Department.

Year	Award Type	Title	# of Awards
2012-13	AA Degree	Addiction Studies	1
		<b>2012-13 TOTAL</b>	<b>1</b>
2013-14	Certificate	Addiction Studies	2
		<b>2013-14 TOTAL</b>	<b>2</b>
2014-15	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
		<b>2014-15 TOTAL</b>	<b>4</b>
2015-16	Certificate	Addiction Studies	1
		<b>2015-16 TOTAL</b>	<b>1</b>
2016-17	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
		<b>2016-17 TOTAL</b>	<b>4</b>

2016-17 ACADEMIC YEAR

## STUDENT LEARNING OUTCOME ASSESSMENT SUMMARY

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ADDICTION STUDIES

There were zero assessment reports completed in 2016-17:

COURSE CODE AND TITLE	INSTRUCTOR	QUARTER	RESULTS





# **Agenda**

## **Addiction Studies Advisory Committee**

Lake Tahoe Community College

Thursday January 26<sup>th</sup>, 2017

3:00 – 4:30 PM

A106

- Welcome and Introductions
- Program Overview and Biennial Review
- Update on Online Delivery
- CAADE Renewal due October 2018
- CCAPP Renewal due October 2017
- Internship Opportunities
- Student Learning Assessments
- New Brochure for Addiction Studies
- Promotional Flyers
- General Discussion

# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### ADDICTION STUDIES SUMMARY

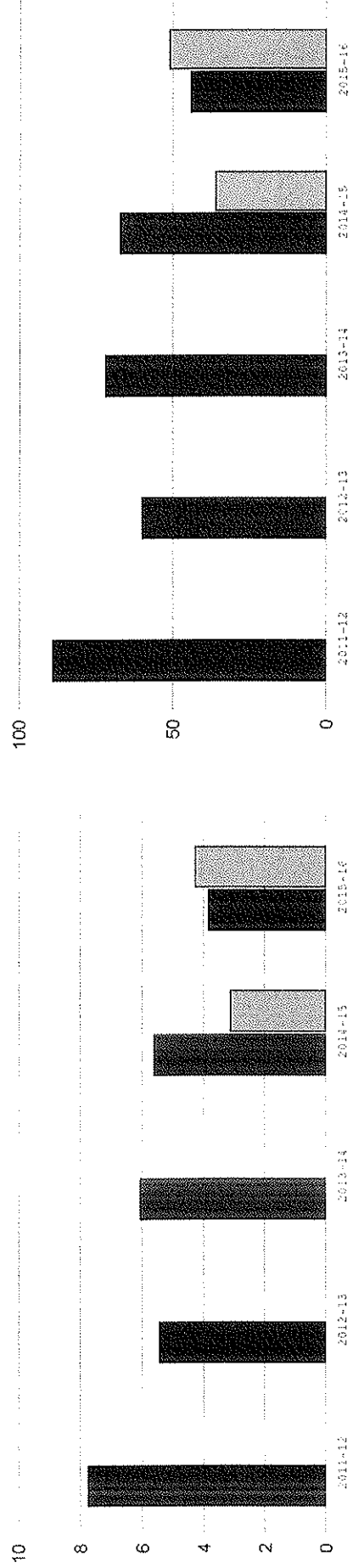
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.



	Total Sections	F2F Sections	Djst Ed Sections	Total FTES	F2F FTES	Djst Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Djst Ed Duplicated Headcount
2011-12	4	4	0	7.74	7.74	0.00	89	89	0
2012-13	4	4	0	5.42	5.42	0.00	60	60	0
2013-14	4	4	0	6.05	6.05	0.00	72	72	0
2014-15	6	4	2	8.71	5.60	3.11	103	67	36
2015-16	7	4	3	8.10	3.83	4.27	95	44	51
4-Yr Chg (11-12 to 15-16)	75.0%	0.0%	—	4.6%	-50.5%	—	6.7%	-50.6%	—
1-Yr Chg (14-15 to 15-16)	16.7%	0.0%	50.0%	-7.0%	-31.5%	37.1%	-7.8%	-34.3%	41.7%

### RESIDENT FTES

### DUPLICATED HEADCOUNT





# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	28	53.8%	11	30.6%	11	28.9%	21	33.3%	18	30.5%
Female	24	46.2%	24	66.7%	26	68.4%	42	66.7%	41	69.5%
Unknown	0	0.0%	1	2.8%	1	2.6%	0	0.0%	0	0.0%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	3	5.8%	0	0.0%	1	2.6%	2	3.2%	2	3.4%
Asian	0	0.0%	0	0.0%	0	0.0%	1	1.6%	0	0.0%
Hispanic	10	19.2%	6	16.7%	6	15.8%	19	30.2%	17	28.8%
Native Amer/Alaska Native	0	0.0%	2	5.6%	1	2.6%	1	1.6%	1	1.7%
White Non-Hispanic	36	69.2%	27	75.0%	26	68.4%	36	57.1%	36	61.0%
Two or more races	3	5.8%	1	2.8%	3	7.9%	4	6.3%	3	5.1%
Unknown	0	0.0%	0	0.0%	1	2.6%	0	0.0%	0	0.0%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	21	40.4%	10	27.8%	7	18.4%	19	30.2%	16	27.1%
Age 25 - 49	26	50.0%	18	50.0%	23	60.5%	34	54.0%	32	54.2%
Age 50 +	5	9.6%	8	22.2%	8	21.1%	10	15.9%	11	18.6%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	31		34		35		29		32	
Youngest	17		17		17		17		18	
Oldest	61		59		63		61		86	

# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	43	81.4%	14	64.3%	18	94.4%	35	80.0%	27	88.9%
Female	41	80.5%	44	88.6%	52	94.2%	61	85.2%	62	85.5%
Unknown	0	0.0%	1	100.0%	2	50.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	4	100.0%	0	0.0%	2	100.0%	2	0.0%	2	100.0%
Asian	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Hispanic	19	89.5%	12	91.7%	11	72.7%	31	87.1%	27	92.6%
Native Amer/Alaska Native	0	0.0%	3	100.0%	3	100.0%	1	100.0%	2	50.0%
White Non-Hispanic	56	76.8%	41	78.0%	52	96.2%	57	82.5%	55	87.3%
Two or more races	5	80.0%	3	100.0%	3	100.0%	4	100.0%	3	33.3%
Unknown	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	19	52.6%	16	87.5%	12	91.7%	26	73.1%	19	73.7%
Age 25 - 49	55	90.9%	31	80.6%	45	95.6%	53	86.8%	53	90.6%
Age 50 +	10	80.0%	12	83.3%	15	86.7%	17	88.2%	17	88.2%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### AWARDS

	Award Type	Award Title	Awards Conferred
2012-13	AA Degree	Addiction Studies	1
2013-14	Certificate	Addiction Studies	2
2014-15	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
2015-16	Certificate	Addiction Studies	1

# ANNUAL PROGRAM

## CTE PROGRAM ADDENDUM

### ADDICTION STUDIES

(2015-16)

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p>Significantly Changed Purpose in the Last Two Years                      Minor Changes in Purpose in the Last Two Years                      No Changes in Purpose in the Last Two Years</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p>High Demand                      Adequate Demand for our students                      Low Demand</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p>Highest Quality                      Meets Student Needs                      Needs Significant Improvement</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p>Benefits From and Contributes to External Issues                      Complies with External Issues                      Not Consistent with External Issues</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p>Income Exceeds Expenditures                      Income Covers Expenditures                      Expenditures Exceed Income</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Two-Year Plan</b></p> <p>Significant Growth Anticipated                      On Track for Next Two Years                      Need Significant Changes and/or Increased Resources to Continue</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Recommendations, project future trends, personnel and equipment needs, etc.)</p>



## Addiction Studies Advisory Committee Meeting Minutes January 26<sup>th</sup>, 2017

### Present

- ❖ Brad Deeds – Dean of Workforce Development and Instruction, Lake Tahoe Community College (LTCC)
- ❖ Brian Williams – Lieutenant, South Lake Tahoe Police Department and Adjunct Faculty – Criminal Justice, LTCC
- ❖ Christina Tibbetts – Health Education Coordinator, El Dorado County Health and Human Services Agency
- ❖ Elizabeth Fedor – Counselor, Tahoe Turning Point and Adjunct Faculty – Addiction Studies, LTCC
- ❖ Gizeh Martinez – Student Equity Program Assistant, LTCC
- ❖ Jamie Rhone – Career & Technical Technician Program Specialist, LTCC
- ❖ Jenna Palacio – Internship-Work Experience Adjunct Faculty, LTCC
- ❖ Jeremy Brown – Director of Institutional Effectiveness, LTCC
- ❖ John Martinez - District Director, Tahoe Center, California Conservation Corps
- ❖ Karen Naegeli – Mental Health Program Coordinator, El Dorado County Behavioral Health and Adjunct Faculty – Addiction Studies, LTCC
- ❖ Jeff Cowen – Board of Trustee, LTCC
- ❖ Melissa Liggett – Career & Technical Education Program Technician, LTCC
- ❖ Sabrina Owen – Manager of Mental Health programs, El Dorado County of Behavioral Health
- ❖ Sarah Marquez – Counselor, LTCC

The meeting was called to order at 3:05 p.m.

### Welcome and Introductions

Introductions were made around the room. Brad Deeds, the new Dean of Workforce Development and Instruction, joined LTCC in September of 2016. He comes with extensive experience in workforce development via the Nevada Department of Education. He was former state director of adult education, state High School Equivalency Administrator, and was responsible for distance education and corrections education for the state of Nevada. He is here to support the students and community and is looking forward to developing valuable partnerships.

Jeff Cowen was elected to the Lake Tahoe Community College Board of Trustees in 2014. He also owns the Blue Angel Café in South Lake Tahoe and has been involved with the Tahoe Regional Planning Agency for many years.

Sarah Marquez is a counselor for Enrollment Services and she also helps out with the Disability Resource Center.

Brian Williams has been a Lieutenant for the South Lake Police Department for over 30 years and will be retiring in two months. He will be taking a temporary hiatus from teaching at Lake Tahoe Community College.

Jenna Palacio has been the Adjunct Faculty/Coordinator for the Internship-Work Experience Department since October 2014 and is also involved with the Tahoe Regional Young Professionals as a board member. She is also part of the Lake Tahoe Visitor Authority's Marketing Advisory Committee and is on the South Lake Tahoe Planning Commission.

John Martinez is the current District Director at the Tahoe Center for the California Conservation Corps (CCC). The CCC works for a wide range of project sponsors throughout California, including state, federal, city and county agencies, school districts, nonprofit organizations and private industry. Corps members are recruited statewide. The CCC helps members continue their training and education after the Corps and members can earn up to \$5,000 in scholarships. Corps members can simultaneously earn two types of scholarships – the CCC Scholarship and the Corps Networks AmeriCorps Education Award. Both scholarships help them to get the training and education they need for the job, career or other endeavor of their choice. These scholarships also provide an incentive and reward to corps members completing one year of service. John would like to expand corps members' opportunities at LTCC and invited committee members to contact him.

Sabrina Owen is the Manager of Mental Health Programs for El Dorado County of Behavioral Health since the early 2000's and has been in the South Lake Tahoe area since the 90's. Christina Tibbits is also employed with the El Dorado County of Behavioral Health.

## Program Overview and Biennial Review

Brad reviewed certificate and degree completion data, student enrollments/Full-Time Equivalent Students (FTES), and completion rates for the Addiction Studies program.  $FTES = (\text{Census Day Enrollment} \times \text{Weekly Student Contact Hours} \times \text{Term Length Multiplier}) / 525$  is a standardized measure of student enrollment at a department, division, or an institution. In a FTES, a student's actual course load is standardized against the normal (i.e., basic) course load. A FTES of 1.0 for a student "means that the student is equivalent to a full-time student, while an FTES of 0.5 for a student" means that the student is half-time. **The total FTES for 2015-16, including face-to-face and online students, for Addiction Studies is 8.10. The total duplicated headcount is 95 students.** The numbers indicate the program is solid. **FTES has increased by 4.6% since 2011-12. The majority of students are between the ages of 25-49 years of age, at 54.2%. Female students are at 69.5% for 2015-16.** Possible funding sources might be explored to attract more males in Addiction Studies; such students are considered "Non-trads" or Non-traditional students, for example, males in nursing or "women" in fire science. The Addiction Studies program is small but steady and cost effective. **In 2015-16, one certificate and one Associate's degree was awarded.** Student earnings and employed could also be tracked after graduation to get a better view of student success.

The majority of students use the Addiction Studies program as a stepping stone to a psychology or addiction studies degree. Most treatment programs require substance abuse counselors to have a bachelor's or master's degree and past experience with addiction and mental health treatment.

## Informational Flyers

Brad presented the Addiction Studies "Pathways to Completion" flyer and explained they are created by Melissa Liggett. They include the detailed schedule for the entire academic year and are intended to assist students and counselors with academic planning as they map out their academic calendar.

## Update on Online Delivery

Karen Naegeli has been teaching addiction studies courses at LTCC for the last three years. The first year was not a smooth transition into the online modality but the second year was better. Students come from across the state and beyond. There is a wide variety of student interest in the program. One student was a licensed Marriage and Family Therapist (MFT) and was looking to expand her education. Many students are looking to solve their own addiction issues. This year there seems to be a lot of late registration requests this quarter and may be due to the difficulty of student access to the LTCC campus because of snow closures. This winter quarter has been unique as LTCC was forced to close the college for several days due to heavy snow and flooding conditions. The snow closures do not affect online classes. Betsy Fedor's face-to-face course has yet to meet, physically, this quarter.



She has been in communication with students via email and phone. Her and other classes will meet extra days (Fridays in March) and finals week, and instructors will be flexible with the students to make up any missed class time. Another resource Instructors can use to make up the missed time is the online portal, Canvas, which Karen uses for her courses. Instructors can use this as a means of communication to students, however, unless an online addendum has been previously filed, this cannot be used as a means to make up any missed contact hours. The course COU-124 "Group Leadership" has not been previously offered online due to the high amount of group exercises required. This course also has a critical student to student interaction component and should be offered only as a face-to-face class. COU 126 "Intervention & Referral Techniques" was also a difficult course to offer online due to the amount of role playing exercises required and an effort to find a way for students to upload videos of a mock crisis counseling session will be explored for next offering. Karen also changed the textbooks on some of the courses. It has been difficult finding an up-to-date textbook that has all of the required information for the course.

Some students are struggling with the curriculum or do not participate fully with the reading assignments, etc. There is a link in adjunct's passport account where he/she can report a student that needs extra support. Information about the "Retention Alert" can be found in Passport or by clicking:  
<https://portal.ltcc.edu/facstaffresources/Documents/Retention%20Alert%20Handout.pdf>

### **CAADE Renewal due March 2018 and CCAPP Renewal due October 2017**

The California Association for Alcohol/Drug Educators or CAADE renewal was last completed in 2013. Under the direction of former Dean Virginia Berry, Karen Naegeli worked closely with Jamie Rhone to submit the application and required paperwork to become accredited with the California Consortium of Addiction Programs and Professionals or CCAPP. The Addiction Studies curriculum was modified to focus on the amount of hours spent on "ethical" issues to accommodate the requirements of CCAPP. All course outlines include topics on ethics and instructors will supplement their courses with handouts. Karen Naegeli suggested a 48-hour "Ethics" course be created to supplement the AS Degree and Certificate. The renewal is due in October of 2017.

### **Internship Opportunities**

Jenna Palacio, Internship/Work Experience Instructor, acknowledged the valuable partnerships in the room and thanked the group for their support of the program. This is an amazing group and the Internship program would not be able to succeed without their participation. A successful Internship is based on professionalism and performance to measurable work site learning objectives directly related to the student's career goals. Students are vetted before entering the program as not all students are ready for an internship.

In 2015-16, Jenna worked with Dean Virginia Berry to re-structure the course COU 134 and the related "Fieldwork" packet. Students previously earned one unit for every 40 hours of volunteer work or 50 hours of paid employment, up to 3 units per quarter. Students would have to repeat the course three times, in order to complete the nine units of field experience required to meet industry certifications. The new packet includes the modified version of COU 134, which allows students to earn one unit for every 40 hours of volunteer work per or 50 hours of paid employment, up to six units per quarter. This will allow the internship student more flexibility and to be able to earn "fieldwork" hours in a shorter amount of time. Students can also take COU 132 "Occupational Work Experience", which is for students who are employed in jobs related to their educational goals, or COU 133 "Internship - Occupational Work Experience", a supervised worksite placement the student earns which is related to the student's educational goals.

## Student Learning Outcome Assessments

There were four assessment reports completed for Addiction Studies in 2015-16:

- Paul Gessford assessed COU-120 "Introduction to Alcohol & Drug Studies" in the fall of 2015 and reiterated that the majority of students are in their own recovery and engaged in this program.
- Karen Naegeli assessed COU-126 "Intervention & Referral Techniques" in the fall of 2015 and expressed the need to have the ability to upload videos of students in a mock crisis due to the large participation of role playing required.
- Betsy Fedor assessed COU-124 "Group Leadership & Process in the spring of 2016 and also expressed the need to keep this course as a face-to-face class due to the huge amount of group work involved She also mentioned she had numerous individuals with behavioral issues in the classroom. Karen explained she tends to have less disruptive behavior due to the nature of an online course.
- Rich Barna assessed COU-127 "Dual Disorders and Mental Health Issues" in the spring of 2016. Half of his students were academically prepared, however, the other half lacked study skills and focus. As a result, only half the class passed the final exam and class.

## General Discussion

It is important to keep a neutral position in the classroom as this is a small town and many students already know the instructors or visa-versa. It can be difficult when students address personal issues in the classroom. It is important to set boundaries on the first day of class.

After offering various Addiction Studies courses for over two years, the Addiction Studies Faculty collectively decided COU 120 "Introduction to Alcohol and Drug Studies", COU 121 "The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs", COU 123 "Alcohol and Drug Prevention and Education", and COU 127 "Dual Disorders and Mental Health Issues" are the only Addiction Studies courses we should be offering online. The other courses, COU 122 "Rehabilitation and Recovery from Alcohol and Drug Abuse", COU 124 "Group Leadership and Process", and COU 125 "Counseling the Family of Addiction Persons" should be only taught in face-to-face format.

The Addiction Studies Faculty also noted some of our course titles should be changed to reflect the updated vernacular and industry-recognized terminology. Recommendations are in red:

- ~~COU 120 Introduction to Alcohol and Drug Studies~~ Introduction to Substance Use Disorders Studies
- ~~COU 121 The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs~~ The Physical, Chemical, and Behavioral Effects of Substance Use Disorders
- ~~COU 122 Rehabilitation and Recovery from Alcohol and Drug Abuse~~ Rehabilitation and Recovery from Substance Use Disorders
- ~~COU 123 Alcohol and Drug Prevention and Education~~ Substance Use Disorders Prevention and Education
- COU 124 Group Leadership and Process
- COU 125 Counseling the Family of Addicted Persons
- COU 126 Intervention and Referral Techniques
- ~~COU 127 Dual Disorders and Mental Health Issues~~ Co-occurring Disorders

**The following handouts were presented as an attachment to the meeting minutes:**

- Annual Program Review (2015-16) – Addiction Studies
- CTE Program Addendum (2015-16) – Addiction Studies
- Pathways to Completion Flyer (2016-17) – Addiction Studies
- LTCC Catalog Page 61 (2016-17) – Addiction Studies
- Advisory Committee Minutes (2-17-16) – Addiction Studies

The meeting adjourned at 4:20 p.m.

Respectively submitted,  
Melissa Liggett  
Career & Technical Education Technician

**ADDICTION STUDIES**

**Pathways to Completion – Certificate of Achievement**

\*REQUIRED COURSES [32 units] See back page

\*\*SELECT 2 COURSES [8 units] See back page

\*\*\*CAADE and CCAPP Certification [9 units minimum]

*Summer 2016* See back page

■ COU 120-01 Introduction to Alcohol and Drug Studies\*  
Online! 6/20 – 7/29/16 [4 units]

■ COU 134 -01\*\*\* TBA 6/27 - 9/16/16 [3 units]  
■ PSY 101-01\*\* Online! 6/20 – 7/29/16 [4 units]  
■ PSY 202-01\*\* Online! 6/20 – 7/29/16 [4 units]  
■ SOC 101-01\*\* Online! 6/20 – 7/29/16 [4 units]

*Fall 2016*

■ COU 125-01 Counseling the Family of Addicted Persons\*  
Online! 9/19 - 12/8/16 [4 units]

■ COU 126-01 Intervention and Referral Techniques\*  
M: 6:00PM - 9:50PM 9/19 - 12/05/16 [4 units]

■ COU 109-01\*\* TH: 6:00 – 8:50PM 9/22 - 12/6/16 [4 units]  
■ COU 134 -01\*\*\* TBA 9/19 - 12/8/16 [1-6 units]  
■ PSY 101-01\*\* TTH: 1:00 - 2:50PM 9/20 - 12/8/16 [4 units]  
■ PSY 101-02\*\* MW: 4:00 – 5:50PM 1/9 – 3/29/17 [4 units]  
■ PSY 101-03\*\* Online! 9/19-12/8/16 [4 units]  
■ PSY 101-04\*\* Online! 9/19-12/8/16 [4 units]  
■ PSY 202-01\*\* Online! 9/19-12/8/16 [4 units]  
■ SOC 101-01\*\* MW: 11:00AM - 12:50PM 9/19-12/5/16 [4 units]  
■ SOC 101-02\*\* Online! 9/19 - 12/8/16 [4 units]

*Winter 2017*

■ COU 121-01 The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs\* M: 6:00 - 10:25PM 1/9 - 3/31/17 [4 units]

■ COU 123-01 Alcohol and Drug Prevention and Education\*  
Online! 1/9 - 3/31/17 [4 units]

■ COU 134 -01\*\*\* TBA 1/9 - 3/31/17 [1-6 units]  
■ PSY 101-01\*\* T/TH: 10:00 - 11:50AM 1/10 - 3/28/17 [4 units]  
■ PSY 101-02\*\* M/W: 4:00-5:50PM 1/9 - 3/29/17 [4 units]  
■ PSY 101-03\*\* Online! 1/9 - 3/31/17 [4 units]  
■ PSY 101-04\*\* Online! 1/30 - 3/10/17 [4 units]  
■ PSY 202-01\*\* Online! 1/30 - 3/10/17 [4 units]  
■ SOC 101-01\*\* Online! 1/9 - 3/31/17 [4 units]

*Spring 2017*

■ COU-122-01 Rehabilitation and Recovery From Alcohol and Drug Abuse\* M: 6:00 - 10:25PM 4/10 - 6/26/17 [4 units]

■ COU 125-01 Counseling the Family of Addicted Persons\*  
W: 6:00 - 9:50PM 4/12 - 6/28/17 [4 units]

■ COU 127-01 Dual Disorders and Mental Health Issues\*  
Online! 4/3 - 6/22/17 [4 units]

■ COU 134 -01\*\*\* TBA 4/10 - 6/29/17 [1-6 units]  
■ PSY 101-01\*\* T/TH: 1:00 - 2:50PM 4/10 - 6/29/17 [4 units]  
■ PSY 101-02\*\* M: 6:00 - 7:50PM 4/10 - 06/26/17 [4 units]  
■ PSY 101-03\*\* Online! 4/10 - 6/29/17 [4 units]  
■ PSY 202-01\*\* Online! 4/10 - 6/29/17 [4 units]  
■ SOC 101-01\*\* Online! 4/10 - 6/29/17 [4 units]

Students are required to meet with a counselor to develop an Educational Plan. All schedules subject to change!