



LAKE TAHOE COMMUNITY COLLEGE
ADDICTION STUDIES ADVISORY COMMITTEE MEETING

THURSDAY MAY 13, 2021 (ZOOM MEETING ID: 921 2587 3576)

- Welcome and Introductions

- General Discussion/Feedback from Industry Partners

- Addiction Studies Annual Program Review (2019-2020) – See summary below

- Perkins Funding



Addiction Studies Advisory Committee

Meeting Minutes

May 13, 2021

- **Welcome and Introductions**

- Meeting called to order at 3:01 p.m.
- Attendance:
 - Brad Deeds– Dean of Workforce Development and Instruction, Lake Tahoe Community College (LTCC)
 - Cherie Durst – Student Representative, LTCC
 - Amber Goligoski- Work-Based Learning Coordinator, LTCC
 - Hector Reyes – Supervising Health Education Coordinator, El Dorado County Public Health Department
 - Marni Perschnick – Adjunct Counselor, LTCC
 - Jamie Rhone – Career and Technical Education Program Specialist, LTCC
 - Jake Schaper – Student Representative, LTCC and Conduct/Life Intervention Counselor, Elevate Addiction Services
 - David Stevenson – Police Chief, South Lake Tahoe Police Department
 - Paul Verhey – Student Representative, LTCC
 - Lisa Vulpe-Fisher – Director of Case Management & Social Services, Barton Health

- **General Discussion/Feedback from Industry Partners**

- **El Dorado County Public Health** – Last year has been a challenge. Normally, staff is at the middle school and high school doing prevention programs face-to-face. One of the biggest issues this year is students with “video fatigue” from the current digital world. Seems a lot have fallen behind, especially those in lower socio-economic class. Many do not have computers or WIFI in their homes.
- **Barton Health** – Have patients with various issues and addictions. Typically, when they are admitted to the inpatient side, they are well into their disease process and are here for withdrawal. Have seen an increase of chronic alcoholics. There is an increase of people who were laid off and began drinking too much or found other substances to use. Have a great relationship with the county, can connect and help them get services. For those who do not have insurance, there just aren’t enough providers or treatment centers in town. Have sent a few to Elevate Lake Tahoe but it’s not as easy as it used to be. Barton requires a master’s degree in Social Work, at the very least, to be a part of the Social Services department. It’s not a Barton decision, it’s a state regulation. Need a master’s degree to be part of the Social Services department. Have a new grant position, Substance Use Navigator, which will be facilitating those with opioid addiction to get medical treatment. This position is not regulated by the state, so don’t need a formal degree.
- **Elevate Addiction Services** – Has been a rough year, seen a huge spike since last March. It tapered off for a while but now seeing a huge spike again. Always looking for people to work there. Is an opportunity for people to gain work experience by interning, contact HR department dharris@elevateaddictionservices.org (Dylan Harris Director of HR SLT).
- **Paul Verhey, Student Representative** – Betsy Fedor and Allison Hibbard are both great resources. Prior to starting at LTCC was working at a treatment center in an entry-level position. Wishes had taken these courses earlier. Shopped around for a program to get California Association for Drug/Alcohol Educators (CAADE) certified. Lots of differences between programs. Choose LTCC’s because feels it will prepare him the best. Prefers the EVE model, Enhanced Virtual Education, which works well for some students, who like the lecture part but live out of the area. Hopes LTCC keeps that option.
- **Cherie Durst** – Two-thirds of the way through the program and working towards CAADE certification. Doesn’t prefer the Zoom courses but feels like the professors have done an excellent job at providing students with an education. Excited to be able to come back to in-person classes in the fall.

- **South Lake Tahoe Police Department** – Police officers now carry the nasal spray Narcan, for opioid overdose, and have administered it quite a bit lately. It’s changed how they are handling procedures and bookings. South Tahoe Alternative Collaborative Services (STACS) program is a collaboration between South Lake Tahoe Police Department (SLTPD), Tahoe Coalition for the Homeless, El Dorado County Behavioral Health, Barton Health and the California Tahoe Emergency Services Operations Authority (CAL-Tahoe JPA) ambulance. Is a collaborative working group looking at persons suffering from mental health disorders, substance use disorders, and/or experiencing homelessness. Some of the “super-users” are dual-diagnosed and that can lead to homelessness. The goal of collaborative working group is to connect those people with services. Has been working with Dr. Chris Proctor at Barton. The hardest part from a law enforcement perspective is the connectivity and sharing of information because these agencies have to be able to communicate quickly to get all of the players involved. Another big piece is being able to refer them to the right place with all of the insurance providers out there. Goal is to try to reduce numbers of armed encounters with police officers and people experiencing crisis, whether that's a drug induced psychosis or a mental health crisis. Wants to keep them out of jails and the hospital by working collaboratively to keep people stabilized. Personally working on getting students interested in internships and have the time to come volunteer and help with STACS meetings.
- **Addiction Studies Annual Program Review (2019-2020)**
 - Examined Full-time equivalent student (FTES) student data. FTES is taking all the hours attended by full and part-time students in the department, then dividing by 525. At 5.69 FTES, the Addiction Studies program is small but steady. Females are the majority of enrollees, at 75%. Hispanic Latino/a/x make up just over 20%. This tells us we need to make increase recruiting and marketing to ensure student population represents our community demographics (which is high 30% Hispanic Latino/a/x). Reach out to the high school, which is typically more diverse than LTCC. Majority of students are between ages of 25-49, which is what we typically see in Career & Technical Education programs. The success is high at 100%. Anytime success rates are 80% or higher, it tells us students are here because they want to be here, are trying to get into a career, etc. Distance Education success rates have improved from 61.1% in 2016-2017 to 88.6% in 2019-2020.
 - **Marni Perschnick:** Appreciates hearing Paul's perspective on distance learning because it's been interesting to see how students respond to the online format, like some are craving the in-person component. We've had tons of people from all over the state that have started taking classes here.
- **Perkins**
 - Perkins funding helps the Career & Technical Education department provide a Quarterly Textbook Lending Program, which provides textbooks for eligible students who are pursuing a CTE degree or certificate.
- **Adjournment**
 - The meeting adjourned at 4:01 p.m.

Respectively submitted,
 Melissa Liggett
 Career & Technical Education Technician

ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2019-20

Addiction Studies

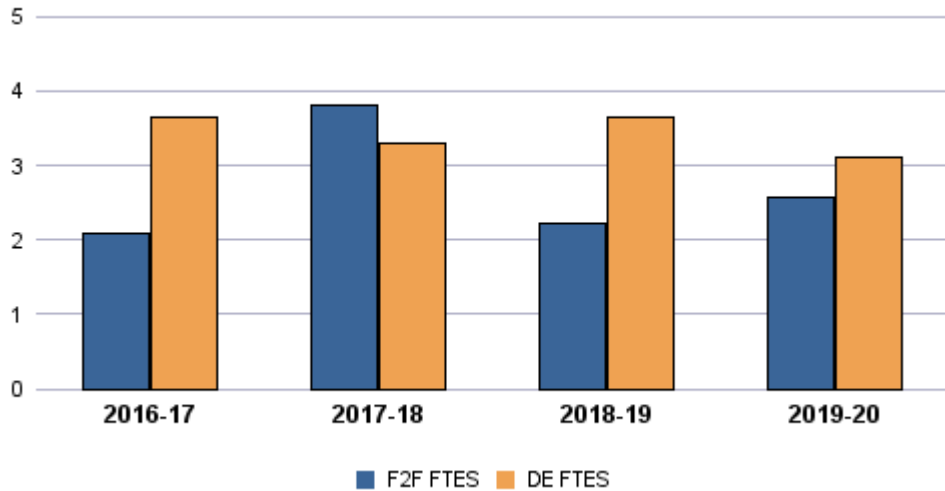


ADDICTION STUDIES SUMMARY

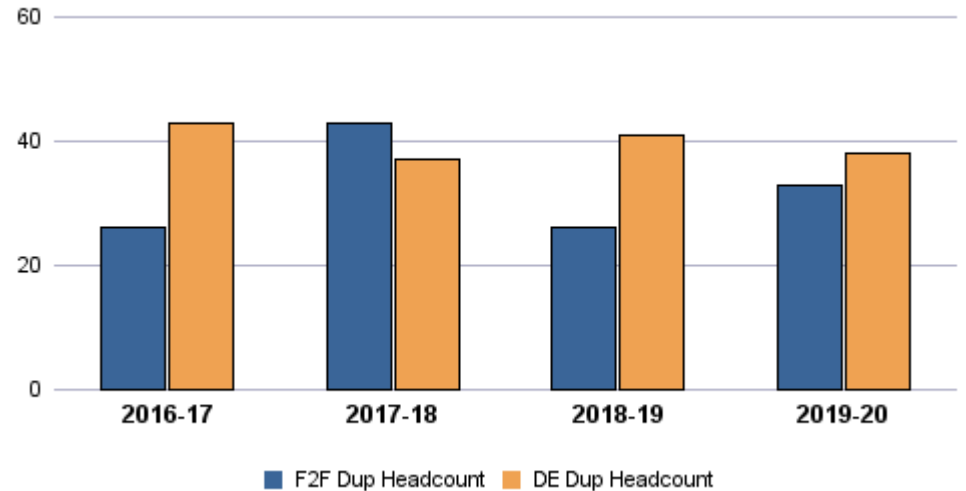
This report contains data from Academic Year (AY) 2016 to 2019. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. Unless otherwise indicated, students enrolled through the Incarcerated Students Program, South Bay JPA, and Dual Enrollment are excluded.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2016-17	6	3	3	5.74	2.09	3.65	69	26	43
2017-18	6	4	2	7.11	3.82	3.29	80	43	37
2018-19	6	3	3	5.87	2.22	3.65	67	26	41
2019-20	6	3	3	5.69	2.58	3.11	71	33	38
3-Yr Chg (16-17 to 19-20)	0.0%	0.0%	0.0%	-0.8%	23.3%	-14.6%	2.9%	26.9%	-11.6%
1-Yr Chg (18-19 to 19-20)	0.0%	0.0%	0.0%	-3.0%	16.0%	-14.6%	6.0%	26.9%	-7.3%

RESIDENT FTES



DUPLICATED HEADCOUNT



ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2019-20

Addiction Studies

DEMOGRAPHICS

	2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%
Male	9	20.5%	18	36.0%	11	27.5%	12	25.0%
Female	35	79.5%	32	64.0%	29	72.5%	36	75.0%

	2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%
African American	1	2.3%	3	6.0%	0	0.0%	1	2.1%
Asian	0	0.0%	1	2.0%	0	0.0%	2	4.2%
Hispanic	11	25.0%	13	26.0%	9	22.5%	10	20.8%
Native Amer/Alaska Native	1	2.3%	1	2.0%	1	2.5%	1	2.1%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	31	70.5%	30	60.0%	24	60.0%	30	62.5%
Two or more races	0	0.0%	1	2.0%	6	15.0%	2	4.2%
Unknown	0	0.0%	1	2.0%	0	0.0%	2	4.2%

	2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%
Age < 25	12	27.3%	17	34.0%	11	27.5%	11	22.9%
Age 25 - 49	29	65.9%	29	58.0%	22	55.0%	29	60.4%
Age 50 +	3	6.8%	4	8.0%	7	17.5%	8	16.7%

	2016-17	2017-18	2018-19	2019-20
Median Age	32	31	34	34
Youngest	17	17	17	18
Oldest	62	61	64	65

ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2019-20

Addiction Studies

COURSE SUCCESS

	2016-17		2017-18		2018-19		2019-20	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	12	66.7%	27	85.2%	17	94.1%	17	82.4%
Female	53	77.4%	47	74.5%	45	82.2%	47	91.5%

	2016-17		2017-18		2018-19		2019-20	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	1	0.0%	3	33.3%	0	0.0%	1	100.0%
Asian	0	0.0%	1	100.0%	0	0.0%	2	100.0%
Hispanic	12	75.0%	21	76.2%	10	80.0%	12	100.0%
Native Amer/Alaska Native	1	0.0%	2	100.0%	1	100.0%	1	100.0%
White Non-Hispanic	51	78.4%	44	79.5%	44	88.6%	43	83.7%
Two or more races	0	0.0%	1	100.0%	7	71.4%	1	100.0%
Unknown	0	0.0%	2	100.0%	0	0.0%	4	100.0%

	2016-17		2017-18		2018-19		2019-20	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	18	61.1%	24	70.8%	18	88.9%	11	72.7%
Age 25 - 49	42	78.6%	46	84.8%	33	87.9%	42	95.2%
Age 50 +	5	100.0%	4	50.0%	11	72.7%	11	81.8%

	2016-17		2017-18		2018-19		2019-20	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	40	62.5%	32	68.8%	38	84.2%	35	88.6%
F2F	25	96.0%	42	85.7%	24	87.5%	29	89.7%

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

ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2019-20

Addiction Studies

2019-20 COURSE STATISTICS

ADDICTION STUDIES PRODUCTIVITY* (2019-20):	189.33
% FULL TIME INSTRUCTORS** (2019-20):	0%
% ADJUNCT INSTRUCTORS** (2019-20):	100%

FACE TO FACE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
COU-123-01 Substance Use Prevention	1	100.0%					0.0%			0		---
COU-123-02 Substance Use Prevention	1	0.0%	0%	100%	13.0	11.0	84.6%	72.7%	1.16	52	0.08	208.00
COU-124-01 Group Leadership & Process	1	0.0%	0%	100%	10.0	9.0	90.0%	88.9%	0.53	40	0.08	160.00
COU-125-01 Counsel Family of Addict	1	0.0%	0%	100%	10.0	10.0	100.0%	100.0%	0.89	40	0.08	160.00
Total	4	25.0%	0%	100%	11.0	10.0	90.9%	86.7%	2.58	132	0.25	

DISTANCE EDUCATION	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
COU-109-01 Intro to Counseling	1	0.0%	0%	100%	18.0	17.0	94.4%	82.4%	1.42	72	0.08	288.00
COU-121-01 Effects of Substance Use	1	0.0%	0%	100%	15.0	13.0	86.7%	92.3%	1.24	60	0.08	240.00
COU-128-01 Leg-Eth Issues for Counselors	1	0.0%	0%	100%	5.0	5.0	100.0%	100.0%	0.44	20	0.08	80.00
Total	3	0.0%	0%	100%	12.7	11.7	92.1%	88.6%	3.11	152	0.25	

* 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. These data may include students enrolled through special programs, such as Incarcerated Students Program, South Bay JPA, and ISSI.

Year	Award Type	Title	# of Awards
2015-16	Certificate	Addiction Studies	1
2015-16 TOTAL:			1
2016-17	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
2016-17 TOTAL:			4
2018-19	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	2
2018-19 TOTAL:			3
2019-20	Certificate	Addiction Studies	1
2019-20 TOTAL:			1