



# LAKE TAHOE COMMUNITY COLLEGE ADDICTION STUDIES ADVISORY COMMITTEE MEETING

---

WEDNESDAY MAY 11, 2022

- Welcome and Introductions
- General Discussion/Feedback from Industry Partners
- Addiction Studies Annual Program Review (2020-2021)
- Perkins Funding



# **Addiction Studies Advisory Committee**

## **Meeting Minutes**

### **May 11, 2022**

#### **Welcome and Introductions**

The meeting called to order at 3:02 p.m.

Present: Bangs, Michael (Research Analyst, Lake Tahoe Community College), Bergner, Nicole (Counselor, LTCC), Conway, Brian (Executive Director, Tahoe Youth and Family Services), Deeds, Brad (Dean of Instruction & Workforce Development, LTCC), Fedor, Betsy (Adjunct Faculty LTCC /Program Analyst, Mental Health and Developmental Services, State of Nevada), Goligoski, Amber (Program Coordinator Work-Based Learning, LTCC), Reyes, Hector (Supervising Health Education Coordinator, El Dorado County Public Health Department), Hibbard, Allison (Adjunct Faculty LTCC /Executive Director, Mountain High Recovery Center), Stevenson, David (Chief of Police, South Lake Tahoe Police Department), Thomas, Chelcee (Executive Director, Live Violence Free)

#### **Annual Program Review (2020-2021)**

The majority of students are White/Non-Hispanic females, between the ages of 25-49 years, with the highest course success rates. There were no degrees or certificates awarded last year. Full-time Equivalent Students (FTES) has increased slightly to 6.01, over the last four years. The duplicated headcount is 25 students and those numbers are steady. Prior to the pandemic, courses were offered primarily in face-to-face format with limited online offerings. During the pandemic, some students moved off the hill and are taking online courses. LTCC converted some face-to-face courses into Enhanced Virtual Education (EVE), where students meet synchronously via Zoom. Class sizes are typically small. There is a local need for this type of program.

LTCC recently received a \$1.4M dual enrollment grant and currently has four full-time employees to serve South Tahoe High School (STHS) students. They will provide opportunities for local high school students to earn college credit via dual enrollment, which is courses embedded into their day, or concurrent enrollment, by attending classes after school or via distance education.

Through the Internship program, Amber Goligoski places Addiction Studies students into a supervised placement through an agency. The course, Addiction Studies Field Work – Internship or COU-134, provides workshops and other educational opportunities in fieldwork experience. Amber also makes connections with local high school students by placing them into Work-Based Learning Internships. Currently, she is facilitating a Sports Medicine Internship through Barton Healthcare. The Health Care Career Observership (HCCO) is open to high school and college students, aged 16 or older, who are interested in pursuing a career in healthcare. Students shadow multiple clinical departments and learn about a wide array of medical careers.

#### **General Discussion**

The El Dorado County Public Health Department is working on substance use prevention program supporting STHS and middle school students. Many students have gotten into vaping and smoking honey oil without knowing what is really in it. In consequence, the department has implemented a student group texting network that is comparable to their parent group texting program. Their programs are growing.

Tahoe Youth and Family Services (TYFS) is looking to expand this coming year by trying to bring on more full-time Prevention and Treatment Specialists to go out into the community. STHS is currently seeing a rise in substance use and

have asked for more services. TYFS wants to increase addiction awareness education by engaging the local community with prevention activities for school-aged students. They specialize in dual-diagnosis and substance use issues.

Mountain High Recovery Center (MHRC) is a new nonprofit startup who opened their doors in November for driving under the influence (DUI) services. Allison Hibbard is the Executive Director, and she also teaches addiction studies courses at LTCC, alongside with Betsy Fedor. MHRC is working on building their infrastructure to increase their clientele. Their current caseload is approximately 25 clients who are required to complete either a three-month or 18-month program, depending on whether it's their first or multiple DUI offense. They are potentially looking into bringing on an intern to help run those groups and help with individual counseling services. Specifically, they are looking for students close to finishing LTCC's Addiction Studies program. This will help students enhance their education and training so they will be ready to provide a full range of counseling services, to higher-level needs clients, within the community. Typically, students tend to be older.

The field is evolving and there are many students who take courses multiple times. Community college repeatability issues can make it harder for students to re-take courses and colleges are sometimes creating mirrored, non-credit courses to address that. There is also a petition students can complete by stating they need a course repeated due to industry or credentialing updates.

The South Lake Tahoe Police Department (SLTPT) Chief David Stevenson spends a lot of time talking about mental health and substance use through the South Tahoe Alternative Collaborative Services (STACS) program. This is a collaborative working group which help persons in the community who are suffering from mental health disorders. The program also helps public safety personnel make those connections and utilize local services better. They have been partnering with El Dorado County's Health and Human Behavioral Services, which received a grant in the field of mental health services. This is a huge component for those in the community who can't keep appointments or are at near crisis level. Currently, the biggest hurdle the SLTP department is seeing is staffing issues due to multiple on-the-job injuries.

LTCC has been offering a free 24-hour, seven day a week mental health support service for students called Timely Care. This also includes free scheduled and on-demand medical visits with licensed providers to treat a wide range of medical conditions. It is a great resource for anyone enrolled in an LTCC course.

## **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 4:14 p.m.

Respectively submitted,

Melissa Liggett Career & Technical Education Technician

# ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2020-21

## Addiction Studies

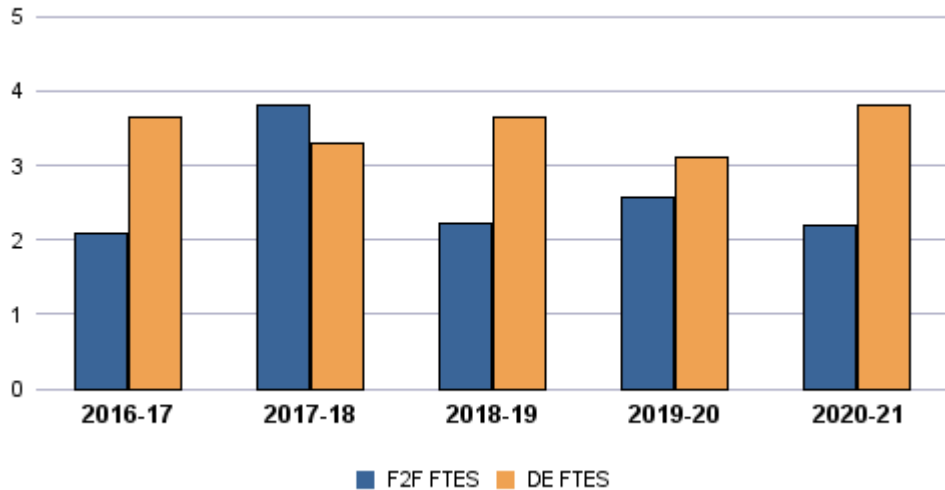


### ADDICTION STUDIES SUMMARY

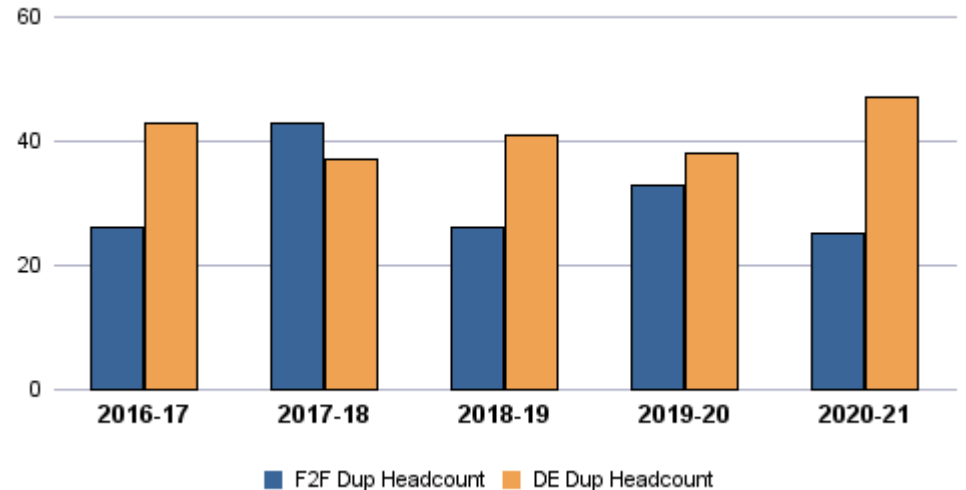
This report contains data from Academic Year (AY) 2016 to 2020. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. Unless otherwise indicated, students enrolled through the Incarcerated Students Program, South Bay JPA, 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
2020-21	6	3	3	6.01	2.19	3.82	72	25	47
4-Yr Chg (16-17 to 20-21)	0.0%	0.0%	0.0%	4.8%	4.6%	4.9%	4.3%	-3.8%	9.3%
1-Yr Chg (19-20 to 20-21)	0.0%	0.0%	0.0%	5.6%	-15.2%	22.9%	1.4%	-24.2%	23.7%

**RESIDENT FTES**



**DUPLICATED HEADCOUNT**



# ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2020-21

## Addiction Studies

### DEMOGRAPHICS

	2016-17		2017-18		2018-19		2019-20		2020-21	
	N	%	N	%	N	%	N	%	N	%
Male	9	20.5%	18	36.0%	11	27.5%	12	25.0%	15	37.5%
Female	35	79.5%	32	64.0%	29	72.5%	36	75.0%	25	62.5%

	2016-17		2017-18		2018-19		2019-20		2020-21	
	N	%	N	%	N	%	N	%	N	%
African American	1	2.3%	3	6.0%	0	0.0%	1	2.1%	3	7.5%
Asian	0	0.0%	1	2.0%	0	0.0%	2	4.2%	2	5.0%
Hispanic	11	25.0%	13	26.0%	10	25.0%	10	20.8%	6	15.0%
Native Amer/Alaska Native	1	2.3%	1	2.0%	1	2.5%	1	2.1%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.5%
White Non-Hispanic	31	70.5%	30	60.0%	24	60.0%	30	62.5%	23	57.5%
Two or more races	0	0.0%	1	2.0%	5	12.5%	2	4.2%	4	10.0%
Unknown	0	0.0%	1	2.0%	0	0.0%	2	4.2%	1	2.5%

	2016-17		2017-18		2018-19		2019-20		2020-21	
	N	%	N	%	N	%	N	%	N	%
Age < 25	12	27.3%	17	34.0%	11	27.5%	11	22.9%	12	30.0%
Age 25 - 49	29	65.9%	29	58.0%	22	55.0%	29	60.4%	24	60.0%
Age 50 +	3	6.8%	4	8.0%	7	17.5%	8	16.7%	4	10.0%

	2016-17	2017-18	2018-19	2019-20	2020-21
Median Age	32	31	34	34	35
Youngest	17	17	17	18	15
Oldest	62	61	64	65	66

# ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2020-21

## Addiction Studies

### COURSE SUCCESS

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	12	66.7%	27	85.2%	17	94.1%	17	82.4%	28	85.7%
Female	53	77.4%	47	74.5%	45	82.2%	47	91.5%	36	88.9%

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	1	0.0%	3	33.3%	0	0.0%	1	100.0%	4	50.0%
Asian	0	0.0%	1	100.0%	0	0.0%	2	100.0%	2	100.0%
Hispanic	12	75.0%	21	76.2%	10	80.0%	12	100.0%	8	75.0%
Native Amer/Alaska Native	1	0.0%	2	100.0%	1	100.0%	1	100.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
White Non-Hispanic	51	78.4%	44	79.5%	44	88.6%	43	83.7%	38	89.5%
Two or more races	0	0.0%	1	100.0%	7	71.4%	1	100.0%	8	100.0%
Unknown	0	0.0%	2	100.0%	0	0.0%	4	100.0%	3	100.0%

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	18	61.1%	24	70.8%	18	88.9%	11	72.7%	12	91.7%
Age 25 - 49	42	78.6%	46	84.8%	33	87.9%	42	95.2%	46	84.8%
Age 50 +	5	100.0%	4	50.0%	11	72.7%	11	81.8%	6	100.0%

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	40	62.5%	32	68.8%	38	84.2%	35	88.6%	41	85.4%
F2F	25	96.0%	42	85.7%	24	87.5%	29	89.7%	23	91.3%

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

# ANNUAL PROGRAM REVIEW DATA: 2016-17 to 2020-21

## Addiction Studies

### 2020-21 COURSE STATISTICS

<b>ADDICTION STUDIES PRODUCTIVITY* (2020-21):</b>	<b>193.8</b>
<b>% FULL TIME INSTRUCTORS** (2020-21):</b>	<b>0%</b>
<b>% ADJUNCT INSTRUCTORS** (2020-21):</b>	<b>100%</b>

<b>FACE TO FACE</b>	<b>Sections Offered</b>	<b>Cancel %</b>	<b>FT % **</b>	<b>Adjunct % **</b>	<b>Avg Census Enroll</b>	<b>Avg End of Term Enroll</b>	<b>Retention % ***</b>	<b>Success % ***</b>	<b>FTEs</b>	<b>WSCH</b>	<b>FTEF</b>	<b>Productivity</b>
COU-122-01 Rehab/Reco Substance Use	1	0.0%	0%	100%	9.0	8.0	88.9%	75.0%	0.76	39	0.08	154.80
COU-126-01 Intervention & Referral Techni	1	0.0%	0%	100%	9.0	9.0	100.0%	100.0%	0.80	36	0.08	144.00
COU-128-01 Leg-Eth Issues for Counselors	1	0.0%	0%	100%	7.0	7.0	100.0%	85.7%	0.62	28	0.08	112.00
<b>Total</b>	<b>3</b>	<b>0.0%</b>	<b>0%</b>	<b>100%</b>	<b>8.3</b>	<b>8.0</b>	<b>96.0%</b>	<b>87.5%</b>	<b>2.19</b>	<b>103</b>	<b>0.25</b>	

<b>DISTANCE EDUCATION</b>	<b>Sections Offered</b>	<b>Cancel %</b>	<b>FT % **</b>	<b>Adjunct % **</b>	<b>Avg Census Enroll</b>	<b>Avg End of Term Enroll</b>	<b>Retention % ***</b>	<b>Success % ***</b>	<b>FTEs</b>	<b>WSCH</b>	<b>FTEF</b>	<b>Productivity</b>
COU-120-01 Intro to Substance Use	1	0.0%	0%	100%	22.0	19.0	86.4%	84.2%	1.78	88	0.08	352.00
COU-125-01 Impact/Substance Use Families	1	0.0%	0%	100%	14.0	12.0	85.7%	75.0%	1.16	56	0.08	224.00
COU-127-01 Co-Occurring Disorders	1	0.0%	0%	100%	11.0	11.0	100.0%	90.9%	0.89	44	0.08	176.00
<b>Total</b>	<b>3</b>	<b>0.0%</b>	<b>0%</b>	<b>100%</b>	<b>15.7</b>	<b>14.0</b>	<b>89.4%</b>	<b>83.3%</b>	<b>3.82</b>	<b>188</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. 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
2016-17	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
<b>2016-17 TOTAL:</b>			<b>4</b>
2018-19	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	2
<b>2018-19 TOTAL:</b>			<b>3</b>
2019-20	Certificate	Addiction Studies	1
<b>2019-20 TOTAL:</b>			<b>1</b>