

# APR Instructional Addiction Studies 2022-23 Latest Version

Annual program review for Addiction Studies, reviewing the 2022-23 academic year

## APR Instructional

Annual Course Student Learning Outcome Data : Version by Deeds, Brad on 01/29/2024 20:21

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)

## APR Questions Tableau : Version by Deeds, Brad on 01/29/2024 20:29

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?:iid=1>) please provide the number of students (headcount) that are served by the discipline.

78 annually

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/Demographics?:iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

The Counseling Addiction Studies department serves a disproportionately high number of African American and Asian students, but a disproportionately low number of Hispanic/Latinx students. Discussions were had in January during the annual advisory committee on why and how the program might reach out to more Hispanic/Latinx students to better reflect and serve the community.

Using student success data (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesOverall?:iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?:iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

Enrollments are up with the addition of mirrored credit/non-credit courses, which has allowed students who have already successfully completed courses to access the content and training again, as many individuals in the field wish to take the courses multiple times prior to working in the field as Substance Use Disorders counselors, or to refresh their skills, etc. The department had their highest number of awards in years in the 2022/23 academic year, with four Associate's Degree and two Certificates of Achievement.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

Current adjunct faculty have completed a number of recent Title V updates along with the creation of the mirrored non-credit courses so the department should be up to date with the year.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

The department has recently evolved to include more distance education/EVE courses to accommodate students from outside of the the commuting area. Students in the recent advisory committee meetings have listed this as a benefit to them completing their program sequence.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

See above answer regarding course and degree completions, which are on an upswing and seeing the largest number of graduates in 8+ years. The addition of mirrored credit/non-credit courses has also allowed courses to run with the combined enrollments and avoid course cancellations.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

all courses are taught by adjunct faculty

Are staffing levels adequate to fulfill the purpose of the program?

current staffing levels are adequate with two adjunct faculty teaching the program sequence.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Both faculty members are professionals in their field and required to stay current through trainings in the field for their day jobs, thus benefiting the students and department.

Where applicable, outline and explain any budget shortfalls for this discipline.

n/a

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

n/a

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

Students are performed at the level expected; and lead faculty member Betsy Fedor has always gone the extra mile to assist students in meeting their SLOs and successfully completing the programs.

What are the major strengths of your department?

The connection between students and faculty, the strong desire for students to complete their courses, show up to advisory committees, and advocate for the program, and to fill urgently-needed positions in town related to substance use disorders. In a town with 24-hour bars and casinos, and a history of substance use disorders, the program is high-need and high-impact. The fact that the Chief of Police is a regular attendee at the annual advisory committee is an indication of the strong community and partner relationship forged by the courses and program.

In what ways could your department improve to better meet the needs of the College and support student success?

Continue to assist with job placement, which the faculty are currently engaged in.

What are the biggest challenges your department may face in making these improvements?

Instructor capacity, low wages in the industry, a dearth of state and county funding to support these urgently-needed programs (such as treatment facilities, etc.) in town.

Identify any other questions, comments, suggestions, or concerns you may have.

n/a

