



Yakima Valley College
Academic Program Review Report
2022-2023
Program Review for
Substance Use Disorder (SUD)

Cohort B Year 2

Section 1. Program Description

Pathway: Social Science Pathway

Description & Program Purpose:

The Substance Use Disorder (SUD) program is committed to preparing a diverse population of students to work in the field of substance use disorder counseling. The program values and emphasizes student-centered learning, fosters community partnerships, and is dedicated to offering essential skills to empower students for successful, professional career placement.

Relationship of the program to YVC's 2021-2025 Strategic Plan:

SUD supports many areas of YVC's strategic plan. However, SUD best supports the following:

- **Commitment to Student learning and achievement** - The SUD program plans to develop a Student Needs analysis and use the data to inform curriculum changes.
- **Strengthening Community** – The SUD program collectively impacts educating and training students for the workforce.

Program Overview & Planning Process:

Program planning is a shared responsibility between the program faculty, dean, and curriculum committee. In consultation with the dean, program faculty propose, review, and revise program courses, sequences, certificates, and degrees. The curriculum committee receives proposed and revised curriculum and determines whether to advance the courses/programs of study to the President for final approval.

Each department associated with the courses in a program of study meets at least quarterly; course proposals and revisions are voted upon during these meetings. The overall program review team meets annually to review updates to the curriculum associated with the program and progress at meeting program indicators. At least twice per year, program faculty are convened to discuss program effectiveness or elements of program effectiveness: Convocation and Assessment Workday. The department faculty and the program review team members use information gleaned from reviews as the basis for planning improvements to courses, sequences, and programs of study.

There is also the need to ensure that the overview and planning of the SUD program adheres to the following standards for the Certification of Substance Use Disorder Professionals, which is governed by [Chapter 246-811](#) of the Washington State Administrative Code (WAC) and administered by the Washington State Department of Health (DOH).

- **Does the program have a competitive Application Process?** Yes
- **Does the program have an Advisory Board?** Yes

Program Learning Outcomes:

1. Identify diagnostic criteria, apply assessment skills, and describe scientifically validated models of substance use disorder treatment.
 2. Identify the behavioral, psychological, physical health, and social effects of psychoactive substances on the person and their significant others.
 3. Explain the potential for medical and mental health conditions to coexist with substance use disorder.
 4. Demonstrate an understanding of the laws, regulations, and ethical codes of the substance use disorder treatment profession.
 5. Practice in an internship the eight addiction counselor practice dimensions: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family, community education; documentation; professional and ethical responsibilities.
- **Are the PLOs approved by Curriculum Committee? Yes**
 - o **When approved? Winter 2022**

A PLO memo was sent to the WED Curriculum Committee on March 1, 2022. It was approved Winter quarter 2022 to be published for the next academic year (2022-2023).

- **Does the program have a learning outcomes map or record of which courses are assessing which Learning Outcomes? Yes**

Academic Credit for Prior Learning:

Are the ACPL (Academic Credit for Prior Learning) listings in the Canvas Course accurate?

- There are no current ACPL's for the SUD Program. However, the SUD Program would benefit from having ACPL's for transferring students.

Section 2. Program Intent Analysis

A Program Intent Dashboard of basic data elements with a trend summary was created by OIE. Program of intent data includes all students coded for the program. For programs with selective admission, the intent numbers reflect accepted students and students who are working toward application/acceptance. At all times when the term “program of intent/intent” is used it refers to all students coded into the program. When the term “accepted” is used, it refers to all students who applied and were accepted into a selective admissions program. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student intent that might affect the program.

The following trends were of particular interest and may impact future planning:

- Data indicates there are more females than males are interested in the SUD program/Industry.

Section 3. Achievement & Equity Analysis

A Program Achievement Dashboard of basic data elements with a trend summary was created by OIE. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student achievement that might affect the program. The following was observed by faculty:

- The age of students in the SUD Program are between 25-39 years of age at 49% and 44% of students 40 years and older.

Course Completion Analysis

A Program Course Completion Dashboard of basic data elements with a trend summary was created by OIE. Course completion data includes all courses listed in the current catalog as required for degree completion. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student enrollment that might affect the program.

The SUD program team chose to look at data that might reflect inequities regarding which learner groups are succeeding in the program. This data stood out:

1. 64% of enrolled students are female and 72% of the female students are graduating. Whereas 36% of enrolled students are male and 28% of the male students are graduating. It seems the graduation percentage is higher for females than for male students.
2. 42% of enrolled students are HU SOC and 52% of this student group are graduating. HU SOC students are reaching their academic goals and graduating more than half of the students.

Section 4. Learning & Student Voice Analysis

Learning Outcomes:

A Program Learning Outcomes (PLO) Dashboard and Institutional Learning Outcomes (ILO) Dashboard were created by OIE. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student learning that might affect the program.

The SUD program has no history of tracking PLOs and ILOs and therefore lacked data to observe or analyze.

Student Voice:

During Spring Quarter of 2022, students were sent a survey to measure their confidence in their ability to:

- meet their specific Program Learning Outcomes based on their coded program.
- meet the Institutional Learning Outcomes.

They were also asked the following open-ended questions:

1. What helped you learn in the program?

2. What hindered your learning in this program?
3. What suggestions do you have for improving this program?

Due to a very low response rate, the learning outcomes data collected is unreliable. However, students did provide some valuable responses to the open-ended questions.

Summary of Student Responses for SUD Program: 10

Student Voice Faculty Observations:

In collaboration with adjunct faculty, the SUD program found student feedback very valuable, and desire to look further into it to help establish strategic improvements.

Section 5. Faculty Response & Project Plan

Faculty Observations By:

Deniele Fleming - Full-time

Liz Boelter - Adjunct

SUD Advisory Committee Members

Summary of Prior Improvement Efforts:

- PLO's have been developed and approved.
- Starting in Fall 2022, a full-time faculty member has been hired to support this program.

Summary of Future Improvement Efforts:

The SUD program plans to gather more data by tracking PLO's and conducting a student survey.

Problem to Solve	Goals	Strategies to solve the problem
The SUD program doesn't have enough information to determine targeted improvements.	The SUD program would like to gather more student voice data to help strategize curriculum improvements.	Develop a Needs Analysis for Students and the SUD Industry and use the data to evaluate and determine curriculum changes.

	In the academic year 2023-2024, the SUD program will be tracking PLOs in all SUD courses.	The program plans to track PLOs in one course Fall Quarter 2022, Winter Quarter 2023 and Spring Quarter 2023.

Resources Needed:

No additional resources have been identified during the compilation of this initial report.

Section 6. Dean Response

The Dean supports faculty recommendations to focus on gathering additional data and increasing the number of PLO's tracked. The Dean also recommends examining Perkins data as applicable, to review performance and equity gaps as the data may show disparities among special populations. Perkins funds may then be utilized to assist with strategies for improvement on a division and/or programmatic level.