CTE Full Review

PALO VERDE COLLEGE

Alcohol and Drug Studies
REPORTING FALL 2014 TO SPRING 2020

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 02/2019

a) Purpose of program

The Alcohol and Drug Studies (ADS) Program has been designed in order to provide students with the academic and practical skills for entry-level employment in alcohol and drug treatment programs, which includes training in alcohol and drug abuse counseling. Such training prepares students for employment within human services organizations, while also providing training for human services professionals who wish to expand their knowledge, their skills and overall preparation. The goals of this program are to develop basic competencies in case management, counseling, case management, record keeping, treatment planning, pharmacology and physiology of substance abuse dependency, as well as social service systems.

In order to achieve success in this program, students must be emotionally stable, mature, and count on strong reading, writing, and interpersonal skills. An additional requirement is that students not abuse nor depend on chemicals, including alcohol.

The Certificate in Achievement in ADS includes coursework and a supervised fieldwork practicum required for certification by the *California Association of Alcohol and Drug Educators* (CAADE). Furthermore, Palo Verde College is actively engaged in the process of also receiving credentialing from the *California Consortium of Addiction Programs and Professionals* (CCAPP).

b) How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The ADS Program in the division of History, Social and Behavioral Sciences continually strives to provide exemplary learning environments that promote student success and foster the lifelong love of learning. Furthermore, learning in ADS courses enhances students' personal development, by providing insight into interpersonal relationships, cultural differences, and community outreach. To support this mission, during the Spring 2019 semester, ADS practicum courses (ADS 150 and ADS 151) began to be taught to all eligible students (must have completed all previous ADS courses) on an Independent Study Contract basis.

c) How does the program support the College Mission?

The ADS Program supports PVC's Institutional Goal #1: "Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement." ADS supports this goal by offering a Certificate of Achievement and two Career-Preparation certificates. The program also serves to fulfill transferable course requirements and/or electives. The goals of the ADS Program Learning Outcomes are for students to obtain fundamental skills and knowledge in the principles and practices in alcohol and drug treatment. Courses in ADS also serve the purpose of lifelong learning. Furthermore, ADS supports PVC's Institutional Goal #l by engaging in regular assessment, which leads to the identification of course and program weaknesses, while at the same time encouraging relevant solutions, thus creating the ongoing improvements needed in order to ensure the quality of the ADS program.

2. POPULATIONS SERVED

a) Describe the populations served by the program, identifying special populations, if any.

The ADS program is available to all students at Palo Verde College, including incarcerated and community students. The students served by the ADS Program includes students pursuing careers in substance abuse counseling; students seeking associate degrees and/or certificates in ADS; students seeking to transfer to four-year institutions; and individuals seeking personal and professional growth. ADS courses have been approved for being taught in all modalities, including face-to- face, correspondence and online. Populations served include inmate students, local students, EOPS, and DSPS students.

For a more detailed breakdown of the student population served each year please refer to the chart below, which indicates that the majority of students initially enrolled in ADS courses are male inmates. Furthermore, each year in this review one can also note that Hispanics, Whites, and African Americans respectively, are the ethnic groups that have participated the most in ADS coursework (regardless of whether they completed their courses or not).

Course Completion Rate	2015-16		2016-17		2017-18		2018-19		2019-20	
Female	68.3%	583/854	70.8%	637/900	71.1%	583/820	72.2%	629/871	71.4%	586/821
Male	70.0%	1726/2465	74.4%	1961/2635	79.0%	2357/2984	78.3%	3189/4071	77.7%	2731/3515
Asian/Pac Island	72.4%	84/116	84.6%	137/162	74.1%	129/174	73.7%	188/255	82.5%	188/228
African-Am	64.4%	434/674	66.7%	388/582	71.8%	454/632	72.7%	610/839	69.9%	510/730
Hawaiian/Nat Am	55.7%	39/70	68.1%	62/91	71.7%	71/99	80.5%	91/113	72.1%	80/111
Hispanic	68.4%	943/1378	71.9%	1122/1561	76.5%	1271/1662	77.5%	1763/2274	77.7%	1574/2026
White	74.8%	752/1006	78.1%	808/1035	82.4%	948/1150	80.5%	1112/1381	79.4%	884/1113
Inmate	68.6%	1585/2311	73.0%	1754/2404	79.3%	2214/2793	78.0%	3033/3890	78.2%	2646/3384
Disabled	78.1%	393/503	78.9%	586/743	84.1%	874/1039	86.6%	1317/1520	83.5%	1246/1493
Foster	50.0%	2/4	84.6%	11/13	60.0%	6/10	37.5%	3/8	56.3%	9/16
Veteran	66.7%	12/18	76.9%	20/26	80.4%	41/51	78.4%	76/97	82.0%	41/50

b) **Describe other populations that should be served by the program and identify plans for serving them in the future.**

It is the recommendation of this program review that the ADS program could expand its services by offering and promoting more online classes. It has been noted that despite efforts to schedule face-to-face ADS classes, there either have not been enough students enrolled, or there have not been enough students remaining to continue with such courses. As a result, it is hereby recommended that Palo Verde College offer more online ADS courses, which would both allow for more community students to be served, as well as allowing for populations outside of the Blythe or Coachella Valley to be served, including individuals throughout the state of California and even across the nation.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a) **Progress and evidence toward achieving the goals previously identified:**

The following goals have been identified in previous review:

1) Full-time instructor needed to oversee program
2) Offer Practicum to all ADS students
3) Strategic rotation of courses
4) Offer courses in Face-to-Face format (Too many in Correspondence)

Progress towards Goals:
1) A full-time (FT) psychology faculty member was overseeing the ADS program, and identified the goals outlined for the ADS program above. During the time (2014-19) the ADS Program Review update was written by that individual. Finally, in the Spring 2019 semester, a full-time ADS instructor began overseeing the ADS program. The ADS program is now being overseen by a qualified, full-time faculty member who is able to ensure the program's compliance with state requirements and communicate regularly with adjunct instructors to ensure consistency within courses, and coherency across the program.
2) Practicum courses (ADS 150 and ADS 151), have begun to be offered to all eligible students in the Drug and Alcohol Studies Program on an Independent Study Contract, granted that they have completed all other requirements for the Certificate of Achievement.
3) The ADS program has submitted a tentative schedule for all class schedules to be set for a two-year time frame, beginning during the 2020-2021 academic school year. This includes the plan for ADS 150 to be taught during the Fall semesters and ADS 151 to be taught during the Spring semesters.

b) **Modifications of goals previously outlined and plans for serving them in the future:**

While not complete, the goal of offering face to face courses will likely be achieved in the next year as we move further away from the mandatory distance education requirements offered during the pandemic.

4. DEMAND FOR THE PROGRAM

An ADS career prepares individuals to work with groups who suffer from addictions to alcohol or other drugs. Based on information from the U.S. Bureau of Labor Statistics (BLS), employment of substance abuse counselors is expected to rise by 22% until the year 2028, which is significantly higher than the national average for any other occupations. Furthermore, the mean wage for such professionals in 2018, was of $47,920. As a result, the field is growing and the demand for such careers is adequate and would more than likely become quite high.

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

a) **Relevant Contributing Factors**

There are recent legislative actions and mandates that have affected the overall ability of the ADS program to continue serving our students. The current Governor of California, Gavin Newsome recently signed into law the AB1645 legislation, which requires that community colleges provide *designated staff* and a *Dream Resource Center,* in order to serve undocumented students. Although such legislation can help increase the number of students participating in ADS programming. There are also concerns about how such measures could affect future funding of the ADS program, due to the fact that of the 115 community colleges in the state, only 19 of them already have such programs in place and Palo Verde College is not one of them. As a result, it is still unclear how this legislative measure will affect the college's financial outlook.

An additional legislative action is that of AB 19, known as the California College Promise program. This measure, which was signed in 2017, originally focused on helping first-time, full-time students, receive the state's tuition waiver, if they had been previously denied the state's tuition waiver for low-income students. However, the law has been revamped to give colleges a greater latitude in use of the funds, so that students colleges could make greater use of the $46 million that were allocated for all of the community colleges. Such measures will also allow for growth within the ADS program, allowing for students to cover additional costs that they would have otherwise been unable to cover including needed Technology (particularly when it comes to ADS online courses), costs associated with textbooks, or any other costs that may be associated with the completion of practicum coursework.

b) **Major Strengths**

Strong enrollment, high completion rate of ADS program offerings, and the approval for ADS classes to be taught in all modalities, face-to-face, correspondence, and online.

c) **Major Weaknesses:**

Currently, students are only able to enroll in *ADS 150* and *ADS 151* classes through the use of an *Independent Study Contract.*

6. CURRICULUM HISTORY

a) **List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.**

ADS : Successful Section Offerings

	2014FA	2015SP	2015FA	2016SP	2016FA	2017SP	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP

Course												
ADS-101	X	X	X	X	X	X	X	X	X	X	X	X
ADS-102	X	X	X	X	X	X	X		X	X	X	X
ADS-103	X	X	X	X	X	X	X		X	X	X	X
ADS-104	X	X	X	X	X	X	X		X	X	X	
ADS-105	X	X	X	X	X	X		X	X	X	X	X
ADS-106							X		X	X	X	X
ADS-107	X	X	X	X	X	X		X		X	X	X
ADS-108	X	X	X	X	X	X		X		X	X	X
ADS-109	X	X	X	X	X	X		X		X	X	X
ADS-150	X		X	X	X	X	X	X	X	X	X	X
ADS-151				X	X	X	X	X	X	X	X	X
PSY-101	X	X	X	X	X	X	X	X	X	X	X	X
PSY-110	X		X			X	X	X	X	X	X	X
PSY-201		X		X	X	X	X	X	X	X	X	X
PSY-220	X	X	X	X	X	X	X	X	X	X	X	X
SOC-101	X	X	X	X	X	X	X	X	X	X	X	X

b) **Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.**

ADS courses have been offered with high consistency over the past eight semesters, no modifications needed.

7. COURSE SCHEDULING AND AVAILABILITY

a) **Describe how the scheduling of classes in the program optimizes class availability and supports student success.**

Currently, all ADS courses are offered via the correspondence modality, and it is recommended that more courses be offered via the online modality as well. Face to face courses have been offered, however, enrollment has been low. Even with this limitation however, overall enrollment in the program is high. The majority of students in ADS courses are incarcerated, so we are able to serve this population well while community students can also enroll in ADS correspondence courses, and any ADS online courses that may be offered. When courses become filled, additional sections are opened to provide optimal availability for all students who meet the prerequisites. Furthermore, there are plans for ADS course schedules to be set for a two-year time frame, and then continue to be modified (if needed), every two years.

The wide availability of correspondence courses ensures that students with issues related to transportation or distance can nearly complete their programs of study. The current exceptions include the fact that enrollment in face-to- face courses in ADS have been very low and there is a need for a greater number of ADS courses to be offered in the online modality.

8. STUDENT LEARNING OUTCOMES

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1.   Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For ADS						
Obtained competencies of knowledge and skill in alcohol and drug treatment						
Course IDs within the Program that map to PLO#1	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019
ADS 101	82	86	88	91	91	96
ADS 102	83	86	89	96	86	91
ADS 103	74	91	93	95	96	95
ADS 104	N/A	87	90	91	92	87
ADS 105	74	80	88	88	95	90
ADS 106	N/A	N/A	N/A	100	91	92
ADS 107	84	83	88	86	83	88
ADS 108	77	91	90	88	85	92
ADS 109	72	87	83	84	90	82
ADS 110	N/A	N/A	N/A	75	N/A	N/A
ADS 150	80	88	100	88	100	95
ADS 151	N/A	N/A	100	94	100	N/A
Average % of Successful Students by Year	**78**	**87**	**91**	**90**	**92**	**91**

From the each of the tables above enter the "AVERAGE % of Successful Students by Year" in the appropriate box below.

Average Percentage for all Program Learning Outcomes For ADS						
PROGRAM LEARNING OUTCOME	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019
PLO #1	**78**	**87**	**91**	**90**	**92**	**91**
Average % of Successful Students by Year	78	87	91	90	92	91

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be in identified in the Program Level CLO Worksheets.

Pro Name	PLO	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Year(s)
				Monitor future		N/A	To be address

ADS	1	ADS 109	Most students met the baselines for success for SLO's	data. Make adjustments as necessary. New textbook will need to be adopted.	Monitor Assessment Data		ed in the 2020-2021 year
ADS	1	ADS 110	After multiple semesters without any enrollment; ADS 110 was again successfully completed by some students	Monitor future data. Make adjustments as necessary. Otherwise continue to emphasize assns. & readings related to success.	Monitor Assessment Data	N/A	N/A
ADS	1	ADS 106	After multiple semesters without any enrollment; ADS 106 has been offered since the Spring 2018 semester	Monitor future data. Make adjustments as necessary. Otherwise continue to emphasize assns. & readings related to success.	Monitor Assessment Data	N/A	N/A

Overall, most students met baseline for successful meeting requirements of the SLO's. Therefore, we will continue to emphasize assignments and readings related to success while monitoring future data and make adjustments as necessary.

ADS Outcomes - It's important to note that multiple courses began being taught after some time that there had not been much student enrollment. These classes include: ADS 106, ADS 110, and the practicum courses, ADS 150 and ADS 151.

a) **List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs has not been performed.**

CLO's were successfully completed by all faculty members who taught ADS courses.

b) **Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.**

No CLO's or PLO's were deleted in the past year.

c) **Provide specific examples of course improvements resulting from the assessment of course SLOs.**

No course improvements have been identified, other than the need to update a couple of textbooks.

d) **Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.**

Determine of necessary program improvements are still in their infancy, so none have yet been identified. It's too soon in our institutional assessment process of the ADS program to respond to this item.

    e) Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

There have been limited offering in formats other than correspondence and it is therefore too early to make this assessment.

9. COURSE CURRENCY

    a) Courses in program, year COR for each reviewed and approved by CRC ADS 101 – Introduction to Addiction Studies; 11/08/2018

ADS 102 – Pharmacology and Physiological Effects of Addiction; 11/14/2019 ADS 103 – Case Management & Documentation; 11/08/2018
ADS 104 – Addiction Prevention Education & Outreach/Referral; 11/14/2019
ADS 105 – Co-occurring Disorders and Mental Health Issues); 06/12/2019
ADS 106 – Crisis Intervention; 11/14/2019
ADS 107 – Group and Family Processes; 06/12/2020
ADS 108 – Codependency and Family Systems; 06/12/2020 ADS 109 – Substance Abuse in Special Populations;06/11/2018
ADS 110 – Introduction to Human Services; 06/11/2018
ADS 150 – Practicum I for Alcohol and Drug Studies; 11/14/2019
ADS 151 – Practicum II for Alcohol and Drug Studies; 11/14/2019

    b) Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

CORs not reviewed/approved within 4 years preceding this report will be updated during the 2020-2021 academic year.

10.   PROGRAM AND COURSE COVERAGE

    a) Courses taught and who teaches them:

	Full-Time (FT) Only	Adjunct Only	Both FT and Adjunct
ADS 101 – Introduction to Addiction Studies			X
ADS 102 – Pharmacology and Physiological Effects of Addiction	X		
ADS 103 – Case Management & Documentation			X
ADS 104 – Addiction Prevention Education & Outreach/Referral			X

ADS 105 – Dual Diagnosis and Mental Health Issues (name changed to *Co-occurring Disorders and Mental Health Issues*)			X
ADS 107 – Group and Family Processes			X
ADS 108 – Codependency and Family Systems			X
ADS 109 – Substance Abuse in Special Populations			X
ADS 150 – Practicum for Alcohol and Drug Studies I	X		
ADS 151 – Practicum for Alcohol and Drug Studies II	X		

b) **Explain how effectively the program is served with the current coverage.**

With the addition of a full-time ADS faculty member, the division is noa able to offer an adequate number of sections of all courses in ADS. Some ADS courses are taught by our FT PSY faculty member whose primary duty is in PSY, and by a variety of adjuncts, some of whom teach full-time in other departments at PVC, such as counseling. While we are currently able to offer an adequate schedule of courses in the ADS Program, it has been noted that for the most part, face-to-face courses have not been able to be filled.

c) **Describe plans to correct deficiencies, if any, in course and program coverage.**

Because most face-to-face courses have not reached enough enrollment, it is recommended that more of these courses be offered via online, for local students who are interested in completing coursework and do not have the need of completing coursework via correspondence, as in the case of incarcerated students.

11. PROFESSIONAL DEVELOPMENT

a) **Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.**

Prior to this time period, development activities had been limited to flex day training, online seminars, and consultation withcolleagues. However, budget requests were submitted and approved, allowing for ongoing professional development for faculty members within the division.

b) **Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.**

Due to the COVID-19 pandemic at the start of the Spring 2020 semester, ADS faculty members were unable to participate in professional development seminars and activities which ended up being cancelled.

12. STUDENT SUCCESSFUL COMPLETION AND RETENTION

Course Completions:

The Current Institutional Set Standard is: 73.5

ADS	2014

Completion		
	2014FA	**2015SP**
ADS-101	73%	54%
ADS-102	60%	80%
ADS-103	76%	88%
ADS-104	81%	66%
ADS-105	67%	69%
ADS-106	-	-
ADS-107	67%	86%
ADS-108	43%	35%
ADS-109	49%	40%
ADS-110	-	-
ADS-150	60%	-
ADS-151	-	-
PSY-101	68%	50%
PSY-110	81%	-
PSY-201	-	74%
PSY-220	60%	87%
SOC-101	62%	54%

ADS	2014

Completion			
	Corr.	F2F	Online
ADS-101	62%	-	-
ADS-102	70%	-	-
ADS-103	82%	-	-
ADS-104	72%	-	-
ADS-105	69%	-	60%
ADS-106	-	-	-
ADS-107	75%	-	-
ADS-108	39%	-	-
ADS-109	44%	-	-
ADS-110	-	-	-
ADS-150	60%	-	-
ADS-151	-	-	-
PSY-101	56%	64%	-
PSY-110	81%	-	-
PSY-201	71%	77%	-
PSY-220	79%	-	-
SOC-101	54%	71%	-

ADS	2015

Completion		
	2015FA	**2016SP**
ADS-101	78%	68%
ADS-102	74%	78%
ADS-103	88%	90%
ADS-104	68%	74%
ADS-105	67%	70%
ADS-106	-	-
ADS-107	70%	71%
ADS-108	71%	88%
ADS-109	83%	46%
ADS-110	-	-
ADS-150	-	83%
ADS-151	-	-
PSY-101	73%	71%
PSY-110	70%	-
PSY-201	-	85%
PSY-220	82%	89%
SOC-101	76%	82%

ADS	2015

Completion			
	Corr.	F2F	Online
ADS-101	72%	-	-
ADS-102	76%	-	-
ADS-103	89%	-	-
ADS-104	71%	-	-
ADS-105	68%	-	-
ADS-106	-	-	-
ADS-107	71%	-	-
ADS-108	77%	-	-
ADS-109	62%	-	-
ADS-110	-	-	-
ADS-150	83%	-	-
ADS-151	-	-	-
PSY-101	70%	76%	-
PSY-110	70%	-	-
PSY-201	-	85%	-
PSY-220	86%	-	-
SOC-101	79%	78%	-

ADS	2016

Completion		
	2016FA	**2017SP**
ADS-101	69%	73%
ADS-102	77%	71%
ADS-103	81%	89%
ADS-104	76%	77%
ADS-105	70%	80%
ADS-106	-	-
ADS-107	80%	73%
ADS-108	79%	77%
ADS-109	62%	67%
ADS-110	-	-
ADS-150	-	100%
ADS-151	100%	100%
PSY-101	78%	81%
PSY-110	-	76%
PSY-201	81%	88%
PSY-220	83%	66%
SOC-101	89%	86%

ADS	2016

Completion			
	Corr.	**F2F**	**Online**
ADS-101	71%	-	-
ADS-102	74%	-	-
ADS-103	84%	-	-
ADS-104	76%	-	-
ADS-105	75%	-	-
ADS-106	-	-	-
ADS-107	76%	-	-
ADS-108	79%	-	-
ADS-109	64%	-	-
ADS-110	-	-	-
ADS-150	-	100%	-
ADS-151	100%	100%	-
PSY-101	74%	89%	-
PSY-110	76%	-	-
PSY-201	-	83%	-
PSY-220	76%	-	-
SOC-101	87%	90%	-

ADS	2017

Completion		
	2017FA	**2018SP**
ADS-101	81%	76%
ADS-102	76%	-
ADS-103	85%	-
ADS-104	70%	-
ADS-105	-	76%
ADS-106	96%	-
ADS-107	-	84%
ADS-108	-	88%
ADS-109	-	84%
ADS-110	-	69%
ADS-150	100%	75%
ADS-151	-	94%
PSY-101	82%	86%
PSY-110	96%	72%
PSY-201	82%	92%
PSY-220	81%	73%
SOC-101	78%	70%

ADS	2017

Completion			
	Corr.	**F2F**	**Online**
ADS-101	76%	100%	-
ADS-102	76%	-	-
ADS-103	85%	-	-
ADS-104	70%	-	-
ADS-105	76%	-	-
ADS-106	96%	-	-
ADS-107	84%	85%	-
ADS-108	88%	-	-
ADS-109	84%	-	-
ADS-110	69%	-	-
ADS-150	93%	-	-
ADS-151	94%	-	-
PSY-101	85%	81%	-
PSY-110	84%	-	-
PSY-201	82%	92%	-
PSY-220	77%	-	-
SOC-101	77%	63%	-

ADS	2018

ADS	2018

Completion		
	2018FA	**2019SP**
ADS-101	74%	87%
ADS-102	78%	72%
ADS-103	96%	90%
ADS-104	83%	87%
ADS-105	82%	86%
ADS-106	92%	74%
ADS-107	-	52%
ADS-108	-	71%
ADS-109	-	84%
ADS-110	-	-
ADS-150	-	100%
ADS-151	-	100%
PSY-101	76%	74%
PSY-110	88%	78%
PSY-201	88%	96%
PSY-220	58%	66%
SOC-101	81%	74%

Completion			
	Corr.	**F2F**	**Online**
ADS-101	79%	-	-
ADS-102	75%	-	-
ADS-103	92%	-	-
ADS-104	85%	-	-
ADS-105	84%	-	-
ADS-106	84%	-	-
ADS-107	52%	-	-
ADS-108	71%	-	-
ADS-109	84%	-	-
ADS-110	-	-	-
ADS-150	-	100%	-
ADS-151	-	100%	-
PSY-101	73%	79%	-
PSY-110	81%	-	-
PSY-201	90%	90%	-
PSY-220	64%	-	-
SOC-101	78%	71%	-

ADS	2019	

ADS	2019	

Completion		
	2019FA	**2020SP**
ADS-101	84%	83%
ADS-102	79%	79%
ADS-103	93%	93%
ADS-104	76%	-
ADS-105	69%	59%
ADS-106	80%	67%
ADS-107	62%	61%
ADS-108	76%	88%
ADS-109	63%	55%
ADS-110	-	-
ADS-150	100%	81%
ADS-151	100%	100%
PSY-101	74%	90%
PSY-110	78%	81%
PSY-201	85%	76%
PSY-220	69%	75%
SOC-101	67%	82%

Completion			
	Corr.	**F2F**	**Online**
ADS-101	85%	73%	-
ADS-102	79%	-	-
ADS-103	93%	-	-
ADS-104	76%	-	-
ADS-105	63%	-	-
ADS-106	73%	-	-
ADS-107	61%	-	-
ADS-108	82%	-	-
ADS-109	61%	-	-
ADS-110	-	-	-
ADS-150	81%	100%	-
ADS-151	-	100%	-
PSY-101	81%	85%	-
PSY-110	79%	-	-
PSY-201	84%	78%	-
PSY-220	72%	-	-
SOC-101	71%	95%	-

a) **Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.**

Discussion of *Summary of Completion Rates*
Table

ADS 101: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 102: We are pleased with the positive trend that has occurred over time. Besides the practicum, this is perhaps the most challenging course in ADS, and it is likely that recent solutions to address various issues in this course, including those related to poor performance on exams, have contributed to student motivation to complete the course, and will continue to be re

ADS 103: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 104: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 105: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 106: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 107: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 108: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 109: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 110: We are pleased with the completion rates for this course overall and hope to continue seeing this trend.

ADS 150: Completion rates in this capstone practicum course were great and even perfect during some semesters within this review period. These are the types of results that we would like to continue seeing in all courses across the ADS department.

Summary of Completion Rates Analysis: Overall, most completion rates are quite good. The success of the ADS program is a reflection of the fact that there is now a FT faculty member overseeing the department it. Furthermore, the possibility of offering more online courses may help increase the completion rates of some courses which started as face-to-face courses, but which students did not complete.

Retention:

The Current Institutional Set Standard is: 73.5

ADS	2014

Retention		
	2014FA	**2015SP**
ADS-101	88%	76%
ADS-102	77%	90%
ADS-103	91%	88%
ADS-104	88%	77%
ADS-105	67%	80%
ADS-106	-	-
ADS-107	83%	86%
ADS-108	78%	76%
ADS-109	67%	76%
ADS-110	-	-
ADS-150	80%	-
ADS-151	-	-

ADS	2014

Retention			
	Corr.	**F2F**	**Online**
ADS-101	82%	-	-
ADS-102	83%	-	-
ADS-103	89%	-	-
ADS-104	82%	-	-
ADS-105	78%	-	60%
ADS-106	-	-	-
ADS-107	84%	-	-
ADS-108	77%	-	-
ADS-109	72%	-	-
ADS-110	-	-	-
ADS-150	80%	-	-
ADS-151	-	-	-

ADS	2015

Retention		
	2015FA	**2016SP**
ADS-101	86%	86%
ADS-102	87%	85%
ADS-103	92%	91%
ADS-104	90%	83%
ADS-105	81%	78%
ADS-106	-	-
ADS-107	87%	79%
ADS-108	90%	92%
ADS-109	89%	67%
ADS-110	-	-
ADS-150	-	88%
ADS-151	-	-

ADS	2015

Retention			
	Corr.	**F2F**	**Online**
ADS-101	86%	-	-
ADS-102	86%	-	-
ADS-103	92%	-	-
ADS-104	86%	-	-
ADS-105	80%	-	-
ADS-106	-	-	-
ADS-107	81%	-	-
ADS-108	91%	-	-
ADS-109	76%	-	-
ADS-110	-	-	-
ADS-150	88%	-	-
ADS-151	-	-	-

ADS	2016

Retention		
	2016FA	**2017SP**
ADS-101	91%	86%
ADS-102	90%	88%
ADS-103	93%	93%
ADS-104	85%	94%
ADS-105	84%	92%
ADS-106	-	-
ADS-107	92%	83%
ADS-108	90%	91%
ADS-109	86%	81%
ADS-110	-	-
ADS-150	-	100%

ADS	2016

Retention			
	Corr.	**F2F**	**Online**
ADS-101	88%	-	-
ADS-102	89%	-	-
ADS-103	93%	-	-
ADS-104	88%	-	-
ADS-105	88%	-	-
ADS-106	-	-	-
ADS-107	88%	-	-
ADS-108	90%	-	-
ADS-109	83%	-	-
ADS-110	-	-	-
ADS-150	-	100%	-

ADS-151	100%	100%

ADS-151	100%	100%	-

ADS	2017

ADS	2017

Retention		
	2017FA	**2018SP**
ADS-101	92%	91%
ADS-102	96%	-
ADS-103	95%	-
ADS-104	91%	-
ADS-105	-	88%
ADS-106	100%	-
ADS-107	-	86%
ADS-108	-	88%
ADS-109	-	84%
ADS-110	-	75%
ADS-150	100%	75%
ADS-151	-	94%

Retention			
	Corr.	**F2F**	**Online**
ADS-101	91%	100%	-
ADS-102	96%	-	-
ADS-103	95%	-	-
ADS-104	91%	-	-
ADS-105	88%	-	-
ADS-106	100%	-	-
ADS-107	87%	85%	-
ADS-108	88%	-	-
ADS-109	84%	-	-
ADS-110	75%	-	-
ADS-150	93%	-	-
ADS-151	94%	-	-

ADS	2018

ADS	2018

Retention		
	2018FA	**2019SP**
ADS-101	91%	92%
ADS-102	84%	89%
ADS-103	100%	92%
ADS-104	96%	87%
ADS-105	96%	94%
ADS-106	96%	85%
ADS-107	-	83%
ADS-108	-	85%
ADS-109	-	90%
ADS-110	-	-
ADS-150	-	100%
ADS-151	-	100%

Retention			
	Corr.	**F2F**	**Online**
ADS-101	92%	-	-
ADS-102	87%	-	-
ADS-103	94%	-	-
ADS-104	91%	-	-
ADS-105	95%	-	-
ADS-106	91%	-	-
ADS-107	83%	-	-
ADS-108	85%	-	-
ADS-109	90%	-	-
ADS-110	-	-	-
ADS-150	-	100%	-
ADS-151	-	100%	-

ADS	2019

ADS	2019

Retention		
	2019FA	**2020SP**
ADS-101	94%	98%
ADS-102	84%	97%
ADS-103	97%	93%
ADS-104	87%	-
ADS-105	88%	92%
ADS-106	88%	96%
ADS-107	88%	88%
ADS-108	87%	97%
ADS-109	83%	80%
ADS-110	-	-

Retention			
	Corr.	**F2F**	**Online**
ADS-101	98%	73%	-
ADS-102	90%	-	-
ADS-103	96%	-	-
ADS-104	87%	-	-
ADS-105	90%	-	-
ADS-106	92%	-	-
ADS-107	88%	-	-
ADS-108	92%	-	-
ADS-109	82%	-	-
ADS-110	-	-	-

ADS-150	100%	90%		ADS-150	90%	100%	-
ADS-151	100%	100%		ADS-151	-	100%	-

b) Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Discussion of *Summary of Retention Rates* Table

ADS 101: Retention rates are typically well above average in this course. We are pleased with these rates.

ADS 102: Retention rates for this course are above average, and we are pleased with these rates.

ADS 103: Retention rates for this course are above average, and we are pleased with these rates.

ADS 104: Retention rates for this course are above average, and we are pleased with these rates.

ADS 105: Retention rates are steady and above average. We are pleased with these rates.

ADS 106: Course retention rates are strong and above average. We are pleased with these rates.

ADS 107: We are quite pleased with the above average retention rates for this course.

ADS 108: Course retention rate has continued to be solid for this course, and we hope to continue seeing such results.

ADS 109: Moving forward, we hope to continue seeing strong retention rates for this course.

ADS 110: Course retention rate has continued to be solid for this course, and we hope to continue seeing such results.

ADS 150: The retention rate in this capstone practicum course is close to perfect and we are pleased that the success rate for students who make it to the end of their program is excellent.

ADS 151: The retention rate in this capstone practicum course is close to perfect and we are pleased that the success rate for students who make it to the end of their program is excellent

Summary of Retention and Completion Rates Analyses: On a normal basis, retention rates are quite good, and yet tend to be lower within correspondence courses. Therefore, considering the fact that the vast majority of ADS courses are taught via the correspondence modality, we are very pleased with seeing the above average retention and completion rates for our courses.

On the other hand, mention must be made that the some of the slight dips in certain courses, may be the result of classes which were taught in the face-to-face modality but which students either did not continue attending consistently, or they ended up having to drop out of the class, due to the class being cancelled as a result of low enrollment numbers.
Furthermore, due to the unpredictable environment in prisons that don't lend themselves to student success, particularly during the start of the COVID-19 pandemic, it is possible that while inmate students enroll in courses with every intention of completing them, a variety of factors interfered with their ability to ultimately complete a course, and they were not able to drop a course before the deadline even if they intended to. Some of these relevant factors include lockdowns, quarantines, inability to submit assignments or even drop slips during the required

c) Trends in Program Degrees and Certificates being Awarded

As can be noted in the chart below, the last four years have noted overall unstable numbers in the certificates being awarded to ADS Palo Verde College students. As one can note, across the past four years there has been a steady decline in the number of Alcohol/Drug Studies Certificates of Achievement being awarded to students. Ideally, one would report that this would be the result of students simply completing more ADS Specialist I and II Certifications for Career Preparation. However, since 2016-17, when 70 students graduated with a Specialist I Certification, this number has not been equaled or surpassed. As far as the Specialist II Certification is concerned, the numbers have been much more stable. However, during the 2017-18 academic year there was a sharp decrease in graduates (from 49 the previous year down to 15), but the following academic school year (2018-19), saw a nice rebound to 50 graduates.

It is possible that part of the reason why such numbers saw decreases was due to the fact that the practicum courses (which are needed for Certification) were not being offered consistently. However, we are also pleased to announce that since the Spring 2019 semester, ADS courses have now begun to be taught consistently, and the plan moving forward, is for ADS course schedules to be set for two years and these set schedules will include the practicum courses, thus allowing for stable numbers in ADS Certificates being completed.

Name of Award	2016-17	2017-18	2018-19	2019-20
Alcohol/Drug Studies Certificate of Achievement	12	10	6	3
Alcohol/Drug Studies Specialist I Cert Career Prep	70	30	63	56
Alcohol/Drug Studies Specialist II Cert Career Prep	49	15	50	46

13. ENROLLMENT TRENDS

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

ADS	2014	
Enrollment		
	2014FA	**2015SP**
ADS-101	73	84
ADS-102	30	30
ADS-103	54	50
ADS-104	26	35
ADS-105	18	45
ADS-106	-	-
ADS-107	18	14
ADS-108	68	85
ADS-109	82	89
ADS-110	-	-
ADS-150	5	-
ADS-151	-	-

ADS	2014		
Enrollment			
	Corr.	**F2F**	**Online**
ADS-101	157	-	-
ADS-102	60	-	-
ADS-103	104	-	-
ADS-104	61	-	-
ADS-105	58	-	5
ADS-106	-	-	-
ADS-107	32	-	-
ADS-108	153	-	-
ADS-109	171	-	-
ADS-110	-	-	-
ADS-150	5	-	-
ADS-151	-	-	-

ADS	2015

Enrollment		
	2015FA	**2016SP**
ADS-101	76	118
ADS-102	23	40
ADS-103	52	58
ADS-104	40	53
ADS-105	21	23
ADS-106	-	-
ADS-107	30	56
ADS-108	48	26
ADS-109	18	24
ADS-110	-	-
ADS-150	-	24
ADS-151	-	-

ADS	2015

Enrollment			
	Corr.	**F2F**	**Online**
ADS-101	194	-	-
ADS-102	63	-	-
ADS-103	110	-	-
ADS-104	93	-	-
ADS-105	44	-	-
ADS-106	-	-	-
ADS-107	86	-	-
ADS-108	74	-	-
ADS-109	42	-	-
ADS-110	-	-	-
ADS-150	24	-	-
ADS-151	-	-	-

ADS	2016

Enrollment		
	2016FA	**2017SP**
ADS-101	88	107
ADS-102	52	49
ADS-103	57	46
ADS-104	74	47
ADS-105	56	50
ADS-106	-	-
ADS-107	49	40
ADS-108	48	22
ADS-109	21	21
ADS-110	-	-
ADS-150	-	1
ADS-151	13	1

ADS	2016

Enrollment			
	Corr.	**F2F**	**Online**
ADS-101	195	-	-
ADS-102	101	-	-
ADS-103	103	-	-
ADS-104	121	-	-
ADS-105	106	-	-
ADS-106	-	-	-
ADS-107	89	-	-
ADS-108	70	-	-
ADS-109	42	-	-
ADS-110	-	-	-
ADS-150	-	1	-
ADS-151	13	1	-

ADS	2017

Enrollment		
	2017FA	**2018SP**
ADS-101	118	143
ADS-102	51	-
ADS-103	75	-
ADS-104	67	-
ADS-105	-	34
ADS-106	24	-
ADS-107	-	44
ADS-108	-	33
ADS-109	-	25
ADS-110	-	16
ADS-150	21	8
ADS-151	-	16

ADS	2017

Enrollment			
	Corr.	**F2F**	**Online**
ADS-101	241	20	-
ADS-102	51	-	-
ADS-103	75	-	-
ADS-104	67	-	-
ADS-105	34	-	-
ADS-106	24	-	-
ADS-107	31	13	-
ADS-108	33	-	-
ADS-109	25	-	-
ADS-110	16	-	-
ADS-150	29	-	-
ADS-151	16	-	-

ADS	2018

Enrollment		
	2018FA	**2019SP**
ADS-101	151	98
ADS-102	63	64
ADS-103	28	83
ADS-104	46	70
ADS-105	45	71
ADS-106	48	39
ADS-107	-	46
ADS-108	-	75
ADS-109	-	50
ADS-110	-	-
ADS-150	-	1
ADS-151	-	1

ADS	2018

Enrollment			
	Corr.	**F2F**	**Online**
ADS-101	249	-	-
ADS-102	127	-	-
ADS-103	111	-	-
ADS-104	116	-	-
ADS-105	116	-	-
ADS-106	87	-	-
ADS-107	46	-	-
ADS-108	75	-	-
ADS-109	50	-	-
ADS-110	-	-	-
ADS-150	-	1	-
ADS-151	-	1	-

ADS	2019

Enrollment		
	2019FA	**2020SP**
ADS-101	62	54
ADS-102	68	62
ADS-103	67	28
ADS-104	118	-
ADS-105	42	51
ADS-106	25	24
ADS-107	42	41
ADS-108	62	64
ADS-109	46	20
ADS-110	-	-
ADS-150	4	21
ADS-151	1	4

ADS	2019

Enrollment			
	Corr.	**F2F**	**Online**
ADS-101	105	11	-
ADS-102	130	-	-
ADS-103	95	-	-
ADS-104	118	-	-
ADS-105	93	-	-
ADS-106	49	-	-
ADS-107	83	-	-
ADS-108	126	-	-
ADS-109	66	-	-
ADS-110	-	-	-
ADS-150	21	4	-
ADS-151	-	5	-

We can say that overall, we are pleased with the upward trend in ADS course enrollment. However, mention must be made that there has been a somewhat inconsistent enrollment in the following courses: ADS 106, ADS 110, as well as the practicum courses ADS 150 and ADS 151. However, moving forward and with the presence of two FT ADS faculty members, we expect to continue seeing steady enrollment in all ADS courses.

Furthermore, now that prisons have had a chance to secure the current text, as well as fixed class schedules on a two-year basis, along with more timely distribution of course related documents such as syllabi, assignments, and additional instructional material, enrollments should improve, and remain consistently high.

Finally, face-to-face offerings in ADS have not had very solid enrollment and completion rates. Therefore, a logical strategy could be to instead offer more online ADS courses, which could help increase enrollment numbers both of local community students as well as students live outside of the Palo Verde College vicinity, thus helping ensure higher enrollment numbers.

14.   QUALITY OF PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and refer back your responses in sections 5 – 13 to give a complete analysis of the quality of this program.

Overall, it should be mentioned that the quality of the ADS program is doing quite well, as is noted by the fact that it is currently recognized as a credentialed member of the *California Association of Alcohol and Drug Educators* (CAADE). Furthermore, Palo Verde College is also close to completing the process of also receiving credentialing from the *California Consortium of Addiction Programs and Professionals* (CCAPP).

Furthermore, it is noted that the ADS program has developed solid, enrollment, retention, and completion numbers over the current review period and it is the hope that that suggestions hereby provided may help solidify the aforementioned numbers, which can be noted in all of the previous charts and graphs.

Finally, mention should also be made that funds have been allotted in order for FT, ADS faculty members to attend professional development seminars and conferences which will continue enhancing their ability to provide students with an unparalleled learning experience.

15.   FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

During the previous Review it was noted that there were no budget funds, allotted to ADS. Fortunately, however, this is no longer the case and the following is a summary of the financial expenses.

During the current review period there was an average yearly expenditure of $120,794.90 spent as salary for ADS faculty members. An additional annual average of $34,221.38 was spent on ADS faculty benefits, along with an annual average of $21,736.85 being spent on overload salaries. Please note that in the charts below, you can gain a detailed notion of the ADS related expenses that Palo Verde College has had during the review period that is currently being addressed.

Subject'	ADS

Row Labels	Source	Budgeted	Expended
2014-2015			
Overload Salaries	OVL/Overload	$0.00	$53,914.50
Overload Benefits	OVL/Overload	$0.00	$6,509.55
Benefits	ALC	$18,755.00	$31,760.38
Salaries	ALC	$58,142.00	$135,502.85
2015-2016			
Overload Salaries	OVL/Overload	$45,000.00	$53,446.00
Overload Benefits	OVL/Overload	$6,308.00	$7,518.34
Supplies	LOT/Lottery	$200.00	$191.10
Benefits	ALC	$12,216.00	$14,272.58
	OBP/Obp/Retirement	$0.00	$8,010.00
Salaries	ALC	$101,826.45	$117,797.95
2016-2017			
Overload Salaries	OVL/Overload	$47,810.88	$47,810.88
Overload Benefits	OVL/Overload	$7,560.30	$7,560.30
Benefits	ALC	$39,024.10	$39,024.10
Copying/Printing	LOT/Lottery	$0.18	$0.18
Salaries	ALC	$157,269.89	$157,269.89
2017-2018			
Overload Salaries	OVL/Overload	$0.00	$36,924.84
Overload Benefits	OVL/Overload	$0.00	$6,494.53
Supplies	LOT/Lottery	$100.00	$44.96
Benefits	ALC	$43,950.00	$43,485.72
Copying/Printing	LOT/Lottery	$8.67	$17.21
Salaries	ALC	$115,295.00	$145,663.81
2018-2019			
Overload Salaries	OVL/Overload	$0.00	$64,586.50
Overload Benefits	OVL/Overload	$0.00	$14,535.88

Benefits	ALC	$36,329.42	$36,329.42
Salaries	ALC	$90,476.58	$153,544.44
2019-2020			
Overload Salaries	OVL/Overload	$37,610.19	$37,610.19
Overload Benefits	OVL/Overload	$7,591.59	$7,591.59
Benefits	ALC	$55,053.74	$55,053.74
Contracts	GPW/Guided Pathways	$2,100.00	$2,085.00
Copying/Printing	LOT/Lottery	$1.56	$1.56
Salaries	ALC	$201,759.45	$201,759.45

16.   REVENUE AND EXPENSES

a) **State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.**

Based on FTE data (shown below for each semester of the current review period), the program revenue has been consistent, and will hopefully continue to remain strong into the future.

ADS

Term	FTES
2014FA	39.53
2015SP	43.20
2015SU	19.20
2015FA	30.40
2016SP	52.33
2016SU	25.60
2016FA	51.77
2017SP	39.33
2017SU	15.98
2017FA	45.30
2018SP	43.00
2018SU	19.10
2018FA	37.90
2019SP	60.64
2019SU	39.50
2019FA	54.84
2020SP	48.06
	665.68

b) **State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.**

As noted in the charts presented in the Section 15, Financial Trends portion of this review, the program has grown over the past two years and has thus resulted in increased expenses in salaries, contracts, and supplies. However, these expenses have also led to greater amounts of incoming revenue, and the ADS department thus looks financially stable for the foreseeable future.

c) **State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.**

As far as the ADS program is concerned, during the preceding two academic years, there have not been any in-kind donations or contributions of resources and/or time directly provided to the ADS program.

17. FACILITIES AND EQUIPMENT

a) **Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.**

The current facilities that have been provided for the ADS program have been more than adequate. Unfortunately, despite multiple attempts by faculty and administration, including scheduling classes and the recruitment of students, the college has had a difficult time obtaining enough enrollment and/or retention of previously enrolled students in face-to-face ADS courses, thus leading to classrooms not being used, which had been previously reserved for the ADS department.

b) **Describe plans for future changes in facilities or equipment that would better support the program.**

As a result of the fact that most ADS face-to-face classes have had to be cancelled (many even before starting the class) due to low enrollment numbers, there is evidently a need for more recruitment amongst students within the college and community, which in turn, should allow for the continued growth of the program, including more face-to-face classes as well as more students in classes taught in other modalities as well. Such recruitment efforts can include campus wide bulletins being placed throughout the school, while also mass emailing students and informing them that ADS 101 can be used to fulfill the requirement of general education courses, regardless of whether or not they plan on majoring in ADS.

In addition, there are no plans for immediate future changes in facilities or equipment in ADS. However, if a greater number of ADS online and face-to-face courses are offered in the future, it is possible that there may be some very small additional Information Technology costs associated, as well as additional need for classroom use.

18.   TWO YEAR PLAN

a) **List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.**

Moving forward, the primary ADS program recommendation is for more students to be recruited into the ADS program which in turn will increase the number of students enrolled in all ADS courses, including those taught in the face-to-face modality. Additionally, student retention and enrollment will be monitored in these courses to ensure success.

The volume of work that comes in each week for ADS courses alone is significant, and a good portion of faculty time is spent opening envelopes and sorting work first by course, then by assignment number, and after grading, by location for disbursement to students. Faculty time would be better spent grading the work and offering more feedback to students than on basic clerical tasks.

b) **Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.**

Moving forward, Palo Verde College's ADS program continues with the goal of successfully gaining new students supporting them as they progress and eventually complete their academic goals. This goal is to be accomplished by continuing to offer Certificate of Achievement and two Career-Preparation certificates, while also fulfilling transferable course requirements and/or electives. Such measures will allow for students to obtain the fundamental skills and knowledge needed in the principles and practices in alcohol and drug treatment.

Mention should also be made that the ADS Program in the division of History, Social and Behavioral Sciences continually strives to provide exemplary learning environments that promote student success and fosters the lifelong love of learning. ADS courses also enhances students' personal development, by providing insight into interpersonal relationships, cultural differences, and community outreach.

Finally, the ADS program focuses on not only helping advance the goals and objectives of Palo Verde College, but also on helping the surrounding community through quality education.