



# Clark College Baccalaureate of Applied Sciences in Human Services Statement of Need

Roi, Marcia  
8/31/2017

August 31, 2017

**COVER SHEET  
STATEMENT OF NEED**

**Program Information**

Institution Name: Clark College

Degree Name: BAS in Human Services CIP Code: 44.0000

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Addiction Counselor AAS CIP Code: 51.1501 Year Began: 1974

Degree: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Year Began: \_\_\_\_\_

Proposed Start Implementation Date ( i.e. Fall 2014): Fall 2018

Projected Enrollment (FTE) in Year One: 20 at Full Enrollment by Year: 4

Funding Source: State FTE:  Self-Support:  Other:

**Mode of Delivery**

Single Campus Delivery: Evening face to face major-area classes

Off-site: \_\_\_\_\_

Distance Learning: Online general education courses

**Statement of Need:** *Please see criteria and standard sheet. Page Limit: 20 pages*

**Contact Information (Academic Department Representative)**

Name: Marcia Roi

Title: Professor, Addiction Counselor Education Program Head

Address: 1933 Fort Vancouver Way

Telephone: (360) 992-2171

Fax: (360) 992-2881

Email: mroi@clark.edu

Tim Cook  
Chief Academic Officer

8/23/17  
Date

August 31, 2017

## Applied Bachelor Degree Statement of Need Criteria

### Criteria 1. Relationship to institutional role, mission, and program priorities

*Standard: Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities*

#### *Overview of the institution*

Clark College was established in 1933 in Vancouver, Washington in service district 14 which serves Clark, Skamania, and western Klickitat counties; the total population in the service district is 748,031. The College had a fall 2016 enrollment of 7,981 FTE with a headcount of 11,329 students. Clark College has 3 campuses, with the main campus situated on 78 acres and supporting 683,900 sq. feet of building space. Opened in 2009, Columbia Tech Center is a one building campus located 10 miles east of main campus with a capacity of 69,984 sq. ft. The Clark College center at WSUV which opened in 2006 is also a one-building campus co-located on the Washington State University campus on Vancouver's North side with a building capacity of 63,334 sq. ft. The STEM building opened on the main campus in fall of 2016 and comprises 70,000 sq. feet of building space. The Clark College faculty is comprised of 559 faculty members, 169 of which are tenure and tenure-track faculty, and 41 faculty members hold doctorates. The college has 83 vocational and technical programs, and an international student body representing 19 countries. In 2016-17, 57% of students enrolled indicated intent to transfer to a 4-year institution.

Clark College awards five Associates degrees: the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, the Associate in Applied Science degree, and the Associate in Applied Technology degree. The college also currently offers two Applied Baccalaureate degrees: one in Dental Hygiene, implemented in the fall of 2015, and one in Applied Management, which saw its first cohort in winter 2017.

The proposed program satisfies the requests of social service providers as well as the current movement on the federal level to merge Addictions treatment with Mental Health treatment under an umbrella of Behavioral Health in order to embrace a more holistic and effective strategy in treating both disorders. Human Services professionals are in demand for precisely this reason; they possess a broader applied skill set. This educational background provides them the flexibility to fill various positions at a higher entry level in the Behavioral Health field. Conversely, the addiction counseling supervisors request that the addictions clinicians possess proficiency in the broader mental health field in addition to the addictions coursework. In order to fulfill the holistic philosophy, more education addressing a broader scope of behaviors is required, hence the move to implement the Baccalaureate of Applied Sciences in Human Services (BASHS) degree.

The following demonstrates the congruency of this proposal with Clark College's mission as well as Clark's five-year College Strategic Plan. The BASHS degree proposal directly reflects the philosophy, mission and objectives of Clark College to provide Southwest Washingtonians local opportunities for a quality, affordable education.

August 31, 2017

Clark College's mission statement reads:

*“Clark College, in service to the community, guides individuals to achieve their educational and professional goals.”*

The Clark College BASHS degree accomplishes Clark College's mission by creating an opportunity for place-bound students to earn an affordable baccalaureate degree in our community. The BASHS creates pathways which do not now exist for students who wish to earn a bachelor's degree and attain state credentialing in the addictions field as a Chemical Dependency Professional. The Clark College BASHS also provides Southwest Washington with more skilled social service professionals educated at a higher level, with lower cost, and fewer barriers in the attainment of their professional goals. Providing more social service and addictions professionals educated at a higher level increases the ability of the college to serve the community in effectively addressing mental health, addiction, and social services problems in Southwest Washington.

The Clark College Core themes and compatibility with the BASHS

*Economic vitality*

*Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college and community.*

Baccalaureate prepared students command a higher salary in the social services field and are more likely to move up the career ladder to supervisory levels more rapidly than their counterparts at the Associate's level.

The BASHS improves the economic well-being of the college by creating direct educational pathways that allow the institution to increase current retention rates, as well as recruit place bound students into this program, as there is no local equivalent degree program for the cost.

Service providers are able to meet community needs by delivering a broader range of services with clinicians who are trained in the upcoming Affordable Care Act holistic philosophy of Behavioral Health.

As an alternative to some of the articulation agreements currently in place with colleges in other communities, or across state lines, the BASHS keeps students in the area and enables them to meet their educational goals at a more reasonable cost. The BASHS increases the community economic well-being by both retaining the talents of those students who seek to attain higher levels of education in the workplace and also by keeping their tuition dollars in the community to support the local economy. The alternative is the current situation of students enrolling and commuting to other institutions in other communities, or across the state line. The community economic well-being is improved by keeping both the local talent and funding in the community.

The existing ACED program is a competency-based curriculum. This is essential in order for the program to meet the Department of Health criteria for credentialing. Offering a

August 31, 2017

competency-based program has been successful in creating realistic student expectations as well as assisting instructors in documenting assessments and outcomes. The BASHS degree will utilize the *Alaskan Core Competencies for Direct Care Workers in Health and Human Services*. These competencies were chosen due to their clear behavioral guidelines and relevance to the goals and objectives of this degree program. Each learning outcome has three components; (1) the broad competency categories, (2) the individual competencies and (3) behavioral descriptors. Listed below are the competency categories which are the learning outcomes for the degree program.

The ten categories are:

1. Working with Others
2. Assessing Strengths and Needs
3. Planning Services
4. Providing services
5. Linking to resources
6. Advocating
7. Individualizing Care
8. Documenting
9. Behaving Professionally and Ethically
10. Developing Professionally

## **Criteria 2. Support of the statewide strategic plans.**

*Standard: Describe how the program will support SBCTC Mission goals outlined in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for higher Education.*

The overarching SBCTC goal is to:

*Find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education*

### *Reducing barriers*

The Clark College BASHS satisfies this SBCTC mission goal quite well. The availability of the Clark College BAS in Human Services in Southwestern Washington is a direct expansion of educational opportunities for Washington residents to continue their education in terms of cost by creating a lower cost alternative.

### *Creating Pathways and opportunities*

The BASHS provides a clear pathway to higher educational attainment where none now exists. For students who wish to enter the addictions counseling field at the bachelor's level there exist considerable barriers in terms of cost and bureaucracy.

Many prospective students who come to the Addictions Counseling Education Department expect to fulfill their career goals of both a bachelor's degree and entry into the Addictions field educationally qualified to earn state CDP certification. They are disappointed to learn that the degrees Clark College offers are essentially structured to either fulfill only *one or the*

August 31, 2017

*other* of these goals. Students then engage in various strategies to overcome these current barriers, often resulting in a higher student loan debt burden than necessary.

The AAS in Addictions Counseling is not covered by the state Direct Transfer Agreement (DTA), and the AA does not educationally qualify students to sit for the Chemical Dependency Professional (CDP) exam, since the AA does not contain the required minimum 45 quarter credits in ACED. Students utilize the following strategies in order to fulfill the desired educational and professional goal of entering the field at the bachelor's level with the educational requirements to sit for the CDP exam. The options for these students are summarized in Table 1 below.

**Table 1. Clark College ACED student strategies for overcoming educational barriers**

AAS degree	AA degree	Certificate of Proficiency
<b>Strategy:</b> Enroll in AAS and then transfer to AA before matriculation.	<b>Strategy:</b> Transfer to WSUV in Psychology department's CDP track and enroll in 2 more classes which will count toward CDP exam. Then transfer <i>back</i> to Clark for Certificate of Proficiency	<b>Strategy:</b> Complete Bachelor's and then re-enroll <i>back</i> to Clark as certificate student
<b>Barrier:</b> Financial aid appeals  Cost and time.  Student has equivalent credits to BA with only Associate's degree.	<b>Barrier:</b> Multiple financial aid appeals at each juncture, and multiple transfers.  Depending on the program in which the student transfers, ACED credits may not transfer. Excess credits taken to fulfill both CDP requirements as well as the BA requirements	<b>Barrier:</b> Time Cost Financial aid appeals
<b>Strategy:</b> Enroll in Concordia University in Portland, Oregon "upside down program" or Evergreen College in Tacoma		
<b>Barrier:</b> Cost; \$425/credit Or commute		

All of these scenarios culminate in additional financial aid debt, as well as bureaucratic barriers at each juncture for the student, in addition to possible commute or relocation in pursuit of their professional credentials *and* an educational level desirable to employers. There is no clear pathway for a student whose educational and professional goal is to become a baccalaureate level-CDP.

The Clark College BASHS will remedy this situation and allow students to pursue a more cost-effective baccalaureate while acquiring the necessary courses to qualify for the CDP exam, or pursue a broader goal of Human Services and thus create a smoother, timelier career pathway.

*SBCTC Mission statement goal- Expanding opportunities:*

**Table 2. Clark College ACED BASHS Students Opportunity Expansion**

AAS	AA
<b>Strategy:</b> Transfer AAS into BASHS	<b>Strategy:</b> Transfer AA into BASHS
<b>Opportunity:</b> Attain a more affordable baccalaureate degree in 4 years and begin work in the field of addictions at the baccalaureate level sooner	<b>Opportunity:</b> Attain a more affordable baccalaureate degree in 4 years and begin work in the Human Services field sooner
<b>Opportunity:</b> Avoid out of state transfer, relocation, financial aid issues, financial aid cutoff, and multiple institutional transfers.	<b>Opportunity:</b> Avoid out of state transfer, relocation, financial aid issues, financial aid cutoff, and multiple institutional transfers.
<b>Opportunity:</b> Ability to incorporate all of the ACED credits into the BASHS degree.	<b>Opportunity:</b> More opportunity to utilize hands-on skills in an applied setting in the social services field.
<b>Opportunity:</b> Greater employability and career advancement in an in-demand growing field with a baccalaureate degree	<b>Opportunity:</b> Greater employability and career advancement in an in-demand growing field with a baccalaureate degree
<b>Opportunity:</b> Establish a pathway to transfer to graduate school program with BASHS degree after 4 years	<b>Opportunity:</b> Ability to transfer to graduate school with BASHS after 4 years with hands-on experience
<b>Opportunity:</b> Fulfillment of educational and professional goals without relocating or commuting to another community.	<b>Opportunity:</b> Fulfillment of educational and professional goals without relocating or commuting to another community.
<b>Opportunity:</b> Evening and weekend classes allow place bound students to fulfill work and family obligations while obtaining BASHS degree	<b>Opportunity:</b> Evening and weekend classes allow place bound students to fulfill work and family obligations while obtaining BASHS degree

The Clark College BASHS in Human Services allows students to apply *all* of their coursework to a higher level of education and fulfills the SBCTC mission goal of reducing barriers and creating an opportunity for students in Southwestern Washington.

*In addition, this proposal also directly meets some of the challenges outlined in the SBCTC's 2010 Mission study:*

- *Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need.*

The Clark College BASHS directly meets this challenge by preparing students to enter the field at the baccalaureate level and also creating the academic rigor to satisfy graduate school admission standards. Clark College is committed to meeting this challenge by supplying the necessary resources to ensure successful implementation and maintenance of the BASHS degree program. The BASHS is projected to produce more affordable baccalaureate degrees annually in Southwestern Washington.

- *Serve more people, including groups who have been underserved in the past.*

This degree provides the opportunity for place bound, adult students to advance their education without disruption to their work and personal lives. Southwest Washington is an educationally underserved population. The BASHS will allow community college students to stay within the community and attain a baccalaureate in a high demand profession, giving them greater opportunity for upward mobility. Many adult degree programs are a cohort-models, easier for traditional age students to access. Adult students are described in the literature as “stop outs” vs. drop outs, and many return after stopping out a term or two. Cohort models do not support this pattern. The BASHS is an evening, non-cohort model, designed to meet the educational needs of this population.

This proposed degree also aligns nicely with one of the main goals of the 2012 Strategic Master Plan Update of WASAC which states: “The plan estimated that by 2018, the state’s higher education institutions would need in increase degree production as follows: [to increase] bachelor’s degrees 28,600 to 39,000 annually.”

This degree proposal also utilizes two of the common objectives of the plan, namely:

“Expanding system capacity to educate growing numbers of students and increase educational attainment.” And,

“Maintaining and expanding affordable access to public education.”

***Criteria 3: Employer/community demand for graduates with baccalaureate level of education proposed in the program.***

- *Standard: Employer demand must exceed regional supply of graduates with relevant degrees*

**Affordable Care Act/ Early Adopter impact**

Clark and Skamania counties elected to become Early Adopters of the Affordable Care Act (ACA). Thus on April 1, 2016, the counties merged into a Regional Health Network (RHN) with full implementation of the ACA, four years ahead of the rest of Washington State. The Early Adopter designation consists of federally contracted services, obligations and provisions, with full Medicaid expansion funding already provided until 2020. Thus, any federal alteration



August 31, 2017

of the ACA will have little impact on the RHN, as it is a federally contracted agreement. In addition, 10% of any profits realized from this model will come back to the RHN as a provision of Early Adopter.

The treatment model dictated by the ACA is one of integrated care, utilizing a Behavioral Health philosophy vs. addictions treatment and mental health treatment separately. The response to the Early Adopter model on the part of the service providers has been one of rapid expansion of services, both geographically as well as expansion of the continuum of care in the past 2 years, both in the public and private sector. As depicted below, private national franchises are also establishing treatment facilities in the region.

**Table 3. Early Adopter impact in Southwest Washington**

<i>Provider</i>	<i>Treatment expansion</i>	<i>Implementation date</i>
<b>Daybreak Youth treatment services</b>	16 beds for adolescent males increasing to 58 beds male/female adolescents residential treatment	June 2017
<b>Columbia River Mental Health North Star methadone clinic</b>	100 additional state-supported methadone treatment slots	2016
<b>Columbia River Mental health</b>	Youth outpatient treatment established	January 2016
<b>Columbia River Mental Health</b>	Added two new satellite offices in Hazel Dell and Battleground	2015
<b>Recovery Village (Advanced Recovery Systems, Florida)</b>	Established a 64- bed, adult male/female residential treatment	April 2016
<b>Lifeline Connections</b>	Opened outpatient services in Aberdeen, Raymond, Skamania county	2016
<b>Lifeline Connections</b>	Added two new satellite offices in Orchards and Washougal	2015
<b>Cowlitz Tribal Treatment</b>	Expanding youth outpatient treatment services	2016
<b>Clark County Harm Reduction Center (syringe exchange)</b>	Expanding services to include treatment onsite	2017
<b>Springstone - (Louisville, Kentucky)</b>	Building a 72-bed psychiatric hospital in Vancouver. Twenty four beds designated for inpatient chemical dependency. Projected opening January 2018. (Eventually to house 95 beds.)	2018
<b>Foundation Recovery Network (Tennessee)</b>	Purchased Bonneville resort, opening up 200 bed residential rehabilitation center	2017

August 31, 2017

The consequence of the Early Adopter model of the Affordable Care Act in this region has greatly increased the demand for many more skilled, educated, direct care service professionals in the addictions field as well as mental health. The ACA's utilization of a Behavioral Health model requires personnel with education designed to create a much more holistic practitioner, congruent with this emerging trend in healthcare. In sum, a projected 305 new residential treatment beds for addiction and mental health care will be in place in the region by 2018. Outpatient services are also expanding to meet current needs. Thus the more general and holistic Human Services degree curriculum can be utilized by graduates to fill openings in either mental health, addictions, or any of the numerous ancillary human services issues (e.g. housing, health care, employment, aftercare groups, children and family services, domestic violence) which support recovery for individuals from either diagnosis. In short, this degree serves to create highly sought after practitioners who will have the well-rounded skills which will serve the new framework for healthcare nationwide. Because the Clark County area is four years ahead of the rest of Washington State, this is an opportunity to supply practitioners as examples for the rest of the state as this new healthcare model advances.

The labor market data depicted in Table 3 depicts a strong growth rate for this field. However is important to note that the regional Early Adopter effect, which has further amplified the need for counselors, is *not* reflected in the below labor market statistics.

*Standard: Demand must be based on local employer survey, Labor market data, industry data, trade association data, and other transactional data.*

As depicted in Table 4 & 5 below, this is an in-demand field with 92 average projected annual job openings for Substance Abuse and Behavioral Disorder Counselors and 238 openings for Social and Human Service Assistants. At this time employers report a shortage of CDPs in the area, particularly at the bachelor's level.

Table 6 depicts the relevant program completions in the region. Although graduates from all of these programs typically meet minimum qualifications for employment in the field, it is important to note that employers strongly prefer applicants with a bachelor's degree or higher. That point notwithstanding, associate degree completions are included in the supply data to provide a conservative estimate of the supply gap. These data clearly indicate that the labor market demand for professionals in these two occupations significantly exceeds the supply in the region (330 total projected annual openings compared to 104 relevant completions).

**Table 4. Substance Abuse and Behavioral Disorder Counselors (SOC 21-1011)**

<i>indicator</i>	<i>Region</i>	<i>WA state</i>
<b>Ave. annual job openings, 2014-2024</b>	92	1,296
<b>Ave. annual growth rate, 2014-2024</b>	1.7%	1.8%
<b>Ave. hourly wage</b>	22.13	18.98

*Note.* Region includes Clark County, Cowlitz County, and Skamania County. Source: Washington Employment Security Department, retrieved 8/23/17.

August 31, 2017

**Table 5. Social and Human Service Assistant (SOC 21-1093)**

<i>indicator</i>	<i>Region</i>	<i>WA state</i>
<b>Ave. annual job openings, 2014-2024</b>	238	2,806
<b>Ave. annual growth rate, 2014-2024</b>	1.8%	1.4%
<b>Ave. hourly wage</b>	15.14	18.38

Note. Region includes Clark County, Cowlitz County, and Skamania County. Source: Washington Employment Security Department, retrieved 8/23/17.

**Table 6. Relevant program completions in region (CIP 51.1501, 44.0000)**

<i>Institution</i>	<i>Award level</i>	<i>Completions (2016)</i>
<b>University of Phoenix—Human Services</b>	Bachelors	23
<b>Concordia University—Human Services</b>	Masters	21
<b>Mt. Hood Community College—Mental Health, Social Service and Addiction Counseling</b>	Associates	22
<b>Portland Community College—Addiction Counseling</b>	Associates	18
<b>Clackamas Community College—Human Services</b>	Associates	17
<b>Lower Columbia College—Addiction Counseling</b>	Associates	3

One other factor that could increase the supply of professionals in these two occupations and reduce the supply gap calculated above is program completions in related areas such as mental health counseling and social work. However, as shown in Table 7, significant supply gaps exist in our region for those professions as well. Thus there is not an excess supply of graduates from these related programs to fill the labor market demand for the occupations included in this proposal.

**Table 7. Supply gap for related programs and occupations in region**

<i>Occupation (SOC and CIP codes)</i>	<i>Annual job openings</i>	<i>Relevant completions (2016)</i>	<i>Annual supply gap</i>
<b>Social workers (SOC 21-1020, CIP 44.0701)</b>	468	378	90
<b>Mental health counselors (SOC 21-1014, CIP 51.1508)</b>	272	75	198
<b>Rehabilitation counselors (SOC 21-1015, CIP 51.2310)</b>	142	0	142

August 31, 2017

Source: *Economic Modeling Specialists International, 2017.3.*

*For additional data on supply gap see appendix I*

#### *Local demand*

In addition to traditional labor market indicators, local social service agencies emphasize that there is a significant need for professionals trained to the bachelor's level. In response to the shortage of baccalaureate level trained counselors, local treatment service providers are now offering tuition assistance to their addictions counselors in order to encourage them to continue their education. Currently, three local employers offer tuition reimbursement for addictions counseling trainees and certified counselors to further their education toward the baccalaureate. Columbia River Mental Health, Lifeline Connections, and Daybreak Youth Treatment Services all offer significant educational stipends. Both Lifeline Connections and Daybreak Youth Treatment Services administrators state that they hire Associate degree graduates for counseling positions with the *expectation* that they will attain their baccalaureates during their tenure with the agency. Daybreak publishes this expectation this in the job descriptions for these positions.

In a survey of regional addiction treatment and social service providers conducted in April 2017, 15 employers were surveyed. These 15 employers compromise approximately 90% of the addictions /mental health employers in the Clark County area. It is common for students to gain employment in Portland, however for purposes of this degree program, only Washington employers were surveyed. Three of these employers, Daybreak Youth Services, Lifeline Connections and Columbia River Mental Health provide the largest share of services in the Clark county area. Daybreak has a 58- bed residential unit for adolescents, in addition to outpatient services, Columbia River services an average of 3,000 individuals per month on an outpatient basis for both mental health and addictions, and Lifeline Connections operates a 60-bed residential unit in addition to outpatient services both within and outside the service area. Sixty percent agreed with the statement "A Bachelor's of Applied Science (BAS) Degree in Human Services would assist our organization in finding qualified applicants to fill the position(s)." Additional responses demonstrating the need for this degree were as follows:

1. How many mental health counselors and addictions counselor positions, if any, do you anticipate having open in the next 3 years?

Response: A total of 145 projected openings in the area were identified.

2. Is a bachelor's degree a preference for a mental health counselor and addictions counselor position in your organization?

Response: Yes 93%

3. Do you have difficulty finding Bachelor's degree level applicants for this position?

Response: Yes 71%

Other comments from local employers in response to the proposed degree program are:

August 31, 2017

“Our local community and WA state as a whole are seeing our demand/need for SUD [Substance Abuse disorder] and MH treatment expand and provider organizations continue to have challenges recruiting qualified applicants who are well prepared to serve the men and women coming to us for care.”

“Because we are a true co-occurring program (as evidenced by our most recent DDCAT score of co-occurring capable/enhanced) we are requiring the bachelors degree as a minimum for all addiction focused clinicians (mental health therapists require a masters degree). We have found that the education obtained with a bachelor degree (especially in the area of written and verbal communication, as well as clinical judgement) combined with the high quality education received in the Addictions Program at Clark College is vital to the necessary skills of our clinicians”

“Although Clark College has had a longstanding reputation for developing skilled associate level clinicians, I fully support it being moved into the future with a bachelor’s program. As an employer of substance use professionals, there is a need to have these professionals gain advanced skills in many areas such as mental health conditions, co-occurring disorders and other comorbidity concerns as well as advanced case management. With the drive for integrated care, substance use professionals need to have a broad range of skills fully developed to be marketable and employable. Payers/insurance companies have begun restricting service levels based on education and pay better rates for higher level degrees. It is a benefit to the agency/employers to hire professionals with a higher education for increased reimbursement rates.”

**Criteria 4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution**

- *Standard: Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program.*

The Baccalaureate of Applied Sciences will build upon the existing Addiction Counselor Education Department program. The ACED program curriculum is approved by the Department of Health as meeting the educational requirements for the Chemical Dependency Professional (CDP) exam in Washington State. Additionally, the program is nationally accredited by the National Addiction Studies Accreditation Commission (NASAC). The program is also a member of the Washington Consortium of Addiction Studies Educators (WACASE) and the National Association of Alcohol and Drug Addiction Counselors (NAADAC).

The current ACED program offers two degrees and one certificate.

The Applied Associates of Sciences degree is certified by the Washington State Department of Health as meeting the educational criteria to qualify students for the Chemical Dependency Professional (CDP) certification exam. As required in WAC 246-811-030. DOH Certified programs are competency-based, requiring a minimum of 45 quarter credits covering the 23 Center for Substance Abuse Treatment (CSAT) competencies contained in *Technical Assistance Publication No. 21*.

The ACED program also offers a Certificate of Proficiency for students who hold an Associate’s degree or higher. This certificate is also intended to satisfy the educational requirements for the CDP exam. Since the degreed student will have previously satisfied the required general education requirement through attainment of their degree, the Certificate of Proficiency is comprised of the same ACED core required for the CDP exam minus the field placement component. Thus, both the degree as well as the Certificate of proficiency will satisfy DOH educational requirements for the CDP exam.

The ACED Associate of Arts transfer degree meets the criteria for the WA State DTA (Direct Transfer Agreement). This degree is structured for students who desire to enter a Social Services field in such areas as Criminal Justice, Social Work or Psychology. This degree provides students with a basic educational foundation in the addictions field to augment their major but does not qualify them to sit for the Washington State CDP exam. The AA degree has 18 ACED credits which comprise the major.

*How long has the program been in existence?*

The current Addiction Counselor Education Department (ACED) has been in its present structure since 2000. Prior to that year, the program was entitled Chemical Dependence Counselor Program, (CDEP) a course-based program of about 60 students, which had been in existence at Clark College since 1974, originally entitled Alcoholism Counselor Aid. The ACED is administratively located in the Social Sciences and Fine Arts unit under Instruction.

*Program advising*

One adjunct faculty member also functions as the program academic advisor. The faculty member advises students one day per week, or .20 FTE. The department has employed program faculty advisors and conducted in-house developmental academic advising since 2000 as a retention strategy.

*Administrative program support*

Administrative support for the ACED is provided through the Social Sciences and Fine Arts Unit with one unit secretary senior and one unit administrative assistant.

*Program faculty*

The current ACED program faculty is comprised of one tenured faculty member as department chair and four adjunct faculty members. A breakdown of education and experience of program faculty is listed below.

**Table 7. Current ACED program faculty and credentials**

<i>Faculty member</i>	<i>Position</i>	<i>Advanced Degrees</i>	<i>Industry Credentials</i>	<i>Teaching experience</i>
Marcia Roi	Department chair/ Advisor	Ph.D., Adult Education M.S., Community Counseling	National Certified Alcohol Counselor II; Certified Alcohol and Drug Counselor II	28 years

August 31, 2017

Donald Wissusik	Adjunct faculty	M.S., Vocational Rehabilitation; Counseling M.A. Counseling	WA CDP; Licensed Marriage and Family Therapist; Licensed Professional Counselor	18 years
James Jensen	Adjunct faculty	M.A., Counseling Psychology	Masters Addiction Counselor	8 years
Catherine Kroll	Adjunct Faculty	M.S., Public Health, Epidemiology	National Certified Public Health	7 years
Christina Gjsvold	Adjunct Faculty	M.S.W.	WA CDP	1 year

### *Course scheduling*

The ACED program is structured to address the needs of non-traditional age students. Nationally, the average age of a substance abuse counselor is 45. Adult education strategies for retention are therefore utilized to meet the needs of ACED students. All ACED courses are scheduled evenings and weekends. ACED courses are classroom-based, held once weekly. All ACED courses are 3 credits. The courses scheduling is based on a 2-year completion rate for full-time students, however many of the ACED students are part-time, non-traditional students.

- *Standard: What has been the enrollment history of the program over the last five years?*

Table 8 depicts the enrollment of the ACED program:

**Table 8. ACED student enrollment; 2009-2016**

Year	Total Students (unduplicated headcount)
2009-2010	270
2010-2011	236
2011-2012	269
2012-2013	232
2013-2014	226
2014-2015	218
2015-2016	169

The declining enrollment in the program has mirrored the declining enrollment in the institution. During the same period Clark College's enrollment has declined from a head count of 13,858 in 2013 to 11,329 in 2016. Enrollment in the ACED program is now leveling off.

### *Advisory committee*

The ACED program enjoys the support of an active advisory committee of involved service providers in the area representing a wide representation of employers as well as employees in the area. The ACED advisory committee represents non-profit, county, tribal and for-profit agencies. The advisory committee provides necessary provider input and guides the program curriculum to meet local needs. The advisory committee meets each term.

August 31, 2017

### **Criteria 5. Student demand for program within the region**

- *Standard: Evidence of student interest and demand from multiple sources, such as but not limited to: Students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards.*

#### *Evidence of student interest*

During spring term 2017, 567 Clark College students enrolled in Psychology and Sociology classes were surveyed at Clark College. Results were as follows:

38% of the respondents identified themselves as place bound students

52% responded they were considering a career in Human Services

97% do not possess a bachelor's degree

80% stated either yes or maybe to planning on attending graduate school for a master's degree

57% of students responded either yes or maybe they would be interested in pursuing the BASHS at Clark College

Among 102 currently enrolled ACED students surveyed:

72% identified themselves as place bound students

65% respond yes that they are planning to attend graduate school to attain a master's degree

81% responded that they would be interested in pursuing the BASHS degree at Clark College.

Portland Community College also has a large addictions counseling education program which conforms to Oregon credentialing standards. The lead faculty member of that program has expressed enthusiasm and support for this program, as a way for his vocational students to utilize their vocational credits in the attainment of baccalaureate degrees.

#### *Changes in industry standards*

One of the most compelling influences as to the necessity of this proposal emanates from the industry itself. Nationally, in the addictions field overall, educational levels for credentialing clinicians have been increasing in response to the demand for higher levels of education among employers. The National Association for Alcoholism and Drug Abuse Counselors (NAADAC) now requires a bachelor's for their NCAC Level II certification. Regionally, Oregon's 3-tiered system of credentialing also requires a baccalaureate for the CADC level II certification.

Washington has a one-tier system; however, the creation of a tiered system is undergoing discussion in response to health care reform. Again, the impact of the ACA within the region has resulted in employers encouraging or requiring their associate's level employees to pursue the bachelor's degree to gain a broader skill set in the field. Employers are now offering tuition assistance for this continuing education. Thus, many students are entering this institution with the intention to at least acquire a bachelor's if not a master's degree.

#### *Enrollment projections*



August 31, 2017

Based on above indicators of student interest and ACED program enrollment, a conservative five-year enrollment projection for the BAS program is provided below. Given the paucity of relevant training providers in the region, it is expected that the program will draw students from institutions throughout the Portland/Vancouver metropolitan area.

**Table 9. Five year BASHS enrollment projection**

<i>Year</i>	<i>annual FTE</i>
2018-2019	20
2019-2020	30
2020-2021	40
2021-2022	50
2022-2023	50

**Criteria 6. Efforts to maximize state resources to serve place-bound students**

- *Standard: Describe how the program will serve place-bound working adults.*

As mentioned previously in this proposal, in order for students to satisfy the educational criteria for eligibility to sit for the CDP exam in Washington, as well as enter the addiction field at the baccalaureate level, they are required to transfer multiple times. Piecing together the credits for certification and matriculation at the baccalaureate level often results in additional delay and expense for the student.

The proposed BASHS program will augment the current two-year degrees and certificates. This will result in:

- The development of a seamless pathway for students from the associate's level to the bachelor's level.
- Lower costs for students in the attainment of the baccalaureate degree
- Shorter matriculation time to the bachelor's level and CDP licensure
- The ability for the student to utilize their vocational credits in the attainment of the baccalaureate.
- Elimination of many bureaucratic barriers and financial aid appeals
- Elimination of transfer to multiple institutions and the resulting disruption of personal and career life.
- Accurate program data for outcome assessment, retention and recruitment purposes.

*Standard: Identify similar programs offered by public or independent institutions in the region*

As depicted previously, the University of Phoenix is the only identified institution which offers a program similar in philosophy or scope of this proposal. The degree program they offer is an online program. Local employers have expressed a strong preference for in classroom-based instruction.

August 31, 2017

At this time there are no other institutions in the region that offer a similar baccalaureate degree designed for practitioners in the Human Services field.

- *Standard: Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and or/community organizations considered in the development of the proposal.*

#### *Addiction Counseling Education Department advisory committee*

Twelve service providers comprise the advisory board for the program. The ACED advisory committee is active and supportive of the proposal, as well as providing input into the development since the beginning stages. The ACED advisory committee has viewed the proposal and voiced support for it in their vote to move it forward. As stated previously, the local service providers are supportive of the BASHS.

Advisory Committee member agencies are listed below:

- Columbia Treatment Services
- Columbia River Mental Health
- Cowlitz Tribal Treatment Services
- Daybreak Youth Treatment Services
- Recovery Village
- Clark County Harm Reduction Center
- Helping Professionals Wellness center
- Lifeline Connections
- Western Psychological Counseling Services
- Salvation Army residential treatment
- Volunteers of America

#### *Lake Washington Institute of Technology*

Collaboration and sharing of data are currently occurring with LWIT in the development of their Bachelor of Science in Behavioral Healthcare. Collaboration is occurring on developing their addictions track and on the Clark College end, the Human Services component. Each proposal appears to be a somewhat mirror image of the other, and so the collaboration has been valuable for each proposal.

#### *Portland State University*

The Masters of Social Work program is partnering with the Clark faculty to assist in developing coursework relevant to the graduate level in order to insure students have a pathway to the master's level as well.

#### *Washington State University*

The ACED program has an existing articulation agreement with the Psychology department at Washington State University Vancouver. Both the Sociology department and the Psychology department have offered an addiction treatment minor since 2005. The Psychology department offers two tracks; one leading toward CDP certification which requires the students transferring

August 31, 2017

back to Clark College after graduation from WSUV for the remainder of the required courses. The other track is not intended for certification. The Sociology department also does not offer courses which are intended to comply with the CDP exam certification.

#### *Eastern Washington University*

Eastern Washington University has a tenant BSW and MSW cohort program operating on Clark college campus since 2006. The Human Services program will be a feeder program to the current MSW program as is the ACED AA into the BSW program now. The ACED AAS does not transfer into the BSW program as it is not covered by the DTA. ACED students can generally acquire the Clark ACED AA transfer to EWU and upon completion of their BSW, then transfer *back* to Clark for the ACED certificate of proficiency classes to qualify for the CDP exam.

#### *Concordia University*

Clark College also has an articulation agreement with Concordia University in the Psychology department. The ACED AAS is accepted in an “upside down” articulation agreement in which all of the ACED credits are accepted in the Psychology department as partial fulfillment for the psychology degree. Concordia University is a private college in Portland, Oregon. While this agreement allows students to utilize their vocational credits toward a baccalaureate degree, many students find the cost of a Concordia baccalaureate prohibitive at \$425/credit.

#### *Lower Columbia College*

Lower Columbia College in Longview has a smaller chemical dependency program located in the health sciences unit of the college. Lower Columbia College is an hour away outside of the Clark College service area. Lower Columbia students face the same barriers as Clark students in their attempts to satisfy the state exam criteria and the achievement of a bachelor’s degree.

- *Standard: Describe unique aspects of the proposed program that differentiate it from similar programs and or describe why expansion of an existing program would be desirable or necessary.*

The proposed BASHS in Human Services contains several unique aspects:

*1. Program offerings are tailored for working adults with core classes offered exclusively nights and weekends*

Upper division courses in the BASHS program will be offered exclusively in the evening and on weekends. This is a strategy which has worked very well for the existing ACED program over the last 17 years and continues to prove effective for working adults. Utilizing existing college resources in the evenings also increases the efficiency of facilities usage.

*2. Curriculum delivery system is classroom-based to accommodate adult learners*

The philosophy of the proposed program is to increase the ability of students to work both interpersonally as well as increase effectiveness on an intrapersonal level. Student feedback in the ACED program has overwhelmingly favored classroom instruction to facilitate these goals effectively for adult learners. Employer preference for classroom-based instruction is also noted

August 31, 2017

among advisory committee members as it suits the subject matter more readily. Thus the core BASHS classes will also be classroom-based.

*3. The program will include developmental, departmental evening advising for all students.*

As a highly successful retention strategy, the BASHS program will employ a dedicated faculty advisor from within the department. Students, especially first-generation students profit from consistency in their advising. A faculty advisor is also indispensable in providing students with career-specific guidance and credentialing information.

Initial conversations have begun with Portland State's MSW program coordinator. The results have produced suggestions from PSU for curricula which might increase the chances for BASHS graduates in attaining successful candidacy to their program.

### *Summary*

This proposal supports and advances the mission of Clark College quite well. The BASHS proposal also reflects and fulfills the mission of the SBCTC as well as the WSAC goals in providing opportunities for more Washingtonians for more education to a higher level. Clark College has a robust and rigorous, nationally accredited ACED program, well-respected in the area, which the proposed BASHS will utilize as a foundation. The proposal demonstrates the coordination with existing institutions to eliminate possibility of duplication of state efforts. The changes in the industry now demonstrate a greater need for more individuals to enter the fields with higher levels of education, as well as a more diverse regimen of coursework. In order to meet the emerging trend from the federal level to address Behavioral Health philosophy, more education with a broader perspective is required for students to operate effectively in the social services field.

August 31, 2017

Appendix I- Supply/Demand Gap Rubric

The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact Joyce Hammer at [jhammer@sbctc.edu](mailto:jhammer@sbctc.edu) for further information.

The application needs to show the information below for program approval:

- employers demand\* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

<b>College Name: Clark College</b>	
<b>Program Name: Baccalaureate of Applied Sciences in Human Services</b>	
<b>Select one:</b> Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>	
<b>If local demand/supply information is available for the specified degree program and target occupation(s),**</b>	
<b>For demand:</b> Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)	<b>Average annual job openings in region, 2014-2024</b> Substance Abuse and Behavioral Disorder Counselors (SOC 21-1011): 92 Social and Human Service Assistant (SOC 21-1093): 238 Total annual job openings: 330 (Source: Washington Employment Security Department, retrieved 8/23/17)
<b>For supply gap:</b> Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	<b>Relevant program completions in region (CIP 51.1501, 44.0000), 2016</b> University of Phoenix—Human Services (Bachelors): 23 Concordia University—Human Services (Masters): 21 Mt. Hood Community College—Mental Health, Social Service and Addiction Counseling (Associates): 22 Portland Community College—Addiction Counseling (Associates): 18 Clackamas Community College—Human Services (Associates): 17 Lower Columbia College—Addiction Counseling (Associates): 3 Total completions: 104 Estimated regional supply gap for the occupations above: 330 - 104 = 226 per year (Source: Economic Modeling Specialists International, 2017.3)
<b>OR, if demand information is not available or it is a new/emerging/changing occupation, **</b>	

August 31, 2017

<p><b>For demand:</b> Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	
<p><b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	
<p><b>OR, if based on a statutory or accreditation requirement, **</b></p>	
<p><b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>	
<p><b>For demand:</b> Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.</p>	
<p><b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u></p>	
<p>* Demand is defined by state law as “<i>an occupation with a <u>substantial</u> number of current or projected employment opportunities.</i>”                  **Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	