

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Substance Abuse Counseling

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Trina Nahm-Mijo

Writer(s): Donnalyn Kalei

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

Not Applicable

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

A 20-credit Certificate of Completion in Substance Abuse Counseling is offered for students interested in a career in substance abuse counseling. Credit and non-credit courses are offered for in-service substance abuse, human service, and criminal justice professionals seeking to develop and/or upgrade their skills in working with individuals and families who suffer as a result of chemical abuse or dependency. Students who successfully complete these courses are eligible to receive additional studies and/or fieldwork hours that can apply towards obtaining a State Substance Abuse Counseling Certificate as required by the State of Hawai'i Department of Health Alcohol and Drug Abuse Division (ADAD), the National Alcoholism and Drug Abuse Counselor Credentialing Board, and the International Certification and Reciprocity Consortium. Students completing the CC in Substance Abuse Counseling along with an associate's degree are eligible to receive 2,000 hours toward the ADAD Substance Abuse Certification.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

The mission of the CCSUBS program is to provide quality educational and training opportunities for its students through face-to-face and distance learning instruction and fieldwork experiences to meet workforce demand and needs of substance abuse treatment agencies and related human

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

service organizations that provide services for chemically dependent individuals and their families. The program promotes cultural competency, personal responsibility and community service among all of its students through its curriculum and co-curricular activities to build and foster healthy communities.

Describe how this program supports the College's mission.

The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising, and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawaii Island community.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The SUBS program's curriculum prepares our graduates to communicate effectively by requiring students to participate in : 1. small and large group discussions, both online and face-to-face; 2. individual and group presentations; 3. role play of interviewing and counseling skills ; 3. fieldwork at practicum sites; 4. service learning activities on campus and in the greater community.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

The SUBS program's curriculum provides challenging assignments, practicum placements and in-class practicum seminars that require our students to examine, discuss, and synthesize information to form conclusions for problem solving and decision making.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

The SUBS program's curriculum honors the cultural values and shared experiences of our students to encourage respect and understanding for diverse cultural communities and the host Hawaiian culture. This is accomplished through class discussions and assignments, practicum placements and service learning activities that relate to local and Hawaiian cultural practices.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Overall Health-- Cautionary

Demand -- Healthy

The number of program majors to available positions in Hawaii County resulted in a "Healthy" call for Demand.

Efficiency -- Cautionary

The fill rate for program classes was 60.6%, a 15% increase from the previous year. Despite the increase, there were 4 low-enrolled classes in West Hawaii. The program has tried to offer classes via VidCon to West Hawaii (WH). However, the WH Social Sciences instructor, who teaches and advises WH students continues to be resistant to Hilo-based VidCon classes, citing WH students prefer face-to-face classes in WH, which accounted for low-enrolled classes.

The program also lacks a FTE BOR Appointed Faculty, which combined with fill-rate accounted for the "Cautionary" call for program efficiency.

Effectiveness -- Cautionary

Persistence from Fall to Spring was 38.1%, resulting in a 7% decrease from the previous academic year. Although there were 17 program majors, only 10 students graduated with Certificates, and 4 transferred from the program to a 4-year university without a certificate.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

Not applicable

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

Program majors did not meet Perkins Indicators 2P1 Completion, and 3P1 Student Retention or Transfer, which may be due to the lack of a FTE BOR Appointed Faculty, and because the program is a 20-credit Certificate of Completion program instead of a 2-year Degree program. Former program majors have reported that recent changes in financial aid requirements have forced them to switch to a 2-year degree in Liberal Arts or Liberal Arts, or preferred to transfer to UH-Hilo's Psychology or Sociology so they can maximize their financial aid entitlements.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

The program is currently coordinated by the AJ program faculty and shares an Education Specialist with the AJ program to assist with academic advising and student support. However, the program needs a FTE BOR Appointed faculty to nurture student majors and programs growth. In addition, the program should expand to include a AA Degree in Substance Abuse Counseling to meet the educational and financial needs of program majors.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
26.4 Initiate AS Degree Planning proposal to BOR	AS Degree proposal completed, but not submitted due to change in strategy to initiate AA Degree in SUBS instead. An AA Degree in SUBS is preferable, as it will articulate and facilitate a smooth transition for students seeking to continue their degree at a 4-year university.
26.5 Meet with UH-Hilo's Psychology and Sociology to discuss initiation of 2 plus 2 Program	UH-Hilo is open to further discussions regarding a 2 plus 2 agreement with the SUBS program.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Program modification made to include 7-credit Certificate of Competence in Prevention Specialists, and decrease of certificate requirements from 21 to 20 credits.
2. 3 new courses created: Subs 131 Ethics (1-cr.) ; Subs 132 STDs and Confidentiality (1-cr.); and Subs 230 Prevention Specialist (3 crs.)
3.

Analysis of Strengths and Weaknesses

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Program Curriculum	<p>1. Approved by the State Department of Health as meeting the addicitons requirements for Certified Subatance Abuse C ounseling, and Certified Prevention Specialist educational requirements.</p> <p>2. Contains sufficient Subs core requirement courses for AA Degree in SUBS.</p> <p>3. STEM courses</p> <p>4. Indigenous course - Subs 141 Ho'oponopono</p>
S2. Program Lecturers	Four lecturers have taught Subs courses for 9, 5 and 3 years respectively. Three have distance education experience teaching VidCon, and one lecturer has experience teaching online. One is a Hawaiian Ho'oponopono Practitioner.
S3.	

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Lacks FTE BOR Appointed Faculty	Affects Program Health and HawCC's Strategic Plan Priorities for STEM programs. Also See 2013 SUBS Program Data - Efficiency and Effectiveness Indicators; and Perkins IV Indicators: 2P1 Completion, and 3P1 Student Retention or Transfer
W2. Lacks 2-year Degree Program	Affects Program Health and HawCC's Strategic Plan Priorities for STEM programs. Also See 2013 SUBS Program Data - Efficiency and Effectiveness Indicators; and Perkins IV Indicators: 2P1 Completion, and 3P1 Student Retention or Transfer
W3.	

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

National trends in addictions counseling require substance abuse counselors to possess a minimum of a 2-year associates degree, 270 hours of addiction studies, and state certification. The SUBS program is also identified as a STEM program (See 2013 Program Data Report)

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Prepare and submit an AA Degree in SUBS Planning Proposal to BOR	Program Development	ILO 3	B.1	c.	UH-Hilo
	Stem	ILO 2	B.3	b.	
	Underserved Popula	ILO 3	A1.4	c.	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

HawCC AMP Priorities (pp 5-10) :Increasing Graduates in Science, Technology, Engineering and Math (STEM); HawCC ILO's 2 & 3; and HawCC Strategic Plan - B.1: "Increase the number

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers,..."; B.3: "Increase by 6% per year degrees/certificates in achievement awarded in Science Technology, Engineering, and Math (STEM) fields,". A.1.4 (c) "Expand articulation agreements with four-year institutions and publicize to Native Hawaiian students and provide appropriate advising services for Native Hawaiian students to benefit from these transfer opportunities,".

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
SUBS-AA Degree Proposal Development	Fall 2013
Submit Proposal to HawCC Administration	Spring 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Recruit and Hire New SUBS- FTE BOR Appointed Faculty	Program Development	ILO 2	D.1	c.	
	Stem	ILO 2	D.1	c.	
	Underserved Popula	ILO 3	A1.4	b.	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

HawCC - AMP (pp. 5 - 6) STEM and Student Completion; HawCC ILO's 2 and 3; Strategic Plan: D. "Hawaii's Educational Capital/Resources and Stewardship-Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.", and D.1 "Recruit, renew and retain a qualified, effective, and diverse faculty, staff, and leadership,".

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Request FTE BOR Appointed Faculty for SUBS program	Fall 2013, via Annual Report.
	Fall 2013 & Spring 2014, via 5-year Comprehensive Review
Recruit and Hire FTE Appointed Faculty for SUBS program	Fall 2014 - Spring 2015

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
NONE	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

--

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's	Action Plans	When will the activity take place

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Indicator		
2P1	Identify students that are at risk and provide academic counseling and support	Begin Spring 2014 - ongoing activity
3P1	Identify students that are at risk and provide academic counseling and support	Begin Spring 2014 - ongoing activity
1P1		
1P1		
1P1		
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
2 Laptop Computers	Equipmen	2@ 2,500 = 5,000	E.1	d.	26.4	S1	W1
			A2.4	c.	Perkins 2P1	None	W1
			A2.5	b.	Perkins 3P1	None	W2

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Program laptop computers were purchased in 2006 and 2009. Laptop computers are needed for program development work, which is often done outside of AJ program office. The AJ program office space is shared by two staff and has heavy student visitation from AJ and SUBS student majors, and not conducive to report and program development writing.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

--

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
FTE BOR Appointed Faculty	Personnel	70,000	D.1	c.	26.4	S1	W1
			D.1	c.	Perkins 2P1	S1	W1
			A1.4	b.	Perkins 3P1	S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Lack of FTE BOR Appointed Faculty affects Program Health and HawCC's Strategic Plan Priorities for STEM programs. Also See 2013 SUBS Program Data - Efficiency and Effectiveness Indicators; and Perkins IV Indicators: 2P1 Completion, and 3P1 Student Retention or Transfer

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
NONE	Equipment		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW TEMPLATE

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Abuse Division's (ADAD) Certified Substance Abuse Counselor (CSAC) and/or Certified Drug Prevention Specialist (CDPS).
2	<input checked="" type="checkbox"/>	Identify and articulate medical, social and/or psychological aspects of addiction.
3	<input checked="" type="checkbox"/>	Apply the Twelve Core Functions of the Alcohol and Drug Abuse Counselor, and practice within the legal and ethical parameters of the substance abuse counseling profession.
4	<input type="checkbox"/>	Perform basic individual or group counseling and interviewing/facilitation skills, and reflect on personal values, and issues that may enhance or interfere with effectiveness as a counselor.
5	<input type="checkbox"/>	Develop career plans for entry-level positions in substance abuse, criminal justice, and human services organizations that service substance abusing populations, or transfer to a 4-year college to continue education in SUBS related fields.
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

4/10/2013 Minutes of AJ Advisory Council Minutes

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

Course assignment rubrics for reflection and research papers, group projects and practicum evaluations are used to assess student learning outcomes. Students are given assignment rubrics

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

so they ascertain their levels of performance and grading criteria used to evaluate their work. 80% is the assessment standard set for students achieving "excellent" and "good" for assignments and student learning outcomes.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

SUBS 140 Individual Counseling (Fall 2012)

SUBS 268 Survey of Substance Abuse Counseling (Spring 2013)

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Reflection and term papers were collected from lecturers teaching SUBS 140 and 268 at the end of Fall 2012 and Spring 2013. respectively.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

Not completed - Pending completion Spring 2014. See explanation below in Other Comments.

F) Other Comments – Include any information that will clarify the assessment process report. Assessment of reflection artifacts from SUBS 140 and 268 was planned for the end of the Spring 2013 semester. However, it was not completed because the assessor's husband passed away in April 2013, and she was unable to complete these tasks. Assessment of these courses will be completed during Spring 2014.

G) Next Steps – Describe what the program will do to improve the results. "Next Steps" can include revision to syllabi, curriculum, teaching methods, student support, and other options.
Pending