

HAWAI`I COMMUNITY COLLEGE
COMPREHENSIVE INSTRUCTIONAL
PROGRAM REVIEW REPORT

Substance Abuse Counseling

November 27, 2013

July 1, 2008 to June 30, 2013

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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.

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Part I: Annual Program Reviews

Populate the following spreadsheet with data from Program's ARPD for the past five (5) years.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall Program Health	Cautionary	Cautionary	Healthy	Cautionary	Cautionary
Demand Indicators					
Demand Health Call	Healthy	Healthy	Healthy	Healthy	Healthy
Number of Majors	24	23	27	20	18
SSH in All Program Classes	339	564	534	489	597
Efficiency Indicators					
Efficiency Health Call	Unhealthy	Cautionary	Cautionary	Unhealthy	Cautionary
Average Class Size	14	21	16	11	15
Fill Rate	60	77	71	45	61
Number of Low-Enrolled (<10) Classes	2	0	1	6	4
Effectiveness Indicators					
Effectiveness Health Call	Cautionary	Cautionary	Healthy	Cautionary	Cautionary
Successful Completion (Equivalent C or Higher)	87	89	87	93	81
Withdrawals (Grade = W)	6	8	7	3	9
Persistence (Fall to Spring)	37	63	68	45	38
Unduplicated Degrees/Certificates Awarded	7	16	7	10	10
Transfers to UH 4-yr	3	2	4	3	4
Distance Education: Completely On-Line Classes					
Number of DE Classes Taught	0	0	0	0	0
Enrollment DE Classes	0	0	0	0	0
Fill Rate	0	0	0	0	0
Successful Completion (Equivalent C or Higher)	0	0	0	0	0
Withdrawals (Grade = W)	0	0	0	0	0
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Perkins IV Core Indicators Met or Not Met					
1P1 Technical Skills Attainment	Met	Met	Met	Met	Met
2P1 Completion	Not Met	Not Met	Met	Not Met	Not Met
3P1 Student Retention or Transfer	Met	Not Met	Not Met	Met	Not Met
4P1 Student Placement	Met	Met	Not Met	Not Met	Met
5P1 Nontraditional Participation	Met	Met	Met	Met	Met
5P2 Nontraditional Completion	Met	Met	Met	Met	Met

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Part II: Program Effectiveness

Alignment with College Mission and ILOs

In Table 1, write a brief narrative describing this program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

Reference the following CERC rubric when completing Table 1:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
The narrative states the program's mission statement and/or description and how it supports the college's mission statement	Program mission or description is not present <u>or</u> no evidence of connection to the College's mission	Program mission and description are present but weak or unclear <u>and/or</u> the explanation of program connection to the College's mission is weak	Program mission is present with very thorough, clear program description <u>and</u> contains substantial evidence of how the program connects to the College's mission
The narrative includes an explanation of how the program supports the College's Institutional Learning Outcomes (ILOs)	ILOs are addressed but explanations are not clear and/or no clear explanation of how the program supports the ILO(s)	Describes how the program supports the ILO(s) but the description is weak	Very thorough, clear and substantial explanation of how the program supports the ILO(s)

Table 1: Description and Alignment with Mission and 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 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.

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

A 20-credit Certificate of Competence 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

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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.

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 this Program supports this ILO:

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 this ILO:

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 this ILO:

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.

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Previous Goals

In Table 2, list this program's top 3 goals from the last Comprehensive Review period. Give a progress report for each goal and describe the degree to which the goal was achieved over the review period.

Reference the following CERC rubric when completing Table 2:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Goal description and progress report	Goals are not present <u>and/or</u> the progress reports are unclear or unsupported by evidence	Adequate description of each goal and report	Very thorough description of each goal and the report provides substantial evidence of achieving the goal or clear explanation why goal is not achieved

Table 2: Progress Report of Previous Goals

Goals	Progress Evaluation
2009 - 2010: Hire new FTE BOR approved program faculty	The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the new position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval. It is assumed that the 2009 State economic crisis resulted in hiring freeze of new BOR FTE appointed faculty positions
Complete program's core curriculum assessments.	2008 - 2009: PLO #1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification: COURSES: SUBS 140, 245, 268, 270, 294 & 295 SAMPLING: College records for seven (all) 2009 program graduates. STANDARD SET: 80% will satisfy ADAD addiction studies requirements. RESULTS 86% (6/7) program graduates completed SUBS
Initiate AS Degree Planning proposal to BOR	The AS Degree Planning proposal was written, but never submitted due to State economic crisis and UH budget cuts system wide.

Strengths and Weaknesses

In Table 3, 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.)

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Reference the following CERC rubric when completing the Strengths section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Description of strengths and evaluation of supporting evidence	Does not include clear description of strength and/or explanation of supporting evidence is weak or unclear	Includes adequate description of strength and supporting evidence	Very thorough description of strength and substantial evidence in support of strength

Table 3: Analysis of Strengths and Weaknesses

Strengths	Using supporting evidence, describe why this is a strength
Program Curriculum	<ol style="list-style-type: none"> 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. 2. STEM Courses - Subs 132, 268, 270, 275, 280, 3. Contains sufficient Subs core requirement courses to develop an AA Degree in SUBS. 4. Indigenous course - Subs 141 Ho'oponopono
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.
Distance Education Capacity	The program offers distance education instruction, via VidCon to West Hawaii campus and Kauai Community College. Online courses are offered UH-system-wide.

Reference the following CERC rubric when completing the Weaknesses section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Description of weaknesses and explanation of supporting evidence	Does not include clear description of weakness and/or explanation of supporting evidence is weak or unclear	Includes adequate description of weakness and supporting evidence	Very thorough description of weakness and substantial evidence in support of weakness

Weaknesses	Using supporting evidence, describe why this is a
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	Weakness
Lacks FTE BOR Appointed Faculty	<p>Affects Program Health. Does not meet HawCC's Strategic Plan Priorities for STEM programs. See HawCC - AMP (pp. 5 - 6) STEM and Student Completion; HawCC ILO's 2 and 3;</p> <p>Does not meet 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,".</p> <p>Also See 5-year SUBS Program Data - Efficiency and Effectiveness Indicators; and Perkins IV Indicators: 2P1 Completion, and 3P1 Student Retention or Transfer</p>
Lacks 2-year Degree program	<p>Does not meet HawCC AMP Priorities (See pp 5-10) :Increasing Graduates in Science, Technology, Engineering and Math (STEM);</p> <p>Does not meet HawCC Strategic Plan - B.1: "Increase the number 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,". .</p>

Program Learning Outcome Assessment

Provide a summary of the assessments conducted during the reporting period. For each Program Learning Outcome, describe the assessment methods, the data gathered, describe any changes or improvements made based on assessments, and describe the results of making the changes (closing the loop).

Reference the following CERC rubric when completing the assessment summary in Table 4:

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Criteria	0=Does Not Meet	2=Meets
Program Learning Outcomes assessed	Does not include a complete list of the PLOs assessed during the reporting period	Includes a complete list of the PLOs assessed during the reporting period.
Evidence of industry validation	Does not include a report of industry and/or advisory council participation in assessment	Includes a report of industry and/or advisory council participation in assessment
Results of assessment and any changes made	Does not include a summary of the assessment results	Includes a summary of the assessment results and changes made
Evaluation of the changes that were implemented	Does not include the action plans/changes implemented to courses and the program during the reporting period or provides no evaluation of the changes	Includes the action plans/changes implemented to courses and the program during the reporting period and provides an evaluation of how the changes affected the courses and the program

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for this reporting period.

	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 checked="" 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 checked="" 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"/>	

Table 4: Program Learning Outcome Assessment Summary

Evidence of Industry Validation for CTE Programs – Describe achieved certification or accreditation from granting organization, i.e. Re-accredited by ACF, June 30, 2013 for five

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years. 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 described. i.e. 9/27/2013 Minutes of ACC Advisory Council; Rubrics completed by Advisory Council Members, fall 2012, PLOs 1,2,3

Program Curriculum Approved by the State Department of Health-Alcohol and Drug Abuse Division's Addiction Studies requirements for Certified Substance Abuse Counselor (CSAC). See: http://health.hawaii.gov/substance-abuse/files/2013/05/train_calendar.pdf.

Program Advisory Council Minutes: 2/26/ 2009; 4/19/2011; 4/27/2012; and 4/10/2013

Course(s) Assessed – List the course(s) (Alpha/#) assessed during this reporting period.

Subs 140, 245, 268, 270, 294 & 295: PLO #1

Subs 245: PLO #'s 1, 4 & 5

Results of Assessments – Provide a summary of assessment results.

COURSES: SUBS 140, 245, 268, 270, 294 & 295

PLO #1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification:

Embedded in PLO # 1 are PLO's 2, 3, 4, & 5.

SAMPLING: College records for seven (all) 2009 program graduates.

STANDARD SET: 80% will satisfy ADAD addiction studies requirements.

RESULTS 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140, 268, 245, 270, 294 & 295 with a "C" grade or better. 1/7 students received an incomplete grade.

COURSE: Subs 245

PLO # 1 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).

PLO # 4: 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.

PLO # 5: 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.

SAMPLING: Term Papers (3/11 papers randomly drawn)

STANDARD SET: 80% will meet or exceed expectations.

RESULTS: 100% met or exceeded expectations

The evaluation team agreed that term paper assignments that require students to think critically

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and reflect on what they have learned during the semester, how this learning affected their personal growth and development, and how the students plan to use their newly acquired knowledge and skills in the future is an excellent tool to assess student and program learning outcomes

Changes that were implemented as a result of Assessment

None

Evaluation of the changes that were implemented

None

Trends and Other Factors

Describe trends noted over the review period, 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.

Part III: Goals and Program Improvement

Goals and Planning

In Table 5, list the top 3 goals for program success planned for implementation during the next Comprehensive Review period. Identify and briefly explain how these goals align to the College's ILOs, Strategic Plan, Academic Master Plan (AMP), and UH System collaboration (if applicable).

Refer to the following CERC rubric when completing Table 5:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Each goal is stated, aligned with ILOs and planning, and	A goal or goals are not present, or not aligned with	Goals are adequately stated, aligned with ILOs and	Goals are thoroughly detailed, provide strong

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describes innovations to improve student learning. A calendar of activities provides a timetable for implementing the goal	ILOs and various plans, or does not describe program improvements and/or no calendar of activities is present	various plans and describe improvements to the program and a calendar of activities provides a timetable for implementing the goal	evidence of ILO and various plans alignment, program improvements are thoroughly articulated and a calendar of activities provides a timetable for implementing the goal
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Table 5: Goals and Alignment

Goal 1	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3) Program Action from AMP (ie 4.3) or write "New Strategy"	UH System Collaboration
			Action Strategy		
Establish AA Degree in SUBS	ILO 3	B.1	c.	New	UH-Hilo
	ILO 2	B.3	b.	New	
	ILO 3	A1.1	c.	New	

[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:

Narrative of New Strategy for Academic Master Plan

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Increase the number of STEM Degree programs at HawCC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Increase number of graduates in Science, Technology, Engineering and Math (STEM)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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,".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Briefly explain how **Goal 1** aligns to the College's ILOs, Strategic Plan, Academic Master Plan (AMP), 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 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 **Goal 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Goal 1**

Activity	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

Goal 2	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration
				Program Action from AMP (ie 4.3)	
			Action Strategy		
Hire New SUBS-FTE BOR Appointed Faculty	ILO 2	D.1	c.	New	
	ILO 3	A1.4	b.	New	
	None	None	None		

Narrative of New Strategy for Strategic Plan:

Narrative of New Strategy for Academic Master Plan

	STEM	Graduation Remediation	Student Transfer	Underserved Populations	Green Curricula	Program Development
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		Workforce				
Recruit and retain qualified FTE BOR Appointed faculty for Subs program to increase retention, transfer and graduation rates of program majors, increase the number of underserved students, and increase the number of STEM majors entering the program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly explain how **Goal 2** aligns to the College's ILOs, Strategic Plan, Academic Master Plan (AMP), 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,".

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

Activity	When will the activity take place
Request FTE BOR Appointed Faculty for Subs program.	Fall 2013, via program annual and comprehensive reports.
Recruit FTE BOR Appointed Faculty for Subs program	Fall 2014
Hire Subs program Faculty to begin Fall 2015	Spring 2015

Goal 3	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Action Strategy	Program Action from AMP (ie 4.3)	
Increase the number of Native Hawaiian program majors that meet or exceed Perkins IV Core	ILO 1	A1.4	e.	Underserved Populations	
	ILO 2	A2.4	e.	Graduation	
	ILO 3	A2.4	f.	Transfer	

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Indicators 2P1 Completion; 3P1 Student Retention or Transfer					
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Narrative of New Strategy for Strategic Plan:

A1.4 (e): Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students
A2.4 (e): Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of students
A2.4 (f): Provide the necessary academic and student support services focused on high risk students

Narrative of New Strategy for Academic Master Plan

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Identify at-risk Native Hawaiian and non-Native Hawaiian program majors and provide academic and support counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<p>Goal 3 meets College ILO's 2 & 3; Meets AMP Priorities in regards to (1) Increasing Graduates in STEM, (2) Increasing number of student completion : Graduation, Remediation, Workforce), (3) Increase transfer to 4-year universities; and (4) increasing the number of Native Hawaiian and underserved students. Meets AMP in regards to:</p> <p>A1. Native Hawaiian Educational Attainment—Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians</p> <p>A2. Hawaii's Educational Capital- Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.</p> <p>B.1: "Increase the number 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,..."</p>

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

Activity	When will the activity take place
Identify Native Hawaiian and non-Native Hawaiian students who are at-risk of dropping out of college	Spring 2013 - ongoing
Provide academic and support counseling and/or referral for remediation and tutoring.	Spring 2013 - ongoing

Part IV: Justification for Program Existence

Summarizing the data over the past 5 years, write a brief statement describing the value of this program to the College.

Established in 2004, the Substance Abuse Counseling (SUBS) Program is situated within the General Education Division of Hawaii Community College (HawCC) and is one of five Public Service programs of the Social Sciences Department. The SUBS program offers a 20-credit Certificate of Competence in Substance Abuse Counseling (CCSUBS), and a 7-credit Certificate of Competence in Prevention Specialist (CoC-PS). The State of Hawaii Department of Health-Alcohol and Drug Abuse Division (ADAD) approved the CCSUBS and CoC-PS as meeting its 270-hour addiction studies education requirement towards Hawaii State Substance Abuse Counseling Certification (CSAC) and 100-hour prevention studies requirement for the Certified Prevention Specialist (CPS), respectively. ADAD's website also lists the SUBS program as an approved addiction studies educational resource in the State of Hawaii.

The SUBS program is designated as a STEM (science, technology, engineering and math) program. Science is embedded within the program's curriculum, and serves as a foundational framework to explain and support the biological, psychological, and sociological (Biopsychosocial) aspects of alcohol and other drugs addiction (AOD). The SUBS program provides education, training, and workforce development to student majors seeking careers in substance abuse counseling, and in human services and criminal justice organizations that serve AOD clients. Our program also provides professional development opportunities for in-service professionals seeking to develop and/or upgrade their skills in addictions and/or prevention. Instruction is delivered face-to-face and via distance education (video conferencing and online) to students at HawCC's Hilo and West Hawaii campuses. In 2007 the SUBS program's distance education capacity was expanded to Kauai Community College to respond to the shortage of

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substance abuse counselors and a lack of workforce development to address the methamphetamine epidemic occurring in Kauai. In Spring 2008, the ACCJC approved the SUBS program's application for a "Substantive Change" to offer the CCSUBS to students attending Kauai Community College.

Value of the SUBS Program for College

The Substance Abuse Counseling Program is a valuable asset and resource for the College, our students and the community we serve. Hawaii Community College is the only institution of higher education on Hawaii Island that offers an academically based curriculum that is approved by the State of Hawaii's Department of Health-Alcohol and Drug Abuse Division as meeting the addiction and prevention studies education requirements for Certified Substance Abuse Counselors and Certified Prevention Specialist, respectively.

Since its establishment in 2004 the SUBS program has provided education and training to meet the workforce development needs of the student majors and the addictions industry.

Approximately 85% of our graduates have passed ADAD's CSAC certification examination and have gone on to work as addictions counselors and case managers. About 50% have continued their education at UH-Hilo, majoring in Psychology, Sociology, or Administration of Justice Bachelor of Arts programs. About 20% have gone on to graduate school at UH-Hilo's Master of Arts in Counseling Psychology, UH-Manoa's Masters in Social Work, or Argosy University's Master of Arts in Professional Counseling. Notwithstanding, the SUBS program has provided professional development and education to many in-service professionals, many of who are college graduates with BA, Masters, or PhD degrees. Currently, the SUBS program is developing a 2-year AA Degree in Substance Abuse Counseling that will allow students to articulate and transfer to a BA program in Psychology or Sociology at UH-Hilo. Thereafter, we believe a few will go on to graduate school to obtain Masters Degrees in Counseling Psychology or Social Work.

The SUBS program collaborates with many public and non-profit agencies in our community, including the Hawaii Island Workforce and Economic Development's Going Home initiative that assists formerly incarcerated men and women transition from prison to the community, the Hawaii Department of Health which provides free trainings for our students on Blood Borne Pathogens, the Office of Hawaiian Affairs Criminal Justice Task Force, the Hawaii Island Mayor's Task Force on Methamphetamine and the Impaired Driver's Task Force.

Summary of 5-year Data

The "Demand" Health Call was consistently "Healthy" over the 5 academic years, indicating that students are interested in substance abuse counseling careers, and the ratio of student majors to

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available jobs in Hawaii County is good. Also the SSH has grown substantially, from 339 in 2008-09 to 597 in 2012 – 13.

The "Efficiency" Health Call fluctuated between “Cautionary” (3 years) and “Unhealthy” (2 years), which demonstrated that a lack of a full-time program faculty to nurture the program, and four years of low enrolled classes in West Hawaii has affected the efficiency of the program.

The "Effectiveness" Health Call for the program was “Cautionary” for four years, with a “Healthy” call at the midpoint academic year (AY) (2010 – 11). Persistence from Fall to Spring had decrease significantly over the last two AY's (2011 – 13), from 68 students at midpoint to 45 and 38 students subsequently. Withdrawals increased significantly in the last two years, from 3 in 2011 – 12 AY to 9 withdrawals in 2012 -13.

Perkins IV Core Indicators:

1P1 Technical Skills Attainment was met in each of the five AYs, indicating that the program is doing a good job of helping students achieve technical skills through workforce development education and training.

2P1 Completion was met only in one of five AYs, which indicates that student majors are not completing the program on time (two semesters), or student majors are switching their majors to other programs that offer 2-year degrees due to new financial aid requirements in the last five years. Lack of a full-time program faculty to nurture the program and its student majors may also account for the four AYs years of student not completing the program.

3P1 Student Retention or Transfer was met in only one of five AY's, which could be related to the reasons stated above in 2P1.

4P1 Student Placement was met in three of the five AYs, indicating that the economic crisis occurring on Hawaii Island in the last five years resulted in a decrease of practicum placement sites, which traditionally hires our practicum students after graduate from the program. As such substance abuse treatment agencies were hit hard with funding cuts, which forced closings of programs and layoff of clinical staff that serve as site supervisors.

5P1 Nontraditional Participation and 5P2 Nontraditional Completion data was not provided, although the data table shows “met”. The data table's cells only allowed this writer to choose between “met” or “not met”.