

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Substance Abuse Counseling

March 2, 2015

July 1, 2013 to June 30, 2014

Initiator: Trina Nahm-Mijo

**Writer(s): Donnalyn Kalei
Donna Madrid**

Program/Unit Review at Hawaii 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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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its 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.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

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.)

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

March 2014 CERC Comments:

Part II. Program Effectiveness

Table 1: Description and Alignment with Mission and ILOs

- o Excellent alignment with the college's mission and with the ILOs. The writer put a lot of thought and energy into this section
- o The ILOs are supported in the program's narrative. However, specific numbers to substantiate the descriptions would make the section even stronger.

Table 2: Progress Report of Previous Goals

Goal 1: 2009-2010- Hire new FTE BOR approved program faculty

Goal 2: Complete program's core curriculum assessments

Goal 3: Updated student learning outcomes and develop assessment for the course

Overall Recommendations/Comments for Previous Goals:

- o The historical accounting is very complete. There is good discussion on progress towards previous goals. It is unfortunate that the position request was "lost" and that even though much time was spent developing the AS degree, the economic crisis has prevented this from being submitted to the BOR for approval.
- o There is a lot of relevant supporting information. Data or actual numbers to support the statements would

strengthen this section

Table 3: Program Strengths and Weaknesses

Strength 1: Program Curriculum

Strength 2: Program Lecturers

Strength 3: Distance Education Capacity

Overall Recommendations/Comments for Strengths

- Great job of identifying the program's strengths. They are what have kept the program going and many students have been able to major in SUBS because of the DE capability.
- The strengths reflect ARPD indicator strengths. Is it possible to find strengths within instructional activities also?
- 86% program graduates completed SUBS is very healthy.
- The description is adequate and evidence is thorough. The report is very detailed.
- Please note that the number of program lecturers on page 5 does not agree with respective years mentioned.

Weakness 1: Lacks FTE BOR appointed Faculty

Weakness 2: Lacks 2-year Degree program

Overall Recommendations/Comments for Strengths & Weaknesses:

- Because SUBS is not a 2 year program, it has many unofficial majors, which is largely because of the financial aid limitations on the Certificate of Completion. Many students will major in Liberal Arts so that they can receive a larger financial aid package. This has negative ramifications on the SUBS program participation and completion rates.
- It is noted that 3 of the 4 lecturers have Yid-Con experience but it is not noted on the Annual Program Review spreadsheet.

Table 4: Program Learning Outcome Assessment Summary

- Good summary of course assessment with alignment to program outcomes.
- The writer assessed all of the outcomes in the review.
- More detail within the document itself would have been helpful in this section on evidence of industry validation.
- Assessment results were both comprehensive and very positive.
- Assessing 3 out of 11 papers does not seem like an adequate sampling. The sample size is too small.
- No change is necessary, hence no evaluation of changes. The advisory minutes for 2010 were not listed.
- Include a plan to implement changes to the program. Absence of an action plan/evaluation impacted the score for this section.

Overall Recommendations/Comments for Program Assessment Data:

- The evaluations of the changes are missing details and description.

Trends and Other Factors

- National trend is for addictions counselors to have a minimum of a 2-year degree. Include reference or evidence of this requirement. It would be great justification to build the program to an AA degree.
- Information about how many of the SUBS graduates or students take the state exam or how many pass or fail would be useful information.
- It would have been helpful to explain how SUBS is designated as a STEM program. If it has been identified as a STEM program, this may be another justification for an AA or AS degree.
- There was no trend information listed such as underage drinking, changes in outside funding or grants which can make employment in this area unstable. Hawai'iCC participated in a DUI assessment for the County. How did that contribute or affect the program?
- New or pilot classes to assist with the new trends, sample of career plans or how this certificate assists in other areas should be explored.
- Perhaps students could graduate in Administration of Justice/LBRT with a concentration in Substance Abuse

Counseling.

Part III. Goals for Program Improvement

Table 5: Goals and Alignment

Goal 1: Establish AA Degree in SUBS

Goal 2: Hire New SUBS- FTE BOR Appointed

Goal 3: Increase the number of Native Hawaiian program majors that need or exceed Perkins IV Core.

Overall Recommendations/Comments for Goals and Alignment:

- o Goals were well defined, aligned perfectly with the needs of the program and had excellent plans for implementation. The need for these goals was woven in the themes throughout the review.
- o This section was very comprehensive. However, no narrative strategy for strategic plan was noted for Goal 2.

Part IV: Justification for Program Existence

- o Very strong justification was provided. It was well written with detail and a lot of supporting data.

Overall Recommendations/Comments on the Comprehensive Review:

- o The CERC appreciates the time and effort shown in this review. It provided a lot of information and data that supports the value and need for the SUBS program.
- o The College should try its best to build this program to an AA or an AS degree.

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

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

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

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health HEALTHY	Efficiency Health UNHEALTHY	Effectiveness Health CAUTIONARY
<p>The number of program majors to the job positions available in Hawaii County measured at 5.5 which indicates a HEALTHY (>1.5) rating in meeting job demand.</p> <p>Demand rated 2 points higher from previous year.</p>	<p>The fill rate for program classes was 48.1% a 12.5% decrease from the previous year.</p> <p>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 accounts for continued low-enrolled classes. As per 2013-2014 Banner data, four (4) SUBS courses had low enrollment (6 students or less) with varying enrollment caps between East & West Hawaii campuses.</p> <p>The program also lacks a FTE BOR Appointed Faculty, which combined with fill-rate accounted for the Unhealthy" call for program efficiency.</p>	<p>Persistence from Fall to Spring was 60% resulting in a 21.9 increase from the previous academic year.</p> <p>Out of 11 program majors, 4 graduated with Certificates, and 3 transferred from the program to a 4-year university without a certificate.</p>

Overall Health CAUTIONARY
<p>Although, the overall Health was rated Cautionary, there are actions which can move it to a healthier state. That is, if a FTE Coordinator/Instructor can be hired which can improve the Efficiency Indicator as well as working to increase the fill rate of classes in WHI.</p>

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

N/A

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

Program majors did not meet Perkins Indicators 2P1 Completion, 3P1 Student Retention or Transfer, and 4P1 Student Placement 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.

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

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

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 program growth. In addition, the program should expand to include an AA Degree in Substance Abuse Counseling to meet the educational and financial needs of program majors.

C. Trends & 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. At the state level, the Department of Health – Alcohol & Drug Addictions Division instituted two new certifications: (1) Prevention Specialist; & (2) Criminal Justice & Addictions Professional. The SUBS program is also identified as a STEM program (See 2013 Program Data Report).

With recent reform to Federal guidelines regulating Pell Grants for student financial aid, students are changing their major to be Liberal Arts (2-yr degree) from SUBS Certificate (1-yr certificate) because a student can get financial aid assistance for 2 years, instead of 1 year.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: 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 Hawai`i Island Community.

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.

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”

Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the 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.

Last Modified on: 10-14-2013

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.

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO2”

Last Modified on: 10-14-2013

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.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Last Modified on: 10-14-2013

The SUBS program's curriculum honors the cultural values and shared experiences of our students to encourage respect and understanding from 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.

B. Program Mission – Write Official Program Mission

The mission of the Certificate of Competence in Substance Abuse Counseling 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.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<p><i>Example:</i> Program Curriculum</p>	<p><i>Example:</i> 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</p>
<p>S1. Program Curriculum</p>	<p>1. Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2. Contains sufficient Subs core requirement courses for AA Degree in SUBS. 3. STEM courses 4. Indigenous course - Subs 141 Ho'oponopono</p>
<p>S2. Program Lecturers</p>	<p>Four lecturers have taught Subs courses for-10, 6 and 4 years respectively. Three have distance education experience teaching VidCon. One lecturer successfully completed college sponsored 3-phased online course development training with Leanne Urasaki. One lecturer is a practicing and noted Hawaiian Ho'oponopono Practitioner.</p>

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example: Lacks 2-year Degree Program</i>	<i>Example: Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Example: Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
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	Pursue the acquisition of a FTE BOR position through the Annual and Comprehensive Program Review process.
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	Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS

Part III: Course/Program Assessment

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

<p><i>Example: Courses: SUBS 140, 245, 268 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</i></p>
<p>According to assessment plan: SUBS 275 Families & Addiction – not offered in F2013 or S2014, so unable to assess SUBS 294 Practicum – due to the Coordinator’s husband passing away, the plans for assessing this course had to be postponed.</p>

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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.”*

<p>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 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.</p>

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

<p><i>Example:</i></p>

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

Strategy/Instrument 2: Reflection and term papers were collected from lecturers teaching SUBS 140 and 268 at the end of Fall 2012 and Spring 2013. Respectively.

Strategy/Instrument 3:

Strategy/Instrument 4:

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

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

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

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.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

Pending

F. 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.

4/14/2014 Minutes of AJ/SUBS Advisory Council Minutes

Part IV Action Plan

A. 20% Course Review

a) Courses Reviewed -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
	Due to the Coordinator's husband passing away, the plans for assessing this course had to be postponed.

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SUBS 131 - ETHICS IN PUBLIC SERVICES		X			
SUBS 132 - SEXUALLY TRANSMITTED DISEASES & CONFIDENTIALITY		X			
SUBS 140 - INDIVIDUAL SUBSTANCE ABUSE COUNSELING				X	
SUBS 141 - INTRODUCTION TO HO'OPONOPONO				X	
SUBS 230 - PREVENTION SPECIALIST					X
SUBS 245 - GROUP COUNSELING				X	
SUBS 248 - CASE MANAGEMENT		X			

SUBS 262 - ADOLESCENT COUNSELING			X		
SUBS 268 - SURVEY OF SUBSTANCE ABUSE			X		
SUBS 270 - TWELVE CORE FUNCTIONS OF SUBSTANCE ABUSE COUNSELING			X		
SUBS 275 - FAMILIES AND ADDICTION					X
SUBS 280 - CO-OCCURRING DISORDERS		X			
SUBS 294 - SUBSTANCE ABUSE PRACTICUM I					X
SUBS 295 - SUBSTANCE ABUSE PRACTICUM II	Spring				

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
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.

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>
Prepare and submit an AA Degree in SUBS Planning Proposal to BOR

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...
Goal 1 aligns with ILO1 by increasing the requirement to master communication skills required in an A.A. degree.
Goal 1 aligns with ILO2 by increasing the amount of critical thinking required in the additional coursework required in an A.A. degree.
Goal 1 aligns with ILO3 by increasing the opportunities to learn about how to contribute to the community with increased respect for cultural diversity and Hawaiian culture available in an A.A. degree.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Examples: Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ... Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...
A1.4c 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
B1.c. Expand articulation agreements with four-year institutions and provide appropriate advising services for students to benefit from these transfer opportunities
B3.b. Develop an articulation agreement in a STEM field

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Example: Establishing an AA Degree in SUBS will increase the number of STEM	X	X				X

<i>Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>						
Prepare and submit an AA Degree in SUBS Planning Proposal to BOR	X			X		X

UH System Collaboration (if applicable) <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<i>Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.</i>
UH-Hilo

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
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
SUBS-AA Degree Proposal Development	Fall 2015
Submit Proposal to HawCC Administration	Spring 2016

Define Goal (Action Strategy) 2

Recruit and Hire New SUBS- FTE BOR Appointed Faculty
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Alignment of Goal 2 to ILO(s)

Goal 2 aligns with all 3 ILOs in that a designated FTE faculty for this Program will increase the students' ability to achieve the learning outcomes of effective communication, critical thinking, and respect for diversity and Hawaiian culture.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
A1.4.b. For Native Hawaiian students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options.

D1.c. Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate as recommended in the last Comprehensive Program Review Feedback Report.

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Recruit and Hire New SUBS- FTE BOR Appointed Faculty	X			X		X

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

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 Annual Report.
	Fall 2013 & Spring 2014, via 5-year Comprehensive Review
Recruit and Hire FTE Appointed Faculty for SUBS program	Fall 2014 - Spring 2015

Define Goal (Action Strategy) 3

None

Alignment of Goal 3 to ILO(s)

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

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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

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
1 Laptop Computer	Equipment	1 @ \$2,500

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</p>
<p>A2.4.c. Expand articulation agreements with four-year institutions and publicize to students and provide appropriate advising services for students to benefit from these transfer opportunities</p>
<p>A2.5.b. Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty</p>
<p>E.1.d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP)

<p>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p>Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.</p>
<p>Perkins 2PI</p>
<p>Perkins 3PI</p>

Alignment of Cost Item 1 to Strength(s)

<p>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide</p>

supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
S1. Program Curriculum

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
W1. Lacks FTE BOR Appointed Faculty
W2. Lacks 2-year Degree Program

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
FTE BOR Appointed Faculty	Personnel	\$60,000

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
D1.c. Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.
Perkins 2PI
Perkins 3PI

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
S1. Program Curriculum

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

W1. Lacks FTE BOR Appointed Faculty

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

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
None		

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

N/A

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

N/A

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

N/A

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

N/A

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The SUBS. Program is filling a critical need in the community in which HI County continues to have the highest drug abuse rates per capita in the state. Also, SUBS. is considered a STEM program which is one of the initiatives of the UH and HawCC's Strategic Plan and increases HawCC's focus on this initiative. The program is sustainable, if it can hire a FTE BOR-appointed Coordinator/Instructor who can add stability and help develop the A.A. in Substance Abuse program which will increase majors and establish a Pathway to UH-Hilo and other 4 year B.A. programs. As the CERC Feedback report stated: "*The College should try its best to build this program to an AA or an AS degree* "