

HAWAI‘I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW (CPR)

Substance Abuse Counseling

Date _____

3-Year Review Period:
July 1, 2014 to June 30, 2017
AY14-15, AY15-16 and AY16-17

Initiator: Trina Nahm-Mijo
Writer(s): Donnalyn Kalei, Trina Nahm-Mijo

Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.

Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART I: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program description as listed in the current catalog.
A 20-credit Certificate of Competence (CO) 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 CO in Substance Abuse Counseling along with an Associate’s degree are eligible to receive 2,000 hours toward the ADAD Substance Abuse Certification.

Previous Comprehensive Review Information

Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2013
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2013_subs_comprehensive_program_review.pdf
Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	<p>Overall Recommendations/Comments on the 2013 Comprehensive Review:</p> <p><u>The College should try its best to build this program to an AA or an AS degree.</u></p> <p>Program Effectiveness:</p> <ul style="list-style-type: none"> ● “Excellent alignment with the College’s mission and with the ILO’s” <p>Program Strengths:</p> <ul style="list-style-type: none"> ● Strengths reflect ARPD indicators; ● Distance Ed capability allows many students to access courses; ● 86% of program majors graduate; <p>Program Weaknesses:</p> <ul style="list-style-type: none"> ● “Unofficial” SUBS majors declare the two-year Liberal Arts degree as their major in order to obtain receive a larger financial package. “This has negative ramifications for SUBS program participation and completion rates.” <p>Assessment:</p> <ul style="list-style-type: none"> ● “Assessment results were both comprehensive and positive.”

	<p>Trends and Other Factors:</p> <ul style="list-style-type: none"> ● National trend for addiction counselors to possess a two-year degree minimum...”great justification to build the program to an A.A.degree.” ● “Perhaps students could graduate with in Administration of Justice/LBRT with a concentration in Substance Abuse Counseling.” <p>Progress of Previous Goals: AS degree proposal was developed, but not submitted to BOR because of economic crisis occurring in the State and UH’s freeze on new faculty positions.</p> <p>Changes Made: Based on the CERC’s overall recommendations, in 2015 a proposal was submitted to modify the SUBS program to add a new Liberal Arts Degree with a Concentration in SUBS. This proposal was subsequently approved by the Curriculum Review Committee (CRC) and the Faculty Senate. However, despite the approval of CRC and Faculty Senate, and the CRC’s strong recommendation that “<u>the College should try its best to build this program to an AA or an AS degree.</u>” the College’s administration chose not approve the proposed Liberal Arts Degree with a Concentration in SUBS.</p>
--	--

ARPD Data: Analysis of Quantitative Indicators

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program’s data tables for the three years under review and submit with this Comprehensive Program Review (CPR).

a) If you will be submitting this CPR in hard copy, print and staple a copy of the data tables for the three years under review to the report; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting this CPR in digital form (WORD or PDF), attach a PDF copy of the data tables for the three years under review along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the program’s ARPD data for the 3-year review period.
Describe, discuss, and provide context for the program’s AY15 through AY17 data, including the program’s health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.
DEMAND – UNHEALTHY

In Demand indicator #2 *New and Replacement Positions (County Prorated) the data indicated that there were only 5 positions available during the 2014 – 15 Academic Year (AY), and 2 available positions in each of subsequent two AY's (2015 – 16 and 2016 – 17). This writer found the data provided to be incomplete, as follows:

This writer determined that the data provided in #2 was retrieved from only one employment resource, the Hawaii Workforce's Infonet website. This data was based solely on persons who used Infonet's service to upload their resume and apply for jobs using its website. Missing was data from other online employment services, such as *HireNet* and *Indeed*, or from addiction agencies that served as former practicum sites for our graduates. See Infonet -

<https://www.hiwi.org/vosnet/lmi/profiles/profileSummary.aspx?session=occdetail&area=1504000001&wage=&valueName=occupation&cbooccupation=21101100>, HireNet -

https://www.hirenetahawaii.com/jobbanks/joblist.asp?session=jobsearch&t=q&geotype=&geo=1501000000&zip=&radius=&city=&ff_statereload=0&ff_keyword_option=1,2&keyword=substance%20abuse%20counselor&jobtype=&pu=1, and Indeed -

<https://www.indeed.com/jobs?q=substance+abuse+counselor&l=Hawaii>

Both HireNet and Indeed online employment agencies have multiple listings for substance abuse counselors, some of which were for Hawaii County. In addition, many program graduates are usually hired by the same agency, where they did their fieldwork studies. To expand, program majors must complete 400 hours of practicum fieldwork in order to graduate from the program. 400 fieldwork hours is equivalent to approximately 15 hours per week for two consecutive semesters. As a result, the practicum student receives solid education and training in an experiential environment, while the agency is provided with an opportunity to observe and determine whether the practicum student is appropriate to work for their agency. Often agencies would prefer to hire program graduates that they have trained, instead of advertising for these positions. This practice eliminates the need for the agency to advertise available positions. In fact, a vast majority of substance abuse counselors working in Hawaii County are also SUBS program graduates, who were hired by the same agency where they did their fieldwork.

Job listings may also be found on State government agency websites, such as the Department of Health, the Judiciary, and the Department of Corrections. For example, the Hawaii State Department of Health Alcohol and Drug Abuse Division (ADAD) listed a job opening for a *HSH Mental Illness Substance Abuse Specialist* position. The minimum educational qualification for this position is a Master's degree. However, the Master's degree can be substituted with a Certified Substance Abuse Counselor (CSAC) credential, https://health.hawaii.gov/substance-abuse/files/2017/10/HSB_MISA_Spec.pdf.

The substance abuse counselor workforce in Hawaii is insufficient, especially in rural areas like Hawaii County. According to ADAD, “there aren’t enough providers to meet the needs of the expanded eligible population (alcoholics and addicts). This problem was particularly acute in rural or remote areas, and is exacerbated by provider loss to better (higher paying) opportunities....”*The Alcohol and Drug Abuse Division – Behavioral Health Workforce Development*, (para. 3) <http://health.hawaii.gov/substance-abuse/workforce-development/>. This links to *The Hawaii State Opioid Initiative A Statewide Response* report’s Action Plan - Focus 1, which identifies increasing treatment capacity by hiring qualified staff (substance abuse counselors) to provide treatment services by October 2017, <https://health.hawaii.gov/substance-abuse/files/2013/05/The-Hawaii-Opioid-Initiative.pdf>

Notwithstanding, the Hawaii State Department of Labor and Industrial Relations – Research and Statistics Office report “Hawaii County’s Best Job Opportunities for 2014 – 2024,” substance abuse counseling jobs ranked as 5th among 20 occupations featured. Available positions in this field numbered 10 per year with an annual growth rate at 2.6%, (https://www.hiwi.org/admin/gsipub/htmlarea/uploads/BJO_2014-2024-Haw.pdf). Bachelor’s degree is listed as an education requirement for this job; however, as stated earlier, addiction agencies allow a CSAC credential as a substitution for a Bachelor or higher degree.

Accordingly, it is inconceivable that there were only two available substance abuse counseling jobs in Hawaii County as the data by UH indicates. The fact that careers in substance abuse counseling are one of the fastest growing jobs in the State of Hawaii, ranked 5th among 20 occupations. Combined with the opioid crisis, as well as other drug and alcohol issues impacting the community, ADAD has called for an expansion of substance abuse treatment and prevention education, which will require workforce development and hiring of substance abuse counselors to provide these services.

Accordingly, this writer recommends that the UH System data collectors do a better job in investigating and gathering data from all available resources so that an accurate accounting can be produced. The ramifications of posting inaccurate data, and declaring that this data provides a true picture of the employment situation is misleading. This leads to inaccurate conclusions in reports that use this data like Program Reviews and affects the future plans and directions of the program. As such, the incorrect data provided by UH for Demand #2 shows that there is almost no available positions for substance abuse counselors in Hawaii County, which is untrue. The UH data also implies that workforce development for substance abuse counselors is not needed in Hawaii County as the market for this position is saturated. The Demand data provided by UH impacts the Substance Abuse Counseling Program and creates an inaccurate picture of the actual need for trained professionals in this field.

Lastly, the low number of program majors can be attributed to students' inability to obtain full financial aid packages if they declare SUBS as their major. Instead, students will choose Liberal Arts as their major and take SUBS classes so they can obtain financial aid to pay for their education.

EFFICIENCY INDICATORS - UNHEALTHY

Efficiency indicator #10 *Fill Rate showed that SUBS classes were at 45.2% in the 2014-15 AY, increasing slightly to 47.2% in the 2015-16 AY and to 49.5% in the 2016-17 AY. The trend showed a slow increase over the three AY's, albeit the fill rate was exceptionally low.

Also, the data indicated "0" in regards to #12*Majors to FTE BOR Appointed Faculty. In other words, there was no FTE SUBS program faculty to manage or coordinate the program for the past three AY's, and for that matter, since it was established in 2004.

Taken together, the Fill Rate #10 and Majors to FTE BOR Appointed Faculty #12 presents a dismal or unhealthy picture of the SUBS program's Efficiency. The Unhealthy Efficiency call could be attributed to the absence of the AJ faculty, who was on sick leave for two AY's during the reporting period. While the AJ faculty was on sick leave, the SUBS program was virtually left on its own, with no one to promote classes or recruit program majors, The AJ/SUBS Education Specialist whose time is divided between both programs had to spend more of her time advising the AJ program's 90-plus majors, coordinating co-curricular activities on and off campus, and advising the 30 plus members in the AJ Club,

EFFECTIVENESS - UNHEALTHY

Persistence from Fall to Spring (#19) showed a significant decrease, from 60% in 2014-15 AY to 30 % in the 2015-16 AY. However, it appears that the persistence rate began to recover, increasing to 50% in the 2016-17 AY.

#20 Unduplicated Degrees/Certificates Awarded showed a declining trend over the three AY's, with seven certificates awarded in the 2014-15 AY, six certificates awarded in 2015-16 AY, and four certificates awarded in 2016-17 AY. This declining trend means that less students are enrolling in the SUBS program, as they (students) are unable to obtain full financial aid for Certificate of Competence programs. Efforts to expand the program and offer a Liberal Arts Degree with a Concentration in SUBS was not approved by the College's administration despite the recommendations of the CERC in the program's last comprehensive review.

Describe, discuss, and provide context for the program’s data in the Distance Education, Perkins Core Indicators, and Performance Measures Indicators categories, as applicable.

Distance Education:

Over the three AY’s 5 online classes were offered in 2014-15 AY, 6 classes in 2015-16 AY and 6 in the 2016-17 AY with a cumulative enrollment of 311 students. The average Fill Rate over the three AY’s was approximately 61%. Successful completion with a “C” grade or higher was impressive, 100% in 2014-15, 91% in 2015-16, and 96% in 2016 – 17. Withdrawals were minimal, none in the first AY year and two in each of the subsequent AY’s. Persistence showed a declining trend, with 67% in the first AY, dropping to 56% and 48% in the second and third AY’s. The decrease was probably due to the absence of the AJ faculty who was on sick leave and the lack of a FTE SUBS Instructor/Coordinator to provide academic support to students who take SUBS courses online.

Perkins IV Core Indicators 2015 – 2016:

SUBS program majors met only one of the four stated core indicators. Students met the 1P1 Technical Skills Attainment, surpassing the goal of 92 with a score of 100. 2P1 Completion was not met by 1 point (goal 51, actual 50). 3P1 Student Retention or Transfer was not met by 52.43 points (81 goal, actual 28.57), which is because the program is a one-year CTE program that does not contain Liberal Arts curriculum which allows students to transfer to a 4-year university or retain students for another academic year. The 4P1 Student Placement goal of 63.67 was not met, as the actual number was 37.30.

Performance Measures

There was no data provided in this section.

What else is relevant to understanding the program’s data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program’s data for the three years under review that are not discussed above.

All program data has been explained in the narrative above.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program’s meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges. Two significant accomplishments/challenges occurring during this Comprehensive Program Review period was:

- 1) The submittal of the curriculum proposal – Liberal Arts Degree with Concentration in Substance Abuse Counseling which was approved by the Curriculum Review Committee and the Academic Senate. The proposal was rejected by the Administration without a thorough explanation and accompanying discussion about other options to create a pathway for SUBS. Majors who want to obtain a 4-year degree. This option is important to continue to pursue for the health of the program
- 2) The AJ faculty who coordinated the SUBS program for the last 13 years, retired on December 30, 2017, leaving no FTE faculty to nurture and support the program to reach its full potential.

Contributions to the College

Discuss how the program aligns with and supports the College’s institutional effectiveness and helps the Kauhale achieve our shared goals by describing how the program contributes to the achievement of our Mission, Vision and Institutional Learning Outcomes.

MISSION: To promote lifelong learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai‘i Island community.

http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php

VISION: Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.

The SUBS program is consistent with HawCC’s mission and responsive to the Hawaii Island community and the State of Hawaii by providing quality educational and training opportunities for its students through face-to-face, distance learning and fieldwork instruction and experiences to meet workforce development needs and the demand of substance abuse treatment agencies and related human service organizations that service 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.

ILO #1: Communicate effectively in a variety of situations.

Linked to PLO # 2 Identify and articulate medical, social and/or psychological aspects of addiction.

Linked to 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.

ILO #2: Utilize critical thinking to solve problems and make informed decisions.

Linked to 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).

Linked to PLO # 2 Identify and articulate medical, social and/or psychological aspects of addiction.

Linked to PLO # 3 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.

Linked to 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.

ILO # 3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

Linked to 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.

Linked to 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.

ILO #4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

Linked to 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.

ILO #5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

Linked to 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.

ILO #6: Contribute to sustainable environmental practices for personal and community well-being.

Linked to 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.

For assessment resources and PDF copies of all submitted assessment reports from the program during the 3-year review period, please see the [Assessment Reports Archive](#).

- The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.
- The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.
- Kualii KSCM: <https://hawaii.kualii.co/cm/#/courses>

If the program's information on Kualii KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kualii.

Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Kualii KSCM.

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).
2. Identify and articulate medical, social and/or psychological aspects of addiction.
3. 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. 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. 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.

Discuss the program's successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).

Successes:

Despite the absence of a SUBS FTE program faculty or coordinator, there were some successes as indicated by the data in the program's Health Report.

1. According to the Perkins IV Core Indicators, 100 % of program majors met Core Indicator 1P1 Technical Skills Attainment. The stated goal was 92%, (see Perkins IV Core Indicators 2015-2016).

2. Approximately 93% of program majors successfully completed the program with a “C” grade or higher over the three-year reporting period, (see Effectiveness Indicator #17).
3. Approximately 96% of 109 students successfully completed SUBS online classes with a “C” grade or better over the three-year reporting period, (see Distance Education: Completely On-line classes).

Challenges:

There is a dire need for a FTE SUBS faculty to advise and support current program majors, and revitalize the overall program by approving a Liberal Arts Degree with a Concentration in Substance Abuse Counseling.

No PLO assessments were done as the AJ/SUBS faculty Coordinator was on sick leave during two of the three AY’s of the reporting period.

Course Learning Outcomes (CLOs)

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

No program courses were assessed, as the AJ/SUBS faculty Coordinator was on sick leave during two of the three AY’s of the reporting period.

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students’ achievement of Course Learning Outcomes (CLOs).

Describe how the program’s faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students’ learning of implementing those improvements.

No program courses were assessed, as the AJ/SUBS faculty Coordinator was on sick leave during two of the three AY’s of the reporting period.

PART II: RESOURCES INVENTORY

Describe and discuss the program's current resources and resource needs.

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	The college would provide these services for the SUBS program
Adequate Student Support Services (academic advising, counseling, career guidance).	SUBS personnel would advise returning student majors in collaboration with Counseling and Support Center on campus along with the Career and Job Development center.
Safe workplace.	SUBS new hire could use the AJ/SUBS lecturers' office in HA 124 as office space. Currently, this office space is used throughout the semester between the AJ/SUBS lecturers.
Adequate and up-to-date computers and software (for program needs).	The SUBS program will need a new PC computer (\$2000) and related software (\$500) to meet program needs.
Adequate computer access to allow faculty to do their jobs.	See above
Adequate training in computer technology	SUBS program faculty will have access to Laulima training via HAW-ITSO and other miscellaneous campus trainings.

(applications, operating systems, hardware, etc.).	
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	The college IT personnel do mini-workshops on use of technological equipment in the classrooms on campus.
Adequate training in distance learning course development and management (Laulima, etc.).	Because a large majority of SUBS courses are delivered from Hilo campus and VidCon to Palamanui (West Hawaii) and Kauai CC, SUBS personnel will receive on the job training for distance education.

source Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel			
1) Positions (Functions)	1 FTE Coord./Instructor \$60,000	Qualified and experienced lecturers teaching classes	1 FTE Coord./Instructor
2) Professional Development			
B. Operating Resources			
1) Supplies			
2) Contracts			
3) Equipment			
4) Space and Facilities			
C. Technology			
1) Hardware	2000		
2) Apps or Software	500		
3) Tech Support			
4) Tech-related Professional Development			

5) Tech labs / facilities			
---------------------------	--	--	--

PART III: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Provide a detailed narrative discussion of the program's overall 3-Year Action Plan to improve student success for AY18, AY19 and AY20. This 3-Year Action Plan should be based on analysis of the Program's 3-year data trends for student achievement and the overall results of course and program assessments of student learning conducted during the 3-year review period.

This 3-year Action Plan must identify the program's specific goals and objectives for the next three years, and must include annual benchmarks and timelines to achieve each goal.

Note: "Budget asks" to accomplish the program's Action Plan may be included in the Action Items below.

Since AY 2015, the SUBS. APRs have consistently asked that a FTE SUBS. Instructor/Coordinator be hired to stabilize and evolve the program. This conclusion has been backed up by the CERC evaluation in its last CPR covering AYs 2008-2013. It has been difficult for one person to try and shepherd two programs, AJ and SUBS, although they are closely related and require a degree of coordination. Typically the SUBS. Program offers 14 – 17 credits a semester which could be taught by 1 FTE faculty position instead of a Level C lecturer. There needs to be a level of commitment that lecturers cannot bring to the program to develop its full potential. This program goal would be pursued for the next 3 year period, as acquiring a position is difficult, although necessary.

The second goal for the 3-Year Action Plan would be to re-examine how the A.A. with a SUBS. Concentration could be implemented. Again, this is a goal brought forth in the 2015 APR which got through the Curriculum Review Committee, but failed to be approved by the administration. A more in-depth discussion needs to occur with the SUBS. Coordinator, DC, Dean, and VCAA about how a 2 year Concentration could be achieved. For example, it could maybe be a subset of the AA Concentration in AJ, so there would be a Pathway to an existing UHH Degree which seemed to be the issue for it being able to gain administrative approval. The timetable would be for the next two AYs, as accomplishing a more robust degree Pathway would undergird the need for the FTE position. The Advisory Council for at least the last three Review Years has consistently advocated that the SUBS. Program should be a two-year degree, as currently SUBS. CO seekers will usually pursue the A.A. in LBRT degree as well. It would suit their needs better to have a more customized A.A Degree and a transfer Pathway to UHH.

The third goal would be to increase majors by more community outreach, marketing, and the success in implementing the second goal above. Also, to increase and develop the program island-wide, especially on the west side of the island at Palamani. The timetable for this goal would be the ensuing 2 AYs. Again, increased majors would lead to supporting the first goal of hiring a FTE Instructor/Coordinator.

Provide a detailed discussion of how the program's 3-year Action Plan will help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

Strategic Directions 2015 - 2021 above, cites **Health and Wellness** as one of the 8 programs that should be supported by the UH system's colleges in the current planning period to address critical gaps. The SUBS. Program fits under this Health and Wellness category cited under the Hawai'i Innovation Initiative (p. 7). A FTE Instructor/Coordinator position would demonstrate the college's commitment to Health and Wellness programs that are also closely linked to workforce development and community demand for jobs which is a new direction for liberal arts higher education.

The creation of a two-year AA Degree, with AJ/SUBS. Concentration will help the college meet a couple of Action Strategies outlined in the **Hawai'i Graduation Initiative** (HGI) direction. HGI Action Strategy #2 calls for structural improvements that establish Pathways for all degree programs to 4-year degrees. The creation of a 2-Year Concentration Pathway will also increase the financial aid options for students and make it more likely that they will persist, complete and transfer into a 4-year degree. The college will also be able to fulfil Action Strategy #3 of the HGI which calls on anticipating and aligning curricula with community and workforce needs. As pointed out in the DEMAND section of this Program Review: ". . . the Hawaii State Department of Labor and Industrial Relations – Research and Statistics Office report "Hawaii County's Best Job Opportunities for 2014 – 2024," substance abuse counseling jobs ranked as 5th among 20 occupations featured. Available positions in this field numbered 10 per year with an annual growth rate at 2.6%" Substance Abuse Counseling is recognized state-wide as an upcoming field, especially as the U.S. tries to deal with the widespread opiod addiction in many of its latest health initiatives. As a CO program, the SUBS. Program is poised to be a model program which has developed a strong Distance Education approach which is another Tactic described under both HGI Action Strategy #2: "Expand student-centered distance and online learning to create more educational opportunities through the use of technology" and HGI Action Strategy #3: "to develop weekend and evening programs for working adults". Typically, all the courses in the SUBS. curricula offered each semester are delivered as a VidCon. class to Palamanui and Kauai CC or Online. The f2f VidCon. classes are almost always scheduled in the evenings or late afternoons to accommodate working adults.

Finally the goal of increasing majors aligns with the HI Innovation Initiative cited above which directs UH programs to support Health and Wellness programs which coincide with current workforce development needs.

Clearly, the 3 Action Plan Items for the next 3 years are well supported by the HawCC Strategic Directions document 2015 – 2021.

ACTION ITEMS to ACCOMPLISH the ACTION PLAN

Provide a detailed description and discussion of each Action Item that the program will undertake to accomplish its 3-Year Action Plan.

Action Item 1:

- What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Brainstorm with Dept. about ways to support, advocate and move the Action Plan forward within the Dept., Division, and the College; as well as survey SUBS. students about how best to meet their educational needs and professional goals.

- How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?

Finding ways within our own Dept.’s human capital to strengthen teaching and learning within the SUBS.current curriculum and expansion will lead to an enhanced student learning experience and the attainment of the PLOs. Surveying the students regularly as their educational and professional goals evolve will allow the PLOs and any modifications to the PLOs to be relevant as community and student needs change.

- Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

N/A

Action Item 2:

- What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Brainstorm with community partners, providers and organizations how to move the Action Plan forward with the College. This actually happens every spring with the Advisory Council members, but it is proposed that this happen more often and through different activities and forums like the “Career Conversations” event.

- How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?

As the SUBS. Program seeks to develop and grow in accordance with the expanding needs of the Healthcare industry on the Big Island, it will also lead to stronger community collaborations and connections in terms of internships, curricular development and the evaluation and modification of PLOs, if needed, to stay relevant.

- *Budget & Resource Asks:* Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

Event support through Student Government/Activities for approximately \$300 per AY 2018-19 and 2019-2020.

Action Item 3:

- What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Dialogue with UHH faculty and administration about the best way to create a Pathway to a 4-year degree.

- How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?

One of the PLOs for the SUBS. Program is for students to prepare for entry/mid-level jobs in SUBS. or related fields or to prepare to **transfer to a 4-year degree program**. Dialoging with UHH faculty will clarify what is needed to create a smooth pathway and seamless transition for these students.

- *Budget & Resource Asks:* Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

N/A

BUDGET & RESOURCE ASKS

For <u>each</u> budget-or-resource-ask detailed in the Action Items above, answer the following questions:	
What are the implications or consequences for the program if this request is not funded?	The event cannot be held.
How can the program build, create, or develop the needed resources within its existing capacity?	Collaborate with other governmental agencies, non-profits, and educational entities.
Can other resources be re-purposed to accommodate this need?	No, Dept. funds cannot be used for food.
Are there other sources to fund this need, such as grants, community partnerships, etc.?	Possibly, needs research.

<p>Can this need be deferred? If so, for how long? What are the consequences if deferred?</p>	<p>More stagnation of the program.</p>
---	--

Hawaii Community College

2015 Instructional Annual Report of Program Data

Substance Abuse Counseling

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: SUBS Program CIP: 51.1501

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	33	20	23	Unhealthy
2	*New & Replacement Positions (County Prorated)	5	2	5	
3	*Number of Majors	18	11	11	
3a	Number of Majors Native Hawaiian	6	3	5	
3b	Fall Full-Time	14%	20%	20%	
3c	Fall Part-Time	86%	80%	80%	
3d	Fall Part-Time who are Full-Time in System	0%	10%	0%	
3e	Spring Full-Time	29%	42%	17%	
3f	Spring Part-Time	71%	58%	83%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	189	148	134	
5	SSH Non-Majors in Program Classes	408	409	253	
6	SSH in All Program Classes	597	557	387	
7	FTE Enrollment in Program Classes	20	19	13	
8	Total Number of Classes Taught	13	17	17	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	15.3	12.4	10.4	Unhealthy
10	*Fill Rate	60.6%	48.1%	45.2%	
11	FTE BOR Appointed Faculty	0	0	0	
12	*Majors to FTE BOR Appointed Faculty	0	0	0	
13	Majors to Analytic FTE Faculty	12.1	6.6	6.9	
13a	Analytic FTE Faculty	1.4	1.7	1.6	
14	Overall Program Budget Allocation	\$57,297	\$66,818	Not Reported	
14a	General Funded Budget Allocation	\$5,828	\$13,758	Not Reported	
14b	Special/Federal Budget Allocation	\$0	\$0	Not Reported	
14c	Tuition and Fees	\$51,469	\$53,060	Not Reported	
15	Cost per SSH	\$96	\$120	Not Reported	
16	Number of Low-Enrolled (<10) Classes	4	7	8	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	81%	89%	93%	Healthy
18	Withdrawals (Grade = W)	9	8	3	
19	*Persistence Fall to Spring	38.1%	60%	60%	

19a	Persistence Fall to Fall	4.7%	10%	0%
20	*Unduplicated Degrees/Certificates Awarded	10	4	7
20a	Degrees Awarded	0	0	0
20b	Certificates of Achievement Awarded	0	0	0
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	10	4	7
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22	Transfers to UH 4-yr	4	3	1
22a	Transfers with credential from program	0	0	0
22b	Transfers without credential from program	4	3	1

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	0	2	5
24	Enrollments Distance Education Classes	N/A	36	86
25	Fill Rate	N/A	65%	59%
26	Successful Completion (Equivalent C or Higher)	N/A	92%	100%
27	Withdrawals (Grade = W)	N/A	1	0
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	No Fall Courses	67%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	47.00	75.00	Met
31	3P1 Student Retention or Transfer	75.21	100.00	Met
32	4P1 Student Placement	68.92	10.00	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	0	0	0
36	Number of Degrees and Certificates Native Hawaiian	0	0	0
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	13	7	6
39	Number of Transfers to UH 4-yr	4	3	1

*Data element used in health call calculation

Last Updated: October 7, 2015

Hawaii Community College

2016 Instructional Annual Report of Program Data

Substance Abuse Counseling

Part I: Program Quantitative Indicators

Overall Program Health: **Unhealthy**

Majors Included: SUBS Program CIP: 51.1501

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	20	23	2	Unhealthy
2	*New & Replacement Positions (County Prorated)	2	5	2	
3	*Number of Majors	11	11	7	
3a	Number of Majors Native Hawaiian	3	5	2	
3b	Fall Full-Time	20%	20%	0%	
3c	Fall Part-Time	80%	80%	100%	
3d	Fall Part-Time who are Full-Time in System	10%	0%	0%	
3e	Spring Full-Time	42%	17%	0%	
3f	Spring Part-Time	58%	83%	100%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	148	134	70	
5	SSH Non-Majors in Program Classes	409	253	285	
6	SSH in All Program Classes	557	387	355	
7	FTE Enrollment in Program Classes	19	13	12	
8	Total Number of Classes Taught	17	17	14	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	12.4	10.4	11.6	Unhealthy
10	*Fill Rate	48.1%	45.2%	47.2%	
11	FTE BOR Appointed Faculty	0	0	0	
12	*Majors to FTE BOR Appointed Faculty	0	0	0	
13	Majors to Analytic FTE Faculty	6.6	6.9	5.6	
13a	Analytic FTE Faculty	1.7	1.6	1.3	
14	Overall Program Budget Allocation	\$66,818	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	\$13,758	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	\$53,060	Not Reported	Not Yet Reported	
15	Cost per SSH	\$120	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	7	8	8	

*Data element used in health call calculation

Last Updated: February 17, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	89%	93%	92%	Cautionary
18	Withdrawals (Grade = W)	8	3	3	
19	*Persistence Fall to Spring	60%	60%	30%	
19a	Persistence Fall to Fall	10%	0%	10%	
20	*Unduplicated Degrees/Certificates Awarded	4	7	6	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	4	7	6	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	3	1	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	3	1	0	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	2	5	6
24	Enrollments Distance Education Classes	36	86	116
25	Fill Rate	65%	59%	64%
26	Successful Completion (Equivalent C or Higher)	92%	100%	91%
27	Withdrawals (Grade = W)	1	0	2
28	Persistence (Fall to Spring Not Limited to Distance Education)	No Fall Courses	67%	56%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	50.30	50.00	Not Met
31	3P1 Student Retention or Transfer	76.72	50.00	Not Met
32	4P1 Student Placement	69.00	0.00	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	0	0	0
36	Number of Degrees and Certificates Native Hawaiian	0	0	0
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	7	6	5
39	Number of Transfers to UH 4-yr	3	1	0

*Data element used in health call calculation

Last Updated: February 17, 2017

Hawaii Community College

2017 Instructional Annual Report of Program Data

Substance Abuse Counseling

Part I: Program Quantitative Indicators

Overall Program Health: **Unhealthy**

Majors Included: SUBS Program CIP: 51.1501

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	23	2	23	Unhealthy
2	*New & Replacement Positions (County Prorated)	5	2	2	
3	Number of Majors	11	7	5	
3a	Number of Majors Native Hawaiian	5	2	3	
3b	Fall Full-Time	20%	0%	0%	
3c	Fall Part-Time	80%	100%	100%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	17%	0%	0%	
3f	Spring Part-Time	83%	100%	100%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	134	70	41	
5	SSH Non-Majors in Program Classes	253	285	366	
6	SSH in All Program Classes	387	355	407	
7	FTE Enrollment in Program Classes	13	12	14	
8	Total Number of Classes Taught	17	14	13	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	10.4	11.6	13.9	Unhealthy
10	*Fill Rate	45.2%	47.2%	49.5%	
11	FTE BOR Appointed Faculty	0	0	0	
12	*Majors to FTE BOR Appointed Faculty	0	0	0	
13	Majors to Analytic FTE Faculty	6.9	5.6	4.4	
13a	Analytic FTE Faculty	1.6	1.3	1.1	
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	\$73,748	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	\$36,268	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	\$0	
14c	Tuition and Fees	Not Reported	Not Yet Reported	\$37,480	
15	Cost per SSH	Not Reported	Not Yet Reported	\$181	
16	Number of Low-Enrolled (<10) Classes	8	8	6	

*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	93%	92%	95%	Unhealthy
18	Withdrawals (Grade = W)	3	3	2	
19	*Persistence Fall to Spring	60%	30%	50%	
19a	Persistence Fall to Fall	0%	10%	50%	
20	*Unduplicated Degrees/Certificates Awarded	7	6	4	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	7	6	4	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	1	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	1	0	0	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	5	6	6
24	Enrollments Distance Education Classes	86	116	109
25	Fill Rate	59%	64%	61%
26	Successful Completion (Equivalent C or Higher)	100%	91%	96%
27	Withdrawals (Grade = W)	0	2	2
28	Persistence (Fall to Spring Not Limited to Distance Education)	67%	56%	48%

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	100.00	Met
30	2P1 Completion	51.00	50.00	Not Met
31	3P1 Student Retention or Transfer	81.00	28.57	Not Met
32	4P1 Student Placement	63.87	37.50	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	0	0	0
36	Number of Degrees and Certificates Native Hawaiian	0	0	0
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	6	5	0
39	Number of Transfers to UH 4-yr	1	0	0

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors