

**HAWAI‘I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW (APR)**

SUBSTANCE ABUSE COUNSELING

**Review Period
July 1, 2016 to June 30, 2017**

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 and Institutional 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 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p>	<p>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.</p>
------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Comprehensive Review information (required by UH System)

<p>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/</p>	
<p>Year</p>	<p>2013</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2013_subs_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p>	<p>Overall Recommendations/Comments on the 2013 Comprehensive Review: <u>“The College should try its best to build this program to an AA or an AS degree.”</u> Program Effectiveness: <ul style="list-style-type: none"> • “Excellent alignment with the College’s mission and with the ILO’s” Program Strengths: <ul style="list-style-type: none"> • Distance Ed capability allows many students to access courses; • 86% of program majors graduate; Program Weaknesses: <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>

<p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<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>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 CERC’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 (required by UH System)

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 and submit with this Annual Program Review (APR).

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; 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 the APR in digital form (WORD or PDF), attach a PDF copy of the data tables 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 review period.

Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:

Demand	<p>UNHEALTHY CALL</p> <p>In Demand indicator #2 *New and Replacement Positions (County Prorated) the data indicated that there were only 2 positions available during the 2016 – 17 Academic Year (AY). This writer found the data provided to be incomplete, as follows:</p> <p>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 <i>HireNet</i> and <i>Indeed</i>, 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.hirenethawaii.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</p> <p>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 would prefer to hire program graduates that they have trained, instead 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.</p>
--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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/HSH_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 for the 2016-17 AY. 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

	<p>prevention education, which will require workforce development and hiring of substance abuse counselors to provide these services.</p> <p>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. Question – how does the Demand data provided by UH impact the Substance Abuse Counseling Program?</p> <p>Last, the low Number of Majors (#3) 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.</p> <p>Accordingly, this <u>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.</u> The ramifications of posting inaccurate data, and declaring that this data provides a true picture of an event is indeed a dereliction of duty, especially for an institution of higher learning like the University of Hawaii.</p>
Efficiency	<p>UNHEALTHY CALL</p> <p>The Fill Rate #10 was exceptionally low, with 49.5% in the 2016-17 AY. The low enrollment could be attributed to absence of the AJ faculty, who was on sick leave during the reporting period. The AJ faculty receives 3-credits of assigned time to manage the SUBS program, as there is no FTE faculty assigned to the SUBS program.</p> <p>Nonetheless, the AJ faculty usually promotes SUBS courses by posting flyers on campus, encouraging SUBS program lecturers to announce to their classes the schedule of the SUBS courses in the upcoming semester, informing the College’s Counseling Center, and by sending professional development announcements to community agencies that service substance abusing populations.</p> <p>#12 Majors to FTE BOR Faculty showed “0” because the program does not have a FTE faculty assigned to the program. Not having a full-time program faculty has serious ramifications that impacts all areas of the program. The SUBS program needs a full-time faculty to nurture all aspects of the program, so that the</p>

	<p>program can grow and reach its optimum potential. Advising and supporting program majors, curriculum development, assessment, community outreach, developing and maintaining partnerships on campus and in the community requires the time of a full-time program faculty.</p> <p>The AJ faculty contributed more than the 3-credits of assigned time by doing much of SUBS program work on her own time because her primary responsibility was the AJ program. 15 years of coordinating the SUBS program (7 years volunteer and 8 years with assigned time) concurrently with her primary duties of serving as the AJ faculty and coordinator and inability to persuade the College’s administration to approve a Liberal Arts Degree with a Concentration in Substance Abuse Counseling so a FTE faculty could be hired for the SUBS program led to her decision to retire early, on December 30, 2017.</p>
Effectiveness	<p>UNHEALTHY CALL</p> <p>Persistence Fall to Spring #19 was low, at 50%, and Unduplicated Degrees/Certificates Awarded #20 showed only 4 students were awarded Certificates of Competence. The low scores demonstrate that the SUBS program needs a full-time faculty to support program majors (#19) and recruit new program majors (#20).</p> <p>Additionally, the low scores can also be attributed to students choosing to major in Liberal Arts so they can obtain full financial aid packages to pay for their education. It is difficult for students to obtain financial aid if their major program offers a Certificate of Competence in SUBS, instead of a program that offers a two-year degree, like Liberal Arts. These statements correspond with one of the comments made by the 2013 CERC committee, which also predicted “...negative ramifications for the SUBS program participation and completion rates.”</p>
Overall Health	<p>UNHEALTHY</p> <p>Based on the narrative above, the SUBS program is in dire need of FTE BOR appointed faculty that can support, nurture and revitalize the program to its full potential. All of this can be done if the program is modified by adding an AS Degree in SUBS or by offering an AA Degree in Liberal Arts with a Concentration in SUBS.</p>
Distance Education	<p>Six classes were offered in the 2016-17 AY, with an enrollment of 109. The Fill Rate was 61% or approximately 19 students per class. Successful completion with a “C” grade or higher was impressive, with 96%. There were only 2</p>

	<p>withdrawals within the six classes. Persistence was low with 48%. The decrease was probably due to the absence of the AJ faculty who was on sick leave and the lack of a FTE SUBS faculty to provide academic support and encouragement to help students persist to the Spring semester. Despite persistence, overall the SUB program did exceptionally well in online classes.</p>
<p>Perkins Core Indicators (if applicable)</p>	<p>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 a Liberal Arts curriculum and degree that 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. This writer is unable to comment on this indicator as she is not sure how Perkins arrived at the 37.30%.</p>
<p>Performance Funding Indicators (if applicable)</p>	<p>No data was provided for Performance Measures.</p>
<p>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 but are not discussed above.</p>	<p>The SUBS Program provides an important educational and workforce development option for students seeking careers in agencies that provide services to substance abusing populations, as well as education and professional development opportunities for in-service professionals</p>

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 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 did to address those challenges.

For example, discuss:

- Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
 - New certificates/degrees;
 - Personnel and/or position additions and/or losses;
 - Other changes to the program’s operations or services to students.
-
- Submitted curriculum proposal – Liberal Arts Degree with Concentration in Substance Abuse Counseling. Approved by Curriculum Review Committee and Faculty Senate. Rejected by Administration. No reason given.
 - AJ faculty who managed SUBS program, retired on December 30, 2017, and there is no FTE faculty to nurture and support the program to fulfil its potential.
 - SUBS program lecturers participated in HawCC Career Day and “Career Conversations”

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program’s website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College’s webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College’s webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

Since AY 2015, the two overriding goals in all ensuing APRs and which has been reiterated many times in this current APR was the need for a FTE BOR Coordinator/Instructor in SUBS. as well as a 2-year degree which would enhance students' ability to receive more financial aid funding whether it be an A.S. or an A.A. with SUBS. Concentration. Both of these Action Plans have not been supported by the administration, so the Action Plan would involve sitting down with administration and hammering out a dialogue on how to achieve these program goals.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1: Hiring an FTE Coordinator/Instructor in SUBS.

The Dept. will brainstorm how to get the college to prioritize a FTE position in SUBS. and/or how to move the SUBS. Program forward with limited resources and support.

Action Item 2: Creating a 2-Year Degree Program in LBRT with a Concentration in AJ/SUBS.

The current Coordinator and the DC will meet with administration to discuss the best way to create a Pathway to UH-Hilo and other 4-year degrees.

Action Item 3: The current Coordinator and the DC will continue dialogue with relevant UHH faculty to create the most effective Pathway and articulation with their programs and courses.

In April 2018, the AJ Coordinator and the DC participated in a Transfer Day sponsored by UHH. Discussions have been started in the AJ area and can include the SUBS. curriculum as well.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

Without a full-time advocate, it is difficult to provide the stability and leadership needed for this program to evolve. Other small programs in the college struggle to do this even when they have a dedicated FTE position and Coordinator. As an emerging vocation in Hawai’i as recognized by DOL statistics, this program has great potential for growth, but it can’t be done off the backs of other programs as it has in the past.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	1 FTE Instructor/Coordinator position
Include estimated cost(s) and timeline(s) for procurement.	\$ 60,000 Position needs to be converted either from Lecturer costs or other unfilled college position. Timeline unknown.
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	<p>The institution of a FTE in SUBS. would contribute to the attainment of Strategic Direction 1: Hawai'i Graduation Initiative (HGI) to increase participation and completion particularly of Native Hawaiians, low-income students and undeserved regions and populations. Outreach into these populations is a time-consuming activity and takes the leadership of someone closely connected to the profession and its evolving needs. A full-time Instructor/Coordinator could solidify and champion a 2-Year degree Pathway to UHH (Action Strategy 2 of HGI); and anticipate and align curricula with community workforce needs (Action Strategy 3 of HGI).</p> <p>A FTE in SUBS. also aligns with Strategic Direction 2: Hawai'i Innovation Initiative (HII) which advocates continuing to support the development of programs in 8 evolving vocational sectors to address critical gaps in the community. One of these sectors is Health and Wellness, under which the SUBS. Program falls. Adequate support and leadership for program development cannot be achieved by lecturers if the college is to achieve the kind of progress called for in the HawCC Strategic Directions document.</p> <p>The SUBS. Program is already a model for Strategic Direction IV: High Performance Mission-Driven Systems (HPMS) by being one of the college's most technologically delivering program with almost 100% of its courses delivered either over VidCon. to Palamanui and Kaua'i CC or Online which aligns with Action Strategy 2, of HPMS "to expand student-centered Distance and Online learning to</p>

	<p>create educational opportunities through the use of technology and by leveraging University Centers on Hawai'i Island.”</p> <p>If the College truly seeks to align with its Strategic Directions 2015-2021 document, then the SUBS. Program is well suited to receive personnel support which can provide the needed leadership to achieve these directions.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for approval of, and/or participation in the program's assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

NOTE: No SUBS courses assessed in AY16-17 due to the absence of AJ faculty on sick leave for two years.

Other Comments

<p>Include any additional information that will help clarify the program's course assessment results, successes and challenges.</p>
<p>Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.</p>

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

Due to the absence of the SUBS. Coordinator for two years, the Assessment schedule must be revisited with the Assessment Coordinator.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

***This section applies to NURS only.**

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