I. Substance Abuse Counseling

*The last comprehensive review for this program was completed in 2019.

Program Description

The CO in Substance Abuse Counseling Program supports the UH Leeward Mission Statement, Vision, and Core Values as identified in the 2020-2021 catalog and noted below.

COSAC Program Links to the Leeward CC Vision and Mission:

- The CO nurtures and inspires and learners, through a cohort-based curriculum, who enter without a degree, to complete their certificate while also working towards their AA degree.
- This certificate assists learners to attain their goals through enrolling in a high-quality career and technical education that provides them real world knowledge and skill development, as well as an experience of the actual demands of a substance use disorder counselor through engagement in fieldwork internships.
- The certificate educates learners and assists them in becoming responsible global citizens locally, nationally, and internationally through a multicultural and diversity focus in all of the counseling courses and once the graduates obtain the state certificate in substance abuse counseling (CSAC) they are able to transfer to approximately 42 other states and internationally due to the certification reciprocity agreement (IC & RC).
- The certificate supports the educational goals of all students with a special commitment to Native Hawaiians who make up approximately 40 to 45 percent of our program courses population.

COSAC Program Links to the Leeward CC Core Values:

- The very focus of this program is community oriented and attracts people with a strong sense of social responsibility to intervene and support those who at the time, are unable to do so themselves.
Embedded in our courses activities are requirements for self-reflection about personal biases and methods for becoming competent and humble multi-culturally sensitive counselors.

Our program has a strong emphasis in becoming integral and pono and stressing the importance of adopting a strong code of ethics as a counselor. This orientation hopefully translates to adoption of living an integral life.

We support open access to all learners, many of our nontraditional, older adults, previously incarcerated and who have never been to college before.

**Program Mission**

The Certificate of Competence in Substance Abuse Counseling (COSAC/SUBS) program serves individuals who seek to secure entry-level knowledge and skills essential for working with clients in the field of human service, and specifically, in the position as a substance use disorder counselor.

**SUBs/COSAC Program Description**

Enrollment in the Certificate of Competence in Substance Abuse Counseling Program (COSAC/SUBS) offers entrants the theoretical foundation and skill development outlined by the federal agency, Substance Abuse Mental Health Services Administration (SAMSHA) for educating substance use disorder counselors. Learners can fulfill a sizable portion of the National Association of Drug and Alcohol Counselors’ (NAADAC) Twelve Core Functions of the Alcohol and Drug Abuse Counselor requirements with completion of the substance abuse counseling certificate program. It offers opportunities for developing the knowledge, and skills outlined by the International Certification and Reciprocity Consortium (IC&RC), which governs Hawai‘i State Certification. Completion of the certificate fulfills a large percentage of the substance abuse specific education (300 hours) required for State of Hawai‘i certification and satisfies a portion of the experiential hours (2000 hours) with time spent (400 hours) in a field work internship at a substance use disorders treatment program. The program offers education about the Twelve Core Functions of substance abuse counseling—the foundation for the profession, group process and micro skills, while also assisting learners in understanding content that will be on the state exam,
for which they may sit after securing the requisite experiential volunteer or work hours within the field.

The Certificate of Competence in Substance Abuse Counseling (COSAC) program provides education and skill development for people interested in pursuing a career as substance use disorder counselors, as well as for those already working in the field who wish to hone their knowledge and skills. The COSAC program offers a specialization for people with BA and MA degrees in such areas of social work, psychology, and counseling, marriage and family counseling and additional expertise for professionals from law enforcement, nursing, education, and rehabilitation counseling.

**Populations Served**

The COSAC/SUBS program offers opportunities to learners who currently have no AA Degree, or those who already have an AA, BA, or MA degree and who only wish to secure the COSAC. A larger percentage of our learners are non-declared COSAC/SUBS ‘majors’ who instead, register as Liberal Arts (LBRT) or other majors. Their secondary program is the COSAC in which they secure the majority of their elective courses while pursuing their AA degree. The third type of learner registers in individual, stand-alone human service courses while majoring in Liberal Arts and are those who seek careers in psychology or social work. These learners are not generally interested in specializing in substance abuse counseling however, they do wish to secure practical experience in group facilitation and the development of applied skills expected of counselors. The COSAC program also offers continuing educational opportunities to professionals already working in the field of substance use disorders or other individuals working with backgrounds in psychology, social work, criminal justice, education, individuals nursing, and professionals in these fields continuously confront substance use disorders within the high-risk populations with whom they work.

**Uniqueness of the UH Leeward COSAC Program**

- The program offers real-world knowledge and practical skill development opportunities
- Has a high number of non-traditional adults with an average age of 40 to 45 yrs.
- We have a higher percentage than the college of Native Hawaiians 40-45%
• Our program attracts a sizable percentage of previously incarcerated adults who are often attracted to the certificate but then enticed to obtain their AA degree
• Typically, 25 to 30% of the program entrants already have an AA, BA, MA, or PhD.
• UH Leeward CC has been asked by HI CC and UH Maui to be the home for the COSAC program
• Fifty percent (higher than the college average) of this past years’ learners have Pell Grants
• We are the only CC on O’ahu that has a COSAC program and that supports working adults with evening courses

Certificate of Competence in Substance Abuse Counseling Program Learning Outcomes (PLOs)

Our human services Program Coordinating Council (PCC) has been hard at work over the last two years reviewing and collaborating in an analysis of all the common HSER/SUBS courses taught across the UH CC campuses in order to align the titles, the descriptions, and the SLO’s. We just completed this process this past spring semester. The coordinator submitted five (HSER 140, 245, 268, 270 & 294) of the six program courses for modification to the curriculum committee as well as the program prerequisite course (HSER 100). An additional five more human service courses will be modified and submitted during 2021. The PCC colleagues will begin to focus on determining potential common PLO’s to which we can all agree. Our current COSAC PLOs are noted below.

Program Learning Outcomes (PLOs)

• Recognize the medical, societal, psychological, and family effects of abuse and addiction with regard to alcohol and other drugs
• Identify Hawai’i prevention/intervention and treatment system, its strengths and limitations
• Develop an awareness of issues and other personal values/biases that might impact one’s effectiveness as a substance abuse counselor
• Demonstrate knowledge and application of the Twelve Core Functions engaged by the alcohol and drug abuse counselor, and know how these functions apply to the continuum of care
• Demonstrate an ability to do an effective biopsychosocial assessment and display a basic knowledge of counseling approaches used with individuals and groups

• Identify the ethical and legal issues that confront the counseling professional, and abide by them when in the field

• Distinguish the stages of the treatment process, including aftercare, relapse prevention, and the issues relevant to their clients involved in each stage of intervention

• Display attending, active listening, and other counseling skills in their work with individuals and groups

II. Analysis of the Substance Abuse Counseling Program

Program Demand

Career Outlook

The projected number of new and replacement substance abuse counselor (SAC) positions is 143 statewide and 95 of those on O’ahu. The SOC 21-1011 Substance Abuse and Behavioral Disorder Counselors is our occupational description, however many graduates also are eligible for positions in the broader field of Social and Human Service with the SOC 21-1093 designation. The site, bls.gov SOC occupational description, notes that workers in these positions “Assist in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. [They] may assist clients in identifying and obtaining available benefits in social and community services…assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or with dependent care.” Please see the chart below for current occupational information for SUBS graduates.

Employment Change (2016-2026) Annual Average Openings

<table>
<thead>
<tr>
<th>2016 – 2026 Wages-Number-Percent-Change-Transfers-Exits-Total--Median/Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-1011 Substance Abuse Behavioral Disorder Counselors</td>
</tr>
</tbody>
</table>

State of HI Occupational Employment & Wages
Over the 10 year job projection in Hawai‘i, they identify an almost 25% increase in available positions. It is anticipated that the annual average annual growth rate in the field is 2.5% percent. The projected growth rate represents a faster increase for this career than the majority of other occupations in Hawaii” (www.hiwi.org/vosnet).

Due to the changes brought about by the Affordable Care Act and the recent ongoing movement toward decriminalization of drug abuse and the release, or deferral of prisoners in favor of treatment for non-violent drug offenders, these social forces favor an approach to drug use that recognizes the need for treatment versus incarceration. It portends a much greater need for treatment providers and a trained substance use disorders counselor workforce.

Since the pandemic, substance use has only increased on O’ahu due to anxiety around economic hardship, health fears and due to isolation. Statistics gathered by Mental Health America note that 75,000 adults in the state suffer from a substance use disorder. The Addiction Treatment Center reports that the opiate and heroin use has become an epidemic in Honolulu and drug overdoses burgeoned between 2006 and 2014 by 83 percent within that time, which far exceeds the national average of 37 percent. They further go on to report that between 2016 and 2017, 77 Native Hawaiians died from overdoses and the number of overdoses exceeded the deaths from car crashes. Yet even with the increase in opiates, methamphetamine is the drug of choice in Hawaii. Adolescents in Hawaii primarily consume alcohol, and their next most commonly used drug, is methamphetamine. Apparently Hawaii as they highest number of prisoners this crime is related to methamphetamine. Its use, contributes to high amount of violent crime and domestic abuse. Our COSAC program produces graduates who can and do work with these substance use disorders and these populations. We provide a critical workforce that addresses a daunting public health crisis (Addiction Center).

A listing of jobs which fall under substance use disorder counseling, and which our graduates could qualify, are identified on the O-Net website. They include “Addictions Counselor, Case Manager, Chemical Dependency Counselor (CD Counselor I), Chemical Dependency Professional, Clinical Counselor, Correctional Substance Abuse Counselor, Counselor, Drug and Alcohol Treatment Specialist (DATS), Prevention Specialist, Substance
Abuse Counselor (SA Counselor)” (O-NET Substance Abuse and Behavioral Disorder Counselors Summary).

In addition to the jobs listed above that are specific to the CIP code for our program, there are numerous other positions in the general human service field for which our graduates may qualify. Our graduates may also be eligible for positions that fall under 21-1093.00 - Social and Human Service Assistants. The positions listed under this CIP code are: Advocate, Caseworker, Community Coordinator, Family Support Worker, Home based Assistant, Human Services Program Specialist, Mental Health Technician, Outreach Specialist, Social Services Assistant, and Social Work Associate.

**Challenges to Tracking the Number of Majors in the COSAC Program**

The number of learners actually matriculating through the Certificate of Competence in Substance Abuse Counseling (COSAC or SUBS) program is always much larger than the official annual count of declared SUBS majors. Learners in the program are advised to declare themselves to be LBRT majors if they intend to earn an AA, which will provide more security in the field and a financial advantage. Completing the program and the prerequisite course offers them 21 credits that they may take out of the total allowed 29 elective credits. In past years, OER researchers have tracked learners who have enrolled in at least two of the program courses per semester but are not registered as SUBS majors. This supplemental data consistently illustrates that our actual program demand is much higher than the numbers provided by the system suggests. This supplemental data has helped to reflect a more realistic view of the current state of the SUBS program and will be included below to make greater sense of the skewed data received by the system that only tracks those currently registered as SUBS majors.

**Program Quantitative Indicators: Overall Program Health: Cautionary**

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators Health</th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 – 20</th>
<th>Demand Healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>New &amp; Replacement Positions (State)</td>
<td>143</td>
<td>143</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>2.*</td>
<td>New &amp; Replacement Positions (County Prorated)</td>
<td>101</td>
<td>97</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Number of Majors</td>
<td>20</td>
<td>23</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
# Demand Indicators Health

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Number of Majors Native Hawaiian</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. Fall Full-Time</td>
<td>13%</td>
<td>5%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c. Fall Part-Time</td>
<td>87%</td>
<td>95%</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Fall Part-Time who are Full-Time in System</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e. Spring Full-Time</td>
<td>6%</td>
<td>0%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3f. Spring Part-Time</td>
<td>94%</td>
<td>100%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3g. Spring Part-Time who are Full-Time in System</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SSH Program Majors in Program Classes</td>
<td>165</td>
<td>192</td>
<td>174</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. SSH Non-Majors in Program Classes</td>
<td>678</td>
<td>699</td>
<td>699</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SSH in All Program Classes</td>
<td>843</td>
<td>891</td>
<td>873</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. FTE Enrollment in Program Classes</td>
<td>28</td>
<td>30</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Total Number of Classes Taught</td>
<td>21</td>
<td>21</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Efficiency Indicators Health</td>
<td>2017 - 18</td>
<td>2018 - 19</td>
<td>2019 – 20</td>
<td>Efficiency Healthy</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
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<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>17.</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>80%</td>
<td>83%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Withdrawals (Grade = W)</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>19.*</td>
<td>Persistence Fall to Spring</td>
<td>43%</td>
<td>79%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>19a.</td>
<td>Persistence Fall to Fall</td>
<td>9%</td>
<td>53%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>20.*</td>
<td>Unduplicated Degrees/Certificates Awarded</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>20a.</td>
<td>Degrees Awarded</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20b.</td>
<td>Certificates of Achievement Awarded</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20c.</td>
<td>Advanced Professional Certificates Awarded</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20d.</td>
<td>Other Certificates Awarded</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>External Licensing Exams Passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Transfers to UH 4-yr</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>22a.</td>
<td>Transfers with credential from program</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>22b.</td>
<td>Transfers without credential from program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

1 Campus to include in program analysis if applicable.

<table>
<thead>
<tr>
<th>#</th>
<th>Effectiveness Indicators Health</th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>Effectiveness Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Number of Distance Education Classes Taught</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Enrollments Distance Education Classes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Fill Rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Withdrawals (Grade = W)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Distance Indicators</th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>1P1 Technical Skills Attainment</td>
<td>94.75</td>
<td>75</td>
<td>Not Met</td>
</tr>
<tr>
<td>30.</td>
<td>2P1 Completion</td>
<td>61</td>
<td>0</td>
<td>Not Met</td>
</tr>
<tr>
<td>31.</td>
<td>3P1 Student Retention or Transfer</td>
<td>86</td>
<td>69.23</td>
<td>Not Met</td>
</tr>
</tbody>
</table>
Demand

In our annual entrance survey that attempts to secure the demographics of the entering class, we inquire about how they learned about our program. This can help the coordinator to determine what type of recruiting and outreach is working. As it happens, people arrive in the program from a multitude of sources. The current entering class noted that they heard about our program from: “The Moku - a brochure, the Veterans Resource Center, other human service faculty, during research online, Google, from their counselor, a friend, while someone was providing testimony at the Senate committee, at her job in the community, and your reputation with graduates from the Chaminade counseling program.” In an attempt to attract learners to our program, the coordinator has reached out and sent flyers to the BSW and MSW program at Manoa, to the Vet Center with brochures and offered information sessions for the Leeward counselors, advertised through the Alcohol and Drug Abuse Division (ADAD,) sent brochures to human service agencies in the vicinity of Leeward, worked with reentry programs at Moku and consistently engender psychology and sociology faculty to send around flyers of our upcoming classes. These marketing attempts at recruitment are all intermittently effective at various times. So far, there hasn’t been one type of outreach that has consistently proven more successful than another in recruiting our learners.
In 2019-2020 the county was projected to have a total of 143 new statewide SAC positions, with 95 on O‘ahu. **New and Replacement County Positions** divided by the **Number of Graduates** (8), falls within the >1.5 criteria and thus we received a **Healthy** call for **Demand**.

Whereas Leeward CC attracts an average of 27% Native Hawaiian learners, our majors and non-majors count is typically around of 40%-45% (2015-2012), a much greater percentage that the campus average and the number noted in #43 that is determined by only tracking declared majors. The actual demand, that is better determined by viewing the enrollment number of SSH Majors (174) within program classes, to the SSH Non-Majors (699) suggests those that register as SUBS majors (22 identified majors) are only 20% of the total learners who make up the ranks of our base. The rest of the ranks are LBRT and Other majors. When the institutional researcher unearthed the number of non-majors who make up a sizeable percentage of the SUBS courses, it doubled our “majors total to 43 (F 2019) and 37 (F 2020) respectively.

Retention has been the bane of our existence, similar to the overall Leeward campus, our program has struggled to hold on to learners through the two years of the program. It is especially difficult for learners when they enter their second year of the field work internship (the most demanding part of the program due to the number of required hours of 14.5 hrs./a week in the field over the two semesters). One can imagine how challenging this demand is to fulfill for working adults, which typically make up about 50-60% of our program population.

**Program Efficiency**

To determine program effectiveness, two metrics are applied, the **Class Fill Rate** (13) and **Majors to FTE BOR Appointed Faculty**/ (22). The benchmark for each metric are calculated separately, and then the average of the two scores are used. The Class Fill Rate decreased five percent over the previous year, from 84% to 79%, yet remains within the 75%-100% criteria for a **Healthy** call. Whereas the Majors to FTE BOR Appointed Faculty (22) only decreased by one from 23 in the previous year. The learner to faculty ratio was one BOR faculty to 22 and thus, also fits within the Healthy range of 15 – 35. However, if All Non-Majors in the classes were actually included in the count, we would receive a Cautionary call due to the ratio of BOR Faculty to learners equaling 1 faculty member to 43 or 37 learners (and over the healthy range...
The overall, **Program Efficiency** was also considered to be **Healthy**. When compared to UH Hawaii CCs’ SUBS classes fill rate of 32% with 0 FTE BOR Appointed Faculty, and who received an Unhealthy rating, our program fill-rate looks stellar to their situation.

**Program Effectiveness**

**Unduplicated Degrees/Certificates Awarded**

Program Effectiveness utilizes two metrics to determine health of a program, **Unduplicated Degrees/Certificates Awarded** (8) and **Persistence Fall to Spring** (57%). The benchmark for each metric are calculated separately, and then the average of the two scores are used. The first of these measures appears out of reach for our program if the system actually only monitors an increase in the Number of Degrees and CAs. Since we offer a Certificate of Competence, we would never be counted in this metric. The other calculation of the percent change of **Unduplicated Degrees/Certificates Awarded from the prior year**, and a required increase of 5% each year, would still be considered **Unhealthy** this year due to a precipitous drop in graduates from the previous year. We lost a number of learners scheduled to migrate into their second year internship due their inability to take time off from work. And, tragically, a couple of leaners unfortunately fell back into their addiction after years of abstinence.

Even with the drop in graduates this previous year, our numbers look more favorable when compared to the UH Hawaii CC SUBS program of Unduplicated Degrees/Certificates Awarded, which recorded only two for the same year.

**Persistence (fall to spring)**

The second measure, **Persistence from Fall to Spring** has a drop from 79% to 57% or over 20% less persistence of majors from the previous year and was considered **Unhealthy**. Yet, this number is erroneous due to the system only calculating those who have registered as majors versus including the additional learners registered as LBRT and Other majors who have taken two or more of our program courses each of the two semesters, strongly suggesting their concurrent majoring in the COSAC while also working toward their AA degree. If we took those additional numbers into consideration, it increases persistence to 69%, and thus our program now falls within the **Cautionary 60-74%** range, versus a receipt of the Unhealthy call we
received. Our sister SUBS program at HI CC, unfortunately fared less well than even our persistence rate, with a 50% persistence rate for Majors.

It is important to realize that 50-80% (2015-2020) of learners in our program courses declare themselves as LBRTs majors if they do not already have an AA degree. The declared majors typically already have their AA, sometimes their BA and/or MA degrees and even PhDs, with only a very few just coming in to secure a certificate without any degree and who attempt to secure a job in the field immediately upon graduation.

The Over-all Program Effectiveness measure for fall due to only counting majors, fell within the Unhealthy range. However, if the actual persistence was monitored to include the non-majors taking our classes we would have received a Cautionary versus the Unhealthy call we were given, and the Effectiveness for fall 2019-2020 would have been considered Cautionary.

The Overall Program’s Health in 2019-2020 was noted as being Cautionary due to falling into the 2-4 range for Demand and Efficiency (4) and because our program was given a 0 for Effectiveness. If, on the other hand, the correct count, which would have included non-majors taking our courses, the persistence would have given us a 1 for Cautionary in Effectiveness and thus brought us into the 5 to 6 range with an Overall Healthy call instead of the current Cautionary one we were awarded.

Perkins Data

Sadly, the numbers shared by the system, indicate that we did not meet any of the four Perkin’s benchmarks in the year 2018-2019. The first 1P1 Technical Goals Attainment goal of 93 with our Actual Number of was 75, was Not Met. We had 11 learners going in to their capstone year (second year of the program) and none were SUBS majors. Not a single graduate was counted as a concentrator even 11 secured their certificates. Nine were Liberal Arts majors and two had already transferred to UH Manoa and were in pre-Social Work courses and in the BSW Social Work program. Obviously, to meet this goal they tracked learners who had completed 12 credits, which all the graduates had within an 18 credit certificate, but with none of
them registered as SUBS majors due to also securing their AA or BAs, we could not possibly meet this goal.

The benchmark for the **2P1 Completion** goal was 55% during the 2017-2018 year and this year’s (2018-2019) count was 61% but, our number of completions in 2018 was 20% and the 2018-2019 was zero, thus **Not Met**. Again, with no concentrator (with a SUBS major) being tracked as having completed the certificate, we could not possibly meet this goal either. Concentrators in this measure who are not declared majors and who secure their certificates, but are LBRT or other majors, are regularly missed in the Perkins count.

The **3P1 Student Retention or Transfer** the previous year was 75 % but we missed the 81.9 goal, and now that has increased to 86% this year and our actual percentage dropped to 69.23%, so was again received a **Not Met** determination. This count will only capture the smaller number of declared majors who are in the first year of the program. It won’t pick up the UH transfers if they weren’t declared majors but transferred as LBRT majors or if they secured their certificate and transferred into a non-UH program. As well, if they already have a BA or MA degree, and came in to specialize and only secure the certificate to add to their current degree, they were not looking to transfer to secure an additional degree but rather sought only to secure a position in the field.

In the assessed cohort, there were 11 graduates.

- Two had completed their AA degrees during the years in the certificate program and had already transferred into the UH BSW program prior to graduating with their certificate
- One transferred into a private BA degree program
- Two additional graduates transferred to UH: one in pre-Social Work and a second into the BSW program.

So, due to no one in this cohort being SUBS majors (concentrators), and even though 45% of the cohort transferred into higher ed. programs, these transfers were not recognized for our program count. The measure would have been met had they been counting these transfers while they were part of our two-year certificate program.

The **4P1 Student Placement** was worse than the previous year where we met the goal of
2020 Leeward Community College ARDP
Program: Substance Abuse Counseling

66.25% with 71.43% placement. In the 2018-2019 year, the goal of 66.70%, was Not Met at 40%. COSAC learners are encouraged to pursue further education rather than secure employment directly upon graduation unless they already have BAs, or MAs. Thus many learners who are non-program majors’ graduate but are not counted in the Perkins data. Concentrators who are counted as part of this data from the first year learner pool, would continue into the second year of our program without graduating or going onto higher education. The only ones who graduated or “stopped the program” were only the few who were registered majors and in their second year. This skews the data since it lumps all Concentrators into the count when it should be separated by the year that they are in the program. The main count of program Completers or transfers should instead be of the interns who graduate in the second year of their program. Student Placement is also based on the number of program Concentrators (majors) who stop the program (graduate) divided by the number of total Concentrators. If the number of Concentrators included the uncounted non-majors, our numbers would be much higher. The manner in which the data it is calculated seems to show an unhealthy ratio due to the fact that the majority of majors are typically still matriculating into their second year versus leaving the program or securing a job.

Previous Action Plan

In last year’s plan, the coordinator continued the commitment made a couple of years ago, to meet one on one with advisees in my program courses. Lecturers are also encouraged to do the same. We attempt to offer an open door to our learners, so that they may feel comfortable in contacting us when the going becomes difficult and before they decide to drop out of the program or college. In the last four years, the Persistence numbers ranged from 73% between 2015 and 2016, to 53% between 2016 and 2017, and 43% during 2017 to 2018 and in 2018-2019, at 79% Persistence of our declared majors between fall and spring semesters. However we dropped about 10% to around 69% when counting Majors and Non-majors during 2019-2020. I would like to believe that the intrusive counseling, was beginning to turn things around. However, I am not so sure because these learners live demanding, complex lives and struggle with multiple material and emotional stressors, and challenges, and this practice has been in existence for the years when the numbers were lower. The COVID pandemic also produced a
drop in enrollment in a couple of classes in spring 2020 due the stressors of parenting at home and poor internet quality.

An **Entrance Survey** is given to each new entrant to ascertain an upfront portrait of our incoming participants. This survey was continued and offers us a view of our learners in regards to their current educational level, who has registered as declared majors and who are also LBRT majors, who have advanced degrees, etc. This data has offered the Coordinator supplemental information that has assisted in her understanding of the population of learners in our program and allows her to track the actual number of learners persisting throughout the two-years, which addresses some of the limitations of the system numbers that only track SUBS majors but not the actual number of learners in our program.

In order to monitor the quality of our program in the eyes of our consumers, the Coordinator offered the **Anonymous Satisfactory Exit Survey** to the HSER 295 capstone course graduates. Their feedback offers critical insights about our program that comes directly from our consumers. It details their level of confidence and satisfaction and their perceptions of being prepared by our clinical first year and the second-year seminar and field work experience in a substance use disorder treatment facility.

The **Demographic Exit Survey** data was likewise continued. It assists the Coordinator to learn about the true portrait of our program graduates; how many are continuing to work on their AA degrees, who is transferring where, their future educational aspirations, work intentions, and other commitments upon graduation.

Two piloted internship surveys were begun two years ago and were continued this past year. The surveys are, the: **Intern Feedback about the Field Work Site Experience** and the **Intern Feedback about their Field Work Supervision**. The feedback from our current class was added to the data of the previous two graduating classes. Once we have a sufficient number of survey respondents to anonymize it and camouflage the identities of interns, it will be aggregated and then shared with all agency supervisors after the next 2020-2021 cohort graduates. In the interim, this past year, a hand out, was sent to the current agencies in order to share Best Practice Supervision tips.
An **Employer Satisfaction Survey** was created two years ago with the input and review of our COSAC Advisory Committee members and added to our armory of data collection tools. It was implemented last spring with an agency response rate of 38%-pretty common amount for research surveys. It provided some useful insights, and further distilled in the survey section below.

### III. Program Student Learning Outcomes

All of the Program (SLOs) have been assessed within the past five-year period, from 2015-2020. We have begun another five year round in which we are assessing our HSER program/course CLOs/SLOs. The corresponding SLOs that when assessed also meet the PLOs, are included below. See the **bolded PLOs** and the HSER course SLOs below and assessed during the 2019-2020 period.

**Program Learning Outcomes (PLOs)**

 Recognize the medical, societal, psychological, and family effects of abuse and addiction with regard to alcohol and other drugs-**HSER 268 SLO I, HSER 294/295 I**

 Identify Hawai‘i prevention/intervention and treatment system, its strengths and limitations-**HSER 268 SLO I & II, HSER 140 II, HSER 294/295 SLO I, II**

 Develop an awareness of issues and other personal values/biases that might impact one’s effectiveness as a substance abuse counselor-**HSER 100 SLO I, HSER 268 SLO III, HSER 294/295 III**

 Demonstrate knowledge and application of the Twelve Core Functions engaged by the alcohol and drug abuse counselor, and know how these functions apply to the continuum of care-**HSER 270 SLO I, HSER 294/295 SLO I, II**

 Demonstrate an ability to do an effective biopsychosocial assessment and display a basic knowledge of counseling approaches used with individuals and groups-**HSER 100 SLO III, HSER 140 SLO II, HSER 245 SLO I, HSER 294/295 I**

 Identify the ethical and legal issues that confront the counseling professional, and abide by them when in the field-**HSER 270 I & II, HSER 245 SLO I, HSER 294/295 SLO I**

 Distinguish the stages of the treatment process, including aftercare, relapse prevention, and the issues relevant to their clients involved in each stage of intervention-**HSER 270 SLO I, HSER 245 SLO I, HSER 294/295 I, II**
Five of the seven PLOs were assessed this past year (2019-2020), with various SLOs from HSER SLOs from 100, 140, 245, 294, and 295. The bolded PLO and the SLOs attached to each PLO (also bolded) were the ones that satisfied the assessment of the specific PLO. As can be noted, all PLOs have more than one SLO that can meet the PLO. Only one of the SLOs from our prerequisite course, HSER 100 Self Exploration, that has a majority of non-program learners, fell short with only 85% of the class securing a C or higher on the particular assignment. The professor will make a concerted effort to use multiple means for describing and checking to see that the learners understand how to create a successful ‘action for change’ plan. The rest of the course SLOs that were assessed and included below, and the correlated PLOs, were all Met or exceeded by the learners. See the course SLOs assessment documentation below.

Term *
Specify when the assessment was conducted.

2020 (Spring)

Delivery Method *
Specify pedagogical method used to delivery subject content.

Hybrid (F2F / Online)

Measurement *
What measurement tool/approach was used during the assessment?

Assignment

Class Size *
How many students were in the class?

13

Students Assessed *
How many students were assessed using this measurement tool?

13
Students Meeting Outcomes *
How many students achieved learning outcome expectations?

11

Division

Select the associated division for the assessment.

Divisions *

Social Sciences

Select a course learning outcome from the list below.

Social Sciences *

HSER 100 - Design and apply an action plan to change an emotional, communication, or behavioral aspect of self in order to increase one's well-being.

Final Thoughts

Provide results and analysis of assessments.

Results *
What is the percentage of students who passed?

100% of the students reached a grade of C or above
95% of the students reached a grade of C or above
90% of the students reached a grade of C or above
85% of the students reached a grade of C or above
80% of the students reached a grade of C or above
Other:
Analysis *
Brief summary of assessment results.

A successful outcome so no further action necessary
The students were able to meet the expectations and achieve success

**Course modifications will need to be made to address low success rate.**

Other:
Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Submitted files

![HSER 100 Spring 2020 Assessment Goals Contract CLO-SLO 3 - Gwen Williams.docx](image)

Assessments

2020 (Spring)

Delivery Method *
Specify pedagogical method used to delivery subject content.

Hybrid (F2F / Online)

Measurement *
What measurement tool/approach was used during the assessment?

Capstone Projects

Class Size *
How many students were in the class?

9

Students Assessed *
How many students were assessed using this measurement tool?

8

Students Meeting Outcomes *
How many students achieved learning outcome expectations?

8

Division

Select the associated division for the assessment.

Divisions *

Social Sciences

Social Sciences

Select a course learning outcome from the list below.

Social Sciences *

**HSER 295** - Investigate each of the 12 Core Functions and the 46 Global criteria and ethics required of the substance abuse counselor with special attention to assessment and treatment planning as well as identification of Health Insurance Portability Accountability Act (HIPAA).

Final Thoughts

Provide results and analysis of assessments.

Results *
What is the percentage of students who passed?

100% of the students reached a grade of C or above
95% of the students reached a grade of C or above
90% of the students reached a grade of C or above
85% of the students reached a grade of C or above
80% of the students reached a grade of C or above
Other:
Analysis *
Brief summary of assessment results.

A successful outcome so no further action necessary

The students were able to meet the expectations and achieve success
Course modifications will need to be made to address low success rate.
Other:
Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Submitted files

Rubric ADAD Written Case Study 60pts - Gwen Williams.xls
12 Core Functions Oral Presentation Rubric- percentages - Gwen Williams.doc

Assessment
Term *
Specify when the assessment was conducted.

2019 (Fall)
Delivery Method *
Specify pedagogical method used to delivery subject content.

Face-to-Face (F2F)
Measurement *
What measurement tool/approach was used during the assessment?

Capstone Projects

Class Size *
How many students were in the class?

9

Students Assessed *
How many students were assessed using this measurement tool?

9

Students Meeting Outcomes *
How many students achieved learning outcome expectations?

9

Division

Select the associated division for the assessment.

Divisions *

Social Sciences

Social Sciences

Select a course learning outcome from the list below.

Social Sciences *

HSER 294 - Investigate each of the 12 Core Functions and the 46 Global criteria required of the substance abuse counselor with special attention to assessment and treatment planning as well as identification of the Health Insurance Portability Accountability Act (HIPAA).
Final Thoughts

Provide results and analysis of assessments.

Results *
What is the percentage of students who passed?

100% of the students reached a grade of C or above
95% of the students reached a grade of C or above
90% of the students reached a grade of C or above
85% of the students reached a grade of C or above
80% of the students reached a grade of C or above

Other:
Analysis *
Brief summary of assessment results.

A successful outcome so no further action necessary

The students were able to meet the expectations and achieve success

Course modifications will need to be made to address low success rate.

Other:
Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Submitted files

- Rubric ADAD Written Case Study 60pts - Gwen Williams.xls
- 12 Core Functions Oral Presentation Rubric- percentages - Gwen Williams.doc

Assessment
Term *
Specify when the assessment was conducted.

2020 (Spring)

Delivery Method *
Specify pedagogical method used to delivery subject content.

Hybrid (F2F / Online)

Measurement *
What measurement tool/approach was used during the assessment?

Assignment

Class Size *
How many students were in the class?

13

Students Assessed *
How many students were assessed using this measurement tool?

13

Students Meeting Outcomes *
How many students achieved learning outcome expectations?

13

Division

Select the associated division for the assessment.

Divisions *

Social Sciences
Select a course learning outcome from the list below.

Social Sciences *

**HSER 245** - Identify various theoretical approaches and interventions, codes of ethics, and confidentiality mandates for group facilitators.

Final Thoughts

Provide results and analysis of assessments.

Results *
What is the percentage of students who passed?

**100% of the students reached a grade of C or above**

95% of the students reached a grade of C or above

90% of the students reached a grade of C or above

85% of the students reached a grade of C or above

80% of the students reached a grade of C or above

Other:

Analysis *
Brief summary of assessment results.

A successful outcome so no further action necessary

**The students were able to meet the expectations and achieve success**

Course modifications will need to be made to address low success rate.

Other:

Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Submitted files

- Assignment for Assessment HSER 140 Fall 2019 - Gwen Williams.docx
- Assessment of HSER 245 CLO - Gwen Williams.docx

Assessment

Term *
Specify when the assessment was conducted.

2019 (Fall)

Delivery Method *
Specify pedagogical method used to delivery subject content.

Face-to-Face (F2F)

Measurement *
What measurement tool/approach was used during the assessment?

Demonstration

Class Size *
How many students were in the class?

9

Students Assessed *
How many students were assessed using this measurement tool?

9

Students Meeting Outcomes *
How many students achieved learning outcome expectations?
Select the associated division for the assessment.

**Divisions** *

- Social Sciences

Select a course learning outcome from the list below.

**Social Sciences** *

- **HSER 140** - Demonstrate counseling micro skills, sensitive feedback and challenge techniques during role-plays

**Final Thoughts**

Provide results and analysis of assessments.

**Results** *

What is the percentage of students who passed?

- **100% of the students reached a grade of C or above**
- 95% of the students reached a grade of C or above
- 90% of the students reached a grade of C or above
- 85% of the students reached a grade of C or above
- 80% of the students reached a grade of C or above

Other:

**Analysis** *
A successful outcome so no further action necessary

**The students were able to meet the expectations and achieve success**

Course modifications will need to be made to address low success rate.

Other:

Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Submitted files

- Assignment for Assessment HSER 140 Fall 2019 - Gwen Williams.docx

**Term** *

Specify when the assessment was conducted.

2019 (Fall)

**Delivery Method** *

Specify pedagogical method used to delivery subject content.

Face-to-Face (F2F)

**Measurement** *

What measurement tool/approach was used during the assessment?

Assignment

**Class Size** *

How many students were in the class?

9

**Students Assessed** *

How many students were assessed using this measurement tool?
Students Meeting Outcomes *
How many students achieved learning outcome expectations?

9

Select the associated division for the assessment.

Divisions *

Social Sciences

Select a course learning outcome from the list below.

Social Sciences *

HSER 140 - Identify various models of assessment, counseling theories, professional attributes, ethical codes of behavior, and confidentiality mandates to be incorporated by counselors

Final Thoughts

Provide results and analysis of assessments.

Results *
What is the percentage of students who passed?

100% of the students reached a grade of C or above

95% of the students reached a grade of C or above

90% of the students reached a grade of C or above

85% of the students reached a grade of C or above
80% of the students reached a grade of C or above

Other:

Analysis *
Brief summary of assessment results.

A successful outcome so no further action necessary
The students were able to meet the expectations and achieve success

Course modifications will need to be made to address low success rate.

Other:

Evidence
Upload assessment documentation (i.e. rubric, syllabus, instructions, et al.).

Submitted files

Assessment Submission for spring 2020 Research Paper CLO I - Gwen Williams.docx

IV. Action Plan

A. Data for Action Planning

Survey Results

In the 2019-2020 Entrance Survey we collected data from 20 learners who completed the survey. Their average age was 40 years. The highlights, are noted below:

- 25% noted that they had registered as COSAC Majors, 10% as Liberal Arts Majors and 60% registered as Liberal Art’s majors with their secondary program being that of the COSAC and 5% as ‘Other’.
- 100% indicated that they planned to complete the certificate.
- 25% already had a degree.
- 75% were receiving financial aid
• 70% were working and of those, 71% worked full time

• 75% of the learners have Pell Grants.

The Anonymous Satisfaction Exit Survey given to graduates was administered and provided the following feedback. In spring 2020, there were nine responders who completed the survey in the capstone course, HSER 295. In the first part of the survey, learners were asked about their satisfaction with their preparation in knowledge and skills that they received across the first year of five courses and prior to entry into their last year internship.

• 95% (8) indicated that they felt Extremely Satisfied, or Very Satisfied
• 5% (1), was only Satisfied about their field work internship experience

In the second half of the survey, respondents were asked four questions about how satisfied they felt about their supervision and training at their agency and how prepared they felt for working in the field. Of the nine responders:

• 78% indicated that they felt Extremely or Very Satisfied
• 12 % noted being only Satisfied
• 10% was Unsatisfied
The **Demographic Exit Survey** data was also continued. Eight graduates in spring 2020 finished the survey. Highlights of the survey include:

- Fifty percent (4) did not have a degree upon entry, whereas 25% (2) had BAs and the other 25% (2) had a graduate degree and law degree.
- 75% (3) of the four who had no degree upon graduation, had completed their AA degree 50% (4) already had their degrees.
- 25% (2) had also secured their AA degree upon graduation.
- 25% of the 4 transferred to UH Manoa for their BA in psychology and social work.
- One began an MA in Addiction Studies at a private college.
- 80% had registered as SUBS majors and 20% as LBRT majors.
- 80% (6) of the graduates planned to find a full or part-time job in the field.
- 38% (3) were transferring into higher education.
- 38% were offered positions in the field during their internship.

Collecting this kind of exit data allows me to fill in the gaps in the system data that only tracks declared majors, which then skews all the other statistics attempting to describe the COSAC program, even the transfer numbers. There is also an assumption that no one entering this program have advanced degrees and that those not continuing with their education or transferring into another degree program just have the SAC certificate. Conducting this exit survey supports the campus initiative toward promoting data-driven planning and decision-making.

Two piloted internship surveys were begun in 2017 and will be continued into the next year prior to sending out four years of graduates’ aggregated feedback about supervision and sites. Two years ago, a Best Practice Supervision tips and comments from interns was created.
and sent to all the agencies with whom we engage. Every new supervisor or agency from now on will receive the recommendations. Eight graduates responded and rated their overall field work experience. The Intern Feedback about the Field Work Satisfaction Survey offered these insights:

Eight graduates responded and rated their overall field work experience:

- 37.5% of the learners stated that they would Wholeheartedly Recommend their site to others
- 37.5% Recommended their site
- 25% Recommend their site with Reservations
- The majority of learners further stated that they were grateful to their supervisors and agencies for taking a genuine interest in their learning and felt treated as a professional.

Please rate all applicable experiences at your Field Work Site in 14 areas (see sample areas assessed):

The same eight graduates completed the Intern Feedback about their Field Work Supervision Satisfaction Survey. The first set of five questions asked interns to rate their
feelings about engagement with their supervisor, such as, “She made me feel at ease with the supervisory process.”

- 100% *Strongly Agreed* and *Agreed* that their supervisor was engaged with them in a positive manner.

The second set of questions referred to whether their supervisor covered ethics, modeled appropriate counseling techniques, professionalism, etc.

- 100% of the graduates *Strongly Agreed* or *Agreed* that they had positive experiences in each area.
- Only one person and in one area disagreed that the supervisor helped them to resolve conflict or manage crises.

The newest **Employee Satisfaction Survey** was created in 2019 and was implemented last spring. It provided some useful insights. General questions were posed of employing agencies (my supervisor contacts) to secure their perceptions of present of previous COSAC graduates who had worked in their agency over the past five years. The survey was sent to 18 agencies. Supervisors answered the survey and rated their experience with 13 COSAC graduate/employees. Thirty percent (6) of the agency supervisors responded and rated their perceptions with a total of approximately 13 COSAC graduates/employees. Their length of employment ranged from one month to over eight years. Various job titles under which the graduates were hired, were: Community-Based Case Manager, Counselor, Substance Abuse Counselor, Outreach Worker/Case Manager, Site Counselor, and Substance Abuse Counselor I. Ratings of employees by supervisors included (the low ratings by one of the supervisors was determined to be due to a misunderstanding of the rating process):

**Overall Job Performance**

- 30% (2) were *Very Satisfactory*
- 60% (4) were *Satisfied*
- 10% (1) expressed *Dissatisfaction* with an employee
Various job titles under which the graduates were hired, have been titled: Community-Based Case Manager, Counselor, Substance Abuse Counselor, Outreach Worker/Case Manager, Site Counselor, and Substance Abuse Counselor I.

**Job-Specific Skills and Problem Solving Skills**

- 50% noted that they were *Very Satisfied*
- 30% were *Satisfied*
- 10% was *Dissatisfied*

**Individual/Team Work & Ethics and HIPPA Awareness**

- 50% as *Very Satisfied*
- 50% *Satisfied*

**Leadership skills & Research and Analysis**

- 40% as *Very Satisfied*
- 40% *Satisfied*
- 10% *Dissatisfied*
- 10% N/A

**Understanding of 12 Core Functions**

- 40% were *Very Satisfied*
- 60% *Satisfied*

**Oral/Written Communication Skill, Organization and Planning, Time Management**

- 10% were *Very Satisfied*
- 80% *Satisfied*
- 10% *Dissatisfied*

**Critical Thinking & Work Quality**

- 40% *Very Satisfied*
50% Satisfied
10% Dissatisfied

Productivity
50% Very Satisfied
40% Satisfied
10% Dissatisfied

B. Future Action Plan

The Entrance Survey that was instituted to introduce us to our newcomers, will be continued. This data offered information about what education and degrees they arrive with, how many entrants are working full time, their educational plans beyond the certificate, and more. This material also assists with targeted academic advising sessions.

The coordinator will continue to collect the Anonymous Graduate Exit Satisfaction Survey feedback and analyze it for information that could be used to guide changes in the classroom or at the internship sites. As well, the new data stemming from the two recently developed internship surveys, Intern Feedback about the Field Work Site Experience and the Intern Feedback about their Field Work Supervision, offers information that once aggregated will be shared with the site supervisors after this spring’s submission so as to learn how protégées perceive their experiences at the agencies and with their supervisor.

In addition, the coordinator will carry on collecting the Demographic Exit Survey data that provides information on our graduates’ (not just the declared majors) their future pursuits, educational aspirations, commitments to transfer to degree programs both within UH and other campuses, those who are still finishing their AA degrees, those transferring to UH and other campuses not currently tracked, or who have secured jobs while in their field work or promised jobs upon graduation, etc. This supplemental data is critical for filling in the gaps left out of the available system data.

The newest Employee Satisfaction Survey was created to begin a semi regular outreach to our substance use disorder treatment centers, who at one point will employ our graduates. This past spring, we sent it out to our 18 active sites to obtain their feedback about any employees that
they had worked with and who they knew had graduated from our program. This provided the coordinator with useful information that can inform course curriculum and possibly to share with our learners. Excluding the misunderstanding from the one supervisor who gave a lower score, it appears that about 80-90% are very satisfied or satisfied with their employees’ performance with some ratings higher than others. The lower ratings fall into the area of Oral/Written Communication Skill, Organization and Planning, Time Management.

The individualized academic advising sessions that were instituted in the past years are considered consequential in creating a more intimate engagement between program learners and the faculty, and thus these individual advisory sessions will continue. These meetings have at times effectively encouraged many to complete their AA degrees and to consider transferring into a BA or an MA programs. Maintaining the individualized sessions will also be done with the hope that it will positively affect our learner persistence, retention, and completion, even if this does not show up in the system data, due to so many of our learners having registered as Liberal Arts majors, but who are at the same time completing their COSAC certificate.

Demand

There is more demand for Leeward COSAC program courses since Hawaii community College and UH Maui college may be cutting down on the number of human service/SUBS courses offered in their program. Currently I have about 6 to 8 learners who are taking an HSER 245 evening class who are from Hawaii CC, Kauai CC and UH Maui college.

Efficiency

The COSAC program has suffered from low enrolled daytime courses for many years, on the Pearl City campus and on the Waianae Moku campus. In an attempt to make it easier for the Waianae learners to complete the program certificate, the coordinator agreed to offer an additional third daytime counseling course at Moku beyond the two sections that were offered on the PC campus. Due to the extra class, both the Moku and the PC classes remain under-enrolled. Now since the Synchronous Zoom classes appear to work rather well, though not optimal for everyone, we could potentially drop the additional counseling course at Moku and still have a cohort Zoom in for the PC daytime class and have a higher fill rate for our classes.
Effectiveness

The effectiveness measures are difficult to address as some of the numbers in the system are off. If we use the real numbers, persistence still remains as Cautionary, so there is work to do around persistence however it is not as unhealthy as the system numbers represent. Because the total numbers provided by the system for who we currently have in the program, are only half accurate this makes the numbers for transfers into higher ed. also wrong. There’s not much we can do to improve the effectiveness count that we receive from the system, but we can continue to supplement the system information and to offer one on one advising sessions for learners in our program courses with the hope that it supports learner persistence and retention.

Huge challenges effect our learners and subsequently, our program, and impact our learner persistence and retention. There have been a great number of learners with full-time work demands, many unprepared for college and technological challenges, and learners who are stretched financially and emotionally as parents, and many who are also struggling as single parents.

Program Learning Outcomes

The Program Coordinating Council (PCC) began to explore changes in PLO’s. UH Maui has already completed a list of basic human service PLOs. We have tentatively agreed to build upon the Maui program outcomes and add additional ones that are specialized to substance use disorder counseling after inviting our advisory committee members to offer their input in regard to suggested modifications of our current PLO’s. This should occur over the next year.

University of Hawai‘i Strategic Directions, 2015–2021

Aspects of our program that currently affirm and support various tasks (bolded) under the UH system strategies plan, and or connect with parts of the action plan, are bulleted and noted below:

Hawai‘i Graduation Initiative (HGI)

Productivity and Efficiency: Measures for 21st Century Facilities (21CF)
The ability to offer Hybrid Synchronous Zoom classes has expanded our horizons beyond the classroom and still offers a virtual f2f opportunity for the learners from neighbor islands to take distance classes vs the typical asynchronous DE courses.

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

Tactics

Make effective use of summer terms

- The coordinator will be exploring the possibility of whether creating a two-track COSAC program could be a possibility. We could maintain our traditional part-time two-year evening program primarily for working adults and potentially offer a daytime 18 mos. program that would utilize the summer sessions for the completion of the field work/internship requirements of 29 hours/week vs the typical 14.5 hours over to semesters. This will be explored with our advisory committee and our Social Science Division Chair, etc. over the coming year.

HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

Tactics

Follow up with graduates and employers regarding UH students’ preparation for the workforce and community

- This is now occurring with the utilization and information from our Employer Survey.

Engage systematically with community-based groups to inform program offerings and curricula

- This is built into our program with having an Advisory Committee that keeps us close to community/industry needs and changes.
HGI Action Strategy 4: Productivity and Efficiency Measures for Hawai‘i Graduation Initiative (HGI)

Tactics

Enrollment to degree gap for Native Hawaiian students

- Our program attracts higher than average percentage of Native Hawaiian learners than in the general population at Leeward CC

Enrollment to degree gap for Pell students

- We also have a high number of Pell Grantees (in the past 3 years between 50-60%) in our program (even though they may be counted as LBRT majors rather than in our program)

HI2 Action Strategy 2: Advance innovation and entrepreneurship within UH and the community.

Tactics

Integrate entrepreneurship and innovation throughout the UH educational experience for students across the system with strengthened credit and non-credit education, internships, employment opportunities and extra-curricular/co-curricular activities.

- Our COSAC program has a robust field work internship program of a 400 hours requirement and a cadre of around 18 agencies that have been utilized for placements

HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.

Tactics

Expand student-centered distance and online learning to create more educational opportunities through use of technology and by leveraging University Centers on all islands
Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent, and well communicated in order to support student mobility and success throughout the system.

- Hybrid Synchronous Zoom classes will be offered for the first time in the spring semester for neighbor island CC learners who are interested in our SUBS programs and who wish to take courses in our program.
- Redundant sections that have low enrolled class sections can be increased with the cancellation of extra sections since we can now offer the section for Waianae or neighbor island learners, synchronously and over Zoom. This should positively impact our overall class fill numbers for our program.

Promote mission differentiation through the review of academic offerings to identify unnecessary duplication and opportunities for improved collaboration.

- The PCC colleagues are reviewing our offerings to determine how we might be able to stagger our course offerings and refer our mutual learners to our various classes as available.

**Part V. Resource Implications**

The program includes one BOR Faculty position, and hires four part-time lecturers to teach the multiple human service courses taught within and outside the program. Our main resource has been the utilization of a smart classroom, FA 201, for most of our human service classes. The smart classroom offers us a computer, an overhead projector, and the use of a DVD/VCR. We have a small library of books and DVDs in the classroom that are lendable to our learners and we seek to update this listing regularly to keep current with what is occurring in the field. So far, monies for new books and DVDs have originated from the Social Science Division supplemental funds and some distributed Perkins supplemental funds obtained by the Peer Mentors Advisor.
My main need, beginning in the spring semester, since two HSER 245 spring courses are scheduled as Synchronous Hybrid, is a microphone for the classroom. We need a high quality microphone that is Zoom compatible and that will be able to pick up voices of the learners who will be meeting f2f so that the two groups of learners will be able to interface with each other in the classroom.

The program Coordinator is the only FTE BOR faculty member to oversee the program, juggle all of the program responsibilities, and be available for all the program majors. The coordinator of the COSAC program could very much utilize a dedicated 20 hour/week student assistant who could offer support toward fulfilling the secretarial demands of data extrapolation of the many annual surveys, etc. The collation of the research and the other secretarial demands, is extremely time consuming and if the coordinator had routine assistance, she would have extra opportunities for face-to-face meetings with learners and agency supervisors in the field versus spending an excessive amount of time embroiled in administrative tasks.