I. Substance Abuse Counseling

Program Description

The CO in Substance Abuse Counseling Program supports the UH Leeward Mission Statement, Vision, and Core Values as identified in the 2021-2022 catalog and included below.

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 services, and specifically in positions as a substance use disorder counselors.

SUBS/COSAC Program Description

Enrollment in the Certificate of Competence in Substance Abuse Counseling Program (COSAC/SUBS) offers entrants the much of the theoretical foundation and skill development outlined by the federal agency, Substance Abuse Mental Health Services Administration (SAMSHA) for the education of substance use disorder counselors. Learners can fulfill a sizable portion of the 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) and an additional 400 hours for time spent in a fieldwork 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 training and assisting learners in understanding content that will be on the state exam, for which they may sit after graduation and upon securing the requisite experiential volunteer or work hours within the field to meet the 6000 hour requirement.

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 in law enforcement, nursing, education, and rehabilitation counseling.

**Populations Served**

The COSAC/SUBS program offers opportunities to learners who currently have *no* AA Degree, or for 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 register in individual, stand-alone human service courses while majoring in Liberal Arts and are those who seek careers in psychology or social work but do not wish to specialize in the field of substance use disorder counseling. These learners 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 part-Hawaiian population, up to 40% in any given year.
- 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
- Forty-five to 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

II. Analysis of the Substance Abuse Counseling Program

Career Outlook

The projected number of new and replacement substance abuse counselor (SAC) positions is 126 statewide and 90 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 or 21-1018 for people with advanced degrees who secure their certificate. 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.

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 than even projected.

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 has the highest number of prisoners whose crime is related to methamphetamine. Its use contributes to high amounts 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 HI 2019 Epidemiologic Drug Profile.

A listing of jobs which fall under substance use disorder counseling, and which our graduates could qualify, as identified on the O-Net website, include “Addictions Counselor, Case Manager, Certified Alcohol and Drug Counselor (ADAC), Chemical Dependency Counselor (CD Counselor), Chemical Dependency Professional, Clinical Counselor, Counselor, Drug and Alcohol Treatment Specialist (DATS), Prevention Specialist, Substance Abuse Counselor (SA Counselor).

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.

Current annual, hourly, entry, median, and higher-end salaries as identified by ONET online.org are specified in the table below.

<table>
<thead>
<tr>
<th>Location</th>
<th>Annual Low (10%)</th>
<th>Annual QL (25%)</th>
<th>Annual Median (50%)</th>
<th>Annual QU (75%)</th>
<th>Annual High (90%)</th>
<th>Hourly Median (50%)</th>
<th>Hourly QU (75%)</th>
<th>Hourly High (90%)</th>
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</thead>
<tbody>
<tr>
<td>Honolulu</td>
<td>$33,980.</td>
<td>$40,830.</td>
<td>$54,650.</td>
<td>$69,810.</td>
<td>$90,210.</td>
<td>$26.28</td>
<td>$33.56</td>
<td>$43.37</td>
</tr>
</tbody>
</table>
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.

Program Quantitative Indicators

Overall Program Health: Healthy

Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Substance Abuse Counseling
CIP Code = 51.1501
21-1011 - Substance Abuse, Behavioral Disorder/21-1018 - Substance Abuse, Behavioral Disorder, and Mental Health Counselors

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>New &amp; Replacement Positions (State)</td>
<td>220</td>
<td>195</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>2. *</td>
<td>New &amp; Replacement Positions (County Prorated)</td>
<td>190</td>
<td>170</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Number of Majors</td>
<td>23</td>
<td>22</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>3b.</td>
<td>Fall Full-Time</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>3c.</td>
<td>Fall Part-Time</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>Healthy</td>
</tr>
<tr>
<td>3d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>3e.</td>
<td>Spring Full-Time</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>3f.</td>
<td>Spring Part-Time</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>3g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>SSH Program Majors in Program Classes</td>
<td>192</td>
<td>174</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>699</td>
<td>699</td>
<td>564</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>SSH in All Program Classes</td>
<td>891</td>
<td>873</td>
<td>774</td>
<td></td>
</tr>
</tbody>
</table>
7. FTE Enrollment in Program Classes 30 29 26
8. Total Number of Classes Taught 21 22 18

NOTE: New & Replacement jobs updated (View Methodology).

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Average Class Size</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>*Fill Rate</td>
<td>84.4%</td>
<td>79.1%</td>
<td>84.9%</td>
<td>Healthy</td>
</tr>
<tr>
<td>11.</td>
<td>FTE BOR Appointed Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>* Majors to FTE BOR Appointed Faculty</td>
<td>23</td>
<td>22</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Majors to Analytic FTE Faculty</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>13a.</td>
<td>Analytic FTE Faculty</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
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<tr>
<td>14.</td>
<td>Overall Program Expenditures</td>
<td>$158,795</td>
<td>$177,027</td>
<td>$157,327</td>
<td></td>
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<tr>
<td>14a.</td>
<td>General Funded Budget Allocation</td>
<td>$158,795</td>
<td>$177,027</td>
<td>$157,327</td>
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<tr>
<td>14b.</td>
<td>Special/Federal Budget Allocation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14c.</td>
<td>Tuition and Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Cost per SSH</td>
<td>$178</td>
<td>$203</td>
<td>$203</td>
<td></td>
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<tr>
<td>16.</td>
<td>Number of Low-Enrolled (&lt;10) Classes</td>
<td>2</td>
<td>5</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Effectiveness Indicators</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>83%</td>
<td>86%</td>
<td>82%</td>
<td>Healthy</td>
</tr>
<tr>
<td>18.</td>
<td>Withdrawals (Grade = W)</td>
<td>11</td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Persistence Fall to Spring</td>
<td>79%</td>
<td>57%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>19a.</td>
<td>Persistence Fall to Fall</td>
<td>53%</td>
<td>22%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Unduplicated Degrees/Certificates Awarded</td>
<td>14</td>
<td>8</td>
<td>13</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>
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<tr>
<td>20d.</td>
<td>Other Certificates Awarded</td>
<td>14</td>
<td>8</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>External Licensing Exams Passed 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td>Transfers to UH 4-yr</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>22a.</td>
<td>Transfers with credential from program</td>
<td>1</td>
<td>0</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>
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<table>
<thead>
<tr>
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<th>Distance Indicators</th>
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<th>2019 - 20</th>
<th>2020 - 21</th>
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<tbody>
<tr>
<td>23.</td>
<td>Number of Distance Education Classes Taught</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>24.</td>
<td>Enrollments Distance Education Classes</td>
<td>0</td>
<td>0</td>
<td>191</td>
</tr>
<tr>
<td>25.</td>
<td>Fill Rate</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
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</table>
Program Demand

In our annual entrance survey that attempts to secure the demographics of the entering class, and in it, 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: Online search/research (Google, UH website, etc.), from a campus counselor, through co-worker, [I’m] in recovery and want to help others, a professor, a friend, brochure from (Moku), the Veterans Resource Center, my pastor, and from a recommendation from Chaminade counseling program.

In an attempt to attract learners to our program, the coordinator has reached out and sent flyers and brochures to the BSW and MSW program at Manoa, the Vet Center on campus with and offered information sessions for the Leeward counselors. As well, I’ve 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

<table>
<thead>
<tr>
<th>#</th>
<th>Perkins Indicators</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
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<tr>
<td>29.</td>
<td>1P1 Postsecondary Placement</td>
<td>33</td>
<td>40</td>
<td>Met</td>
</tr>
<tr>
<td>30.</td>
<td>2P1 Earned Recognized Credential</td>
<td>33</td>
<td>50</td>
<td>Met</td>
</tr>
<tr>
<td>31.</td>
<td>3P1 Nontraditional Program Concentration</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>32.</td>
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<tr>
<td>33.</td>
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<table>
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<th>Performance Indicators</th>
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<th>2019 - 20</th>
<th>2020 - 21</th>
</tr>
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<tbody>
<tr>
<td>35.</td>
<td>Number of Degrees and Certificates</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36.</td>
<td>Number of Degrees and Certificates Native Hawaiian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>37.</td>
<td>Number of Degrees and Certificates STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
</tr>
<tr>
<td>38.</td>
<td>Number of Pell Recipients¹</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>39.</td>
<td>Number of Transfers to UH 4-yr</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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 2020-2021 state is projected to have a total of 126 new statewide SAC positions, with a this year’s average for O’ahu, being 90. **New and Replacement County Positions** averaged over the past three years, came to **150** divided by the **Number of Graduates** (13 graduates this past year) with the three year average equaling **12**, 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 averages about 40%, a much greater percentage that the campus average. The actual demand is better determined by viewing the enrollment number of SSH Majors (210) within program classes, to the SSH Non-Majors (564), which suggests those that register as SUBS majors (26 identified majors) are only approximately 37% of the total learners who make up the ranks of our base. The rest, are typically LBRT and Other majors who are also tandemly enrolled in the SUBS certificate at the same time.

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 fieldwork 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 increased six percent over the previous year, from 79% to 85%, and falls within the 75%-100% criteria for a **Healthy** call. Whereas the Majors to FTE BOR Appointed Faculty is 26:1 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 35:1 ratio). The overall, **Program**
Efficiency is considered to be Healthy.

Program Effectiveness

Unduplicated Degrees/Certificates Awarded

Program Effectiveness utilizes two metrics to determine health of a program, which monitors Unduplicated Degrees/Certificates Awarded (13 COs) and Persistence Fall to Spring (68%). The benchmark for each metric are calculated separately, and then the average of the two scores are used. A Healthy calculation for this measure must involve at least a 5% change from the previous year of Unduplicated Degrees/Certificates Awarded. The number of identified SUBS majors to graduate, vastly improved from the previous year by about 60% so we far surpassed the 5% increase benchmark.

Persistence (fall to spring)

The second measure, Persistence from Fall to Spring had an increase from 57% of identified majors to that of 68% this year and is considered Progressing since it falls within 60%-74% range. Yet, this number too, though needing improvement, is erroneous due to the system only calculating those who have registered as majors versus including the higher number of additional learners registered as LBRT and Other majors to help determine a better profile of the persistence of all learners moving through the program.

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 or higher degree. The declared majors typically already have their AA, sometimes their BA and/or MA degrees and even PhDs, while some of these learners only choose to secure a certificate and a job in the field immediately upon graduation. These also may be the learners unprepared for college courses and who have difficulty persisting throughout the courses.

The Program Effectiveness measure determined by a count of 2 and Healthy for increasing the number of certificates and from fall to spring persistence, offers an end count of 2, which added together, is considered Healthy for Program Effectiveness.

The Overall Program’s Health in 2020-2021 has been noted as being Healthy in Demand and Efficiency and Effectiveness.
Perkins Data

The numbers collected by Perkin’s in the year 2019-2020, for the first time in ages, perhaps ever, handily surpassed the **1P1 Postsecondary Placement** goal of 33 with our attainment of 40, and thus was **met**.

The benchmark for the **2P1 Earned Recognized Postsecondary Credential** was 33% (2019-2020), which we attained at **50%** and again **met** the target goal by a fairly sizable amount.

Historical Trends

a. Demand

Apparently, between 2018 and 2021, the new and replacement positions for this field in the state and county, have almost dropped in half from 220 to 126 and from 190 to 90, respectively. Our majors have increased over the years as have the number of Native Hawaiians in our program.

b. Efficiency

Our fill rate has gone up since last year but hovers around an average over the past three years at about 83%. Majors to FTE BOR Appointed Faculty has also increased in the past year but remains healthy throughout the past three years.

c. Effectiveness

Successful completion averaged 84% over the past three years. Persistence from fall to spring improved substantially from the previous year amongst identified majors after falling the previous year from the high of 79% in 2018-2019. Persistence among the majors still is poor from year one into the second year when they are required to do their fieldwork hours. The 400 hours requirement for this program is based on our state requirements for those seeking to secure their CSAC and is always the most difficult of the program for people who work fulltime to complete. This is the most frequent reason given for dropping out, besides personal stressors.

d. Perkins

With the change in Perkins measures, this year, or rather the 2019-2020, year, was the first one where we met each of the two goals.
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 2018-2019, at 79% Persistence of our declared majors between fall and spring semesters, but declined to 57% of declared majors in 2019-2020, or 69% when counting Majors and Non-majors. This past year, the persistence of numbers of majors from fall to spring increased 11% from the previous year to 68%. Perhaps the intrusive counseling helped to begin 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 from fall to spring 2020/2021 due to the stressors of parenting at home and poor internet quality.

A. Data for Action Planning

Survey Results

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 the 2010-2021 Entrance Survey we collected data from 23 learners who completed the survey. Their average age is 44 years. The highlights, are noted below:

- 25%-last year to 52% this year noted that they had registered as COSAC Majors, 10%- 30% as Liberal Arts Majors and 18% as Other/Undeclared.

- 78% indicated that they planned to complete the certificate. 22% not.
• 25%-30% already had a degree.

• 75% of the learners who do not have a degree, plan to earn a degree when also completing their certificate. Fifty-six percent plan to secure their AA degree; 19% plan to work on their BA degree, whereas 48% of the learners said they have plans to secure a degree after receiving their certificate.

• Fifty-seven percent are employed and of those, 69% are fulltime and 31% part-time.

• 48% were receiving financial aid

• 45% of the entrants have Pell Grants.

• 43% have been responsible for schooling their children at home.

Additional questions were asked to assess how our entrants are faring during COVID and due to teaching synchronously vs. f2f.

• In response to the question; how has the pandemic impacted your family or self? The responses were: No Impact-22%; MH- 43%; Physical Ailments- 17%; Increase in Stress-61%; Food Insecurity-13%; Financial Decline- 43%; Home Schooling-35%; Partner lost Job-13%; Single Parent-4%; Lost a Job-22%

• Their preferred way of learning: 48% Preferred In-person classes; 26% Synchronous/hybrid, 26% only Synchronous and none Asynchronous learning.

The Anononymous Satisfaction Exit Survey given to graduates was administered and provided the following feedback. In spring 2021, there were 11 responders who completed the survey in the capstone course, HSER 295.

In the first part of the quarry, 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.

• 75% indicated that they felt Extremely Satisfied, or Very Satisfied and approximately; 25% felt that the classes Adequately Prepared those to enter their 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 eleven responders the averages across the four questions, totaled:

- 71% (8) indicated that they felt *Extremely or Very Satisfied* with their experience.
- 9% (1) noted being only *Satisfied* with the fieldwork experience.
- 18% (2) were *Unsatisfied* with their agency or supervisor experience.

The Demographic Exit Survey data was likewise continued. It assists the coordinator to learn about the portrait and their intended educational plans upon graduation from our program. Eleven HSER 295 learners in spring 2021 finished the survey. Highlights of the survey include:

- 82 percent (9) did not have a degree upon entry into the certificate, whereas 18% (2) had BAs.
- **An impressive 100% (9) of the 9 who had no degree upon entering our certificate completed or were almost done with their AA degree when graduating with their certificate.**
- 36% (4) transferred to UH Manoa or UHWO for their BAs in psychology and social work & human development.
- One is applying to the MSW program at UH.
- 36% (4) had registered as SUBS majors and 20% as LBRT or other majors.
- 45% (5) of the graduates planned to find a full or part-time job in the field.

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 an exit survey supports the campus initiative toward promoting data-driven planning and decision-making.**

Two internship surveys were begun in 2017. The surveys are, the: **Intern Site Satisfaction Survey** and the **Intern Supervision Satisfaction Survey**. When we have a sufficient number of survey respondents to anonymize fully to camouflage the identities of interns, it will be aggregated and then shared with the various agency supervisors. In the interim, the past two-years, a hand out
was sent to the current agencies and is regularly sent to all new supervisors to share Best Practice Supervision tips.

The **Intern Site Satisfaction Survey** had an over-arching question which summarized whether the graduates would recommend the site for future interns:

Ten graduates responded and rated their overall field work experience:

- 60% (6) noted-I wholeheartedly recommend this site for future interns
- 30% (3) suggested-I recommend this site for future intern
- 10% (1) I do not recommend this site for future interns:10% (1)
- The 90% 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.

The same 10 graduates completed the **Intern 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.” The second set of questions referred to whether their supervisor covered ethics, modeled appropriate counseling techniques, professionalism, etc.

- 90% (9) of the graduates *Strongly Agreed* or *Agreed* that their supervisor “motivated” them, served as an “appropriate role model,” and was “committed to their role as supervisor.” The one outlier, or 10%, *strongly disagreed* with all the above statements. It is worth stating, that there are bound to be different experiences had by interns at the same agency, even in how they are treated and it is never good to hear the dissatisfaction of any intern, two other interns who were at the same agency gave all positive reviews of the same agency and supervisor.

An **Employer Satisfaction Survey** was created four years ago with the input and review of our COSAC Advisory Committee members and added to our armory of data collection tools. The survey was sent to 18 agency supervisors to rate their experience. Thirty percent (6) of the agency supervisors responded and rated their perceptions on a total of approximately 13 COSAC graduates/employees.

- 90% said that they were *Very Satisfied* or *Satisfied* with the entry level **Overall Job Performance**
80% Very Satisfied or Satisfied with their Job-specific Skills & Problem Solving Skills.

The lowest rated area was in Oral/Written Communication Skill, Organization and Planning, Time Management with only 10% of the employers indicating that they were Very Satisfied and 80% being just Satisfied.

Writing continues to be a challenge for those not matriculating on to higher education. This survey will be sent out about every five years so as not to overload the supervisors, secure different supervisor feedback, and to allow for a new crop of graduates to become employees, as many go on to higher education before entering the work world.

**B. Significant COSAC Program Actions**

**Curriculum Modifications**

Curriculum in the COSAC program underwent some major revisions in fall semester, 2021. All seven courses, their student learning outcomes (SLOs), course descriptions, and the program outcomes (PLOs) and even the name of the program experienced modifications after completing Curriculum Committee review. The new name for the program beginning in the fall, will be CO in Substance Use Disorders Counseling COSUDC). The certificate credit count went up from 18 to 21 credits with the addition of the HSER 100 prerequisite to become part of the required set of courses.

**HRSA Grant Award**

In September, my co-collaborator, Dr. Seunghye Hong from UH Thompson School of Social Work Public Health and the coordinator of the COSAC program were awarded a Health Resources and Services Administration (HRSA) Bureau of Health Workforce (BHW), Paraprofessional Training grant. Dr. Hong will be the PI and the Coordinator will be the Co-PI. The grant will be in force for four years or until 2025. We were awarded $2.2 million and each of the four years we will receive $500,000 between the preservice component (the COSAC) and the in-service training, which will involve a goal of half of our graduating awardees matriculating into an apprenticeship program upon graduation. This 4-year grant supports the launch of Hawai‘i Behavioral Health Training Institute (HBHTI), which will provide scholarship awards to approximately 22 Leeward CC COSAC learners. Recruitment for awardees from neighbor islands will also occur in collaboration with the coordinators from the University of Hawai‘i Maui College COSAC program and with Hawai‘i Community College faculty.
Current and prospective learners throughout the state of Hawai‘i will be eligible for the HBHTI program and potentially receive up to a $3000 tuition scholarship and a $5000 stipend for the 400 hours of required fieldwork.

Hawai‘i Behavioral Health Training Institute’s (HBHTI) mission is to offer scholarship opportunities to current COSAC program participants, while recruiting a diverse group of future substance use disorders (SUDs) counselors from underrepresented groups and from rural and medically underserved communities. The expectation is that these recruits will become the next generation of counselors who will address the needs and challenges of Hawai‘i’s mental health and substance use disorders population, with a particular focus on attending to high-need and high-demand areas.

**Loss of One of the State’s Certificate of Competence in Substance Abuse Counseling Programs**

The two coordinators of the COSAC programs on O‘ahu and Mau‘i were notified that the Spring semester 2021, will be the last semester that the CO Substance Abuse Counseling Program within Hawai‘i Community College to exist and that they will no longer be accepting any additional learners. All Big Island learners who are interested in the SUDS field, primarily will be directed to the Leeward CC certificate program. Already, our program classes been inundated by HCC and with some learners from Kaua‘i CC and UHMC. The coordinators had already begun working together last spring as a consortium in regards to scheduling classes and both programs suggested that Leeward should serve as the Hub for substance use disorders counseling applicants.

After receiving the grant that will be able to offer scholarships and stipends to learners who take Leeward courses, both HCC and UHMC have begun already to refer their interested students to our program and encouraging them to apply for the award. Since we are able to offer a number of stipends and scholarships to neighbor Island learners only if they register at Leeward, it will make it difficult for both campuses to fill their future SUBS classes. Though HCC still has a human services program and courses therein, there is no longer a point person covering the SUBs field for the Leeward coordinator to engage. It will be difficult and time consuming to coordinate the second year fieldwork sites that interns on the Big Island will need to utilize. Thankfully, the grant has some monies for travel to the neighbor islands in the first year that will help to establish a footing with the agencies that at this point are all unfamiliar to
the coordinator. As well, due to the potential increase in learners entering the Leeward CC program, we will most likely need to add more courses to the current COSAC offerings in order to accommodate the additional learners from the neighbor islands and any additional Oahu constituency.

III. Program Student Learning Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

All of the Program (SLOs) have been assessed within the past five-year period, from 2016-2021. 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 help meet the PLOs, which are identified below. See the bolded PLOs and the SUBS program courses below that were assessed during the 2020-2021 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 HSER 294/295

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

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

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, HSER 294/295

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

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

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, HSER 245, HSER 294/295

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
Six of the seven PLOs were assessed this past year (2020-2021), with various SLOs from HSER 100, 140, 245, 268, 270, 294, and 295. The bolded PLOs and the HSER courses attached to each PLO supported the satisfaction of the assessment of the specific PLO. As is noted, all PLOs have more than one SLO that help to meet the particular PLO.

**Fall 2020**

**Assessment Data Form**

**Division**

**Divisions** *

Social Sciences

**HSER 268** - Identify the medical, psychological, and societal consequences of abuse and dependency on the individual and the family and various counseling approaches and interventions deemed to be effective.

**Assessor**

**First Name** *

Gigi

**Last Name** *

Jones

**Methods & Outcomes**

**Term** *

2020 (Fall)

**Delivery Method** *

Distance Education (Online)

**Measurement** *
Assignment

Number of Sections Assessed *
1

Students Assessed *
24

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *
100

Analysis

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

Evidence

Assessment of SLO for HSER 268 (Fall 2020) - Gigi Jones.docx
HSER 268 Rubric for Group Project (Fall 2020) - Gigi Jones.docx

Assessment Data Form

Division

Divisions *
Social Sciences

Social Sciences *

HSER 140 - Demonstrate person-centered attributes, skills of inquiry, self-reflection, the ability to change based upon corrective feedback, displays of empathy, and the ability to form reciprocal relationships in the classroom.

Assessor

First Name *
Gwen

Last Name *

Williams

Term *

2020 (Fall)

Delivery Method *

Hybrid (F2F / Online)

Measurement *

Demonstration

Number of Sections Assessed *

Two

Students Assessed *

20

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *

100

Analysis

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

Four Microskills Observation Forms & Basic Structure Interviewing Form -for Counseling Role

Plays - Gwen Williams.pdf
Assessment Data Form

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**HSER 294** - Demonstrate professional and collaborative engagement with supervisors and colleagues, a positive work ethic within the agency, adoption of a strengths-based, culturally sensitive, respectful approach to work with clients, and self-care strategies.

**Assessor**

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**Methods & Outcomes**

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<th>What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *</th>
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Analysis *

A successful outcome so no further action necessary

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

Other:

Evidence


Spring 2021

Assessment Data Form

Division

Divisions *

Social Sciences

Social Sciences

Social Sciences *

HSER 270 - Articulate substance abuse counselor ethics and confidentiality mandates, identify signs and symptoms of suicidal/violent behavior, and appropriate interventions.

Assessor

First Name *

Gigi

Last Name *

Jones

Methods & Outcomes

Term *

2021 (Spring)

Delivery Method *
Distance Education (Online)

Measurement *

Assignment

Number of Sections Assessed *

1

Students Assessed *

20

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *

100

Analysis

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

Assessment of SLO for HSER 270 (Spring 2021) - Gigi Jones.doc

Assessment Data Form

Division

Divisions *

Social Sciences

Social Sciences *

HSER 245 - Demonstrate cultural sensitivity, acceptance of diversity, empathetic response, and receptivity to feedback from others, while increasingly becoming a more active, self-disclosing
2021 Leeward Community College ARPD
Program: Substance Abuse Counseling

member of the in-class group.

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| What Percentage of Students Achieved this Outcome with a C (70%) or Higher? * |
| 100 |

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<td>A successful outcome so no further action necessary</td>
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<td>The students were able to meet the expectations and achieve success</td>
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<td>Course modifications will need to be made to address low success rate.</td>
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| Other: |
| Evidence |
| Part 7 Challenges of Addressing Diversity Issues in Group Rubric Fillable - Gwen Williams.pdf |

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Social Sciences

**HSER 295** - Demonstrate professional and collaborative engagement with supervisors and colleagues, a positive work ethic within the agency, adoption of a strengths-based, culturally sensitive, respectful approach in working with clients, and adoption of self-care strategies.

**Assessor**

First Name *
Gwen

Last Name *
Williams

**Methods & Outcomes**

Term *
2021 (Spring)

Delivery Method *
Hybrid (F2F / Online)

Measurement *
Demonstration

Number of Sections Assessed *
1

Students Assessed *
How many students were assessed using this measurement tool?
8

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *
100

**Analysis**

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


Assessment Data Form

Division

Divisions *

Social Sciences

Social Sciences

Social Sciences *

HSER 295 - Demonstrate professional and collaborative engagement with supervisors and colleagues, a positive work ethic within the agency, adoption of a strengths-based, culturally sensitive, respectful approach in working with clients, and adoption of self-care strategies.

Assessor

First Name *

Gwen

Last Name *

Williams

Methods & Outcomes

Term *

2021 (Spring)

Delivery Method *

Hybrid (F2F / Online)

Measurement *

Demonstration
Number of Sections Assessed *
1

Students Assessed *
8

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *
100

Analysis

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


Assessment Data Form

Division

Divisions *

Social Sciences

Social Sciences *

HSER 100 - Analyze functional and dysfunctional beliefs, values, attitudes, and behaviors and comprehend how personal, interpersonal, and social-cultural factors that influence one over the course of a lifetime.

Assessor

First Name *

Gwen
2021 Leeward Community College ARPD
Program: Substance Abuse Counseling

Last Name *
Williams

Methods & Outcomes

Term *
2021 (Spring)

Delivery Method *
Hybrid (F2F / Online)

Measurement *
Essay Paper

Number of Sections Assessed *
1

Students Assessed *
12

What Percentage of Students Achieved this Outcome with a C (70%) or Higher? *
100

Analysis

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

Family System and Cultural Influence Paper Fillable Rubric - Gwen Williams.pdf

c) Assessment Results.

All the SLOs, assessed had 100% of learners completing the assignments with a C or higher. There are no particular changes currently needed or implemented.

d) Changes that have been made as a result of the assessment results.
The professor will continue make a concerted effort to use multiple means for describing and checking to see that the learners understand how to engage the various assignments. In continually trying to find ways to lift the C’s to B’s, certain learners who have received A grades have been approached to request use their A-graded assignments to share as excellent examples to refer to along with my assignment directions.

**IV. Action Plan**

Our next required CRE report is due 2023. Our HRSA grant will be in effect until 2025 with the possibility of a year’s extension if our targeted numbers established in our goals need more time to be met. The goals of the HRSA grant that we established entirely support and overlap the overall program goals. Consequently, the goals and objectives established for this next year, up through the CRE of 2023 and on until the end of the HRSA grant, in most ways are aligned.

**Survey Data Driven Areas to Improve Upon and Monitor over the Next Year and Beyond**

Happily, this was the first year in a while that we have all healthy calls in all sections including the Perkins measures. The area that has been lower than desired over the last number of years it has been in the area of Effectiveness/Persistence from fall to spring and fall to fall. It is a sincere hope of the coordinator that the persistence numbers (reflected only in the number of majors) and those who are non-majors, vastly improves with the positive impact of the scholarship/tuition and stipends that will become available to support 22 students a year awarded the HRSA grant.

**Data Areas from Survey Data to Improve Upon**

The Anonymous Satisfaction Exit Survey identified that 75% of the 11 HSER 295 responders indicated that they felt Extremely Satisfied, or Very Satisfied and approximately; 25% felt that the program classes Adequately Prepared those to enter their internship experience. Though this is not a bad number to represent all of the clinical courses in the program, it has been higher in previous years.

It’s never quite clear what the different variables are from year-to-year. One of the questions asked in this recent exit survey was; **what percentage of effort would you say you put into**
reading your text books in your courses and applying what you learned to your course assignments? Eighteen percent said that they had put in 100% effort, another 54.5% indicated that they had put in 80% effort. Nine percent noted that they put in 60% effort. With 40% of the graduates answering that they had only made 40% effort in connecting with what they were learning to their assignments. This is a telling number, and may suggest why there are at least 25% of respondents indicating that they only felt adequately prepared to enter their fieldwork experience.

The same eleven graduates from HSER 295 rated their fieldwork experience with 71% designating that they felt Extremely or Very Satisfied with their experience, 9% noted being only Satisfied and 18% were Unsatisfied with their agency or supervisor experience. This is lower than we normally see for the fieldwork experience. The fieldwork site that had the dubious distinction for securing these very low numbers, had a changeover in supervisors. It turned out that the new supervisor was not very good at her job. Due to this, the coordinator determined that it was no use to place this past year’s interns at the site until she could make certain that the new supervisor understands the responsibilities that she is undertaking when accepting interns. Support resources to assist fieldwork supervisors who work with our interns. It will be developed with assistance from the UHMC COSAC coordinator and other faculty who engage with the fieldwork component. This will be one of the HBHTI goals to accomplish over the next year.

Two Overall COSAC Program and HRSA Goals with Objectives

Goal I- Address the statewide need for educated, culturally sensitive, entry-level SUD counselors, by increasing the availability of a skilled workforce to meet the unmet needs of medically underserved and rural areas of the State by recruiting learners for the COSAC from the neighbor islands.

Coordinators from the two island COSAC/SUBS certificate programs will engage together as a consortium (Leeward CC on Oahu, UH Maui College and also will be coordinating with Hawai’i CC’s Human Service faculty to the schedule of courses to facilitate greater access to COSAC/SUBS course options. The consortium engagement began in spring 2021 and will continue in perpetuity.

Objectives

- Courses will be offered via online in a Synchronous Hybrid instruction format—Synchronous Online for neighbor island folks and Synchronous Hybrid in Zoom-
smart classrooms for Oahu-based trainees—Data will be collected to ascertain the increase in numbers of entrants: from the neighbor islands and their satisfaction with the synchronous model of education

- Will work with neighbor island coordinator and a faculty committee to recruit appropriate grantee applicants from all islands for 22 scholarships/stipends awards each year.

- Explore current and potential fieldwork sites on Big Island, Mau‘i and Kaua‘i. Will visit all three islands and meet with coordinator, faculty, and supervisors in fieldwork agencies during the next year.

- Leeward CC and UHMC coordinators will consult over the course of the next year to determine recommended best practice supervision attitudes/skills to share with the fieldwork supervisors who will be working with our future interns.

- The coordinators will develop an agreed upon evaluation process for the internship site and the supervision criteria for those who will be working with our interns.

Goal II- Outreach and Recruitment of Underrepresented Groups

Ensure that learners come from a diversity of backgrounds that are underrepresented in the field and in our program. Target groups that are currently underrepresented and will be the focus for future marketing and recruitment, are:

- Native Hawaiian and Pacific Islanders (low numbers in the field)
- LGBTQ self-identified individuals (low numbers in our program and the field)
- Men (make up only 25-30% in the program)
- Youth in their 20s (low numbers represented in our program and the field)

Data. The collection of data is an essential to determine any success in increasing our recruitment of participants into our program. A marketing campaign will be undertaken to recruit the above mentioned groups for the fall 2022 cohort. Internal enrollment information will be used to ascertain the success of our recruitment efforts based upon this year’s entrance survey baseline data.

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 have made up to 40 percent of our population in the program’s courses during various years.

**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. This supports becoming a civic-minded member of society.

• Embedded in our course 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 pono and stressing the importance of adopting a strong code of ethics as a counselor. This orientation hopefully translates to adoption of living a more integral life.

• We support open access to all learners, many of whom are nontraditional, older adults, the previously incarcerated, and those who have never been to college before.

**COSAC Program & HBHTI Grant Objectives that Support the Leeward CC Strategic Plan 2015-2021**

**Hawaii Graduation Initiative**

*Objectives*

Continue to serve populations and geographic regions with large Native Hawaiian populations (Also our HRSA grant goal)
Increase enrollment of target populations - Pacific Islanders, working adults (Also our HRSA grant goal)

Develop outreach programs to Pacific Islander communities and related agencies (HRSA goals require engagement in order to recruit this target population)

**Supported Strategies**

- Revitalize evening/weekend class offerings for working students (All COSAC courses are offered in the evenings for learners who are working)

**Hawaii Innovation Initiative**

Developing and delivering programs and training needed for qualified workforce in existing and emerging careers

**Objectives**

- Identify new programs and opportunities that align with community needs and workforce demands (HRSA Grant-development SUDS workforce for the needs rural areas on the neighbors)

- Provide opportunities for faculty to learn to teach in a 21st-century classroom (utilizing a Zoom classroom to teach remotely to O‘ahu and neighbor-island learners)

**Modern Teaching and Learning Environments**

Ensuring that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments (Teach all courses within a Synchronous/Hybrid model to reach remote areas on O‘ahu and the neighbor island learners)

**High-Performance System of Higher Education**

Providing students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in a cost-effective manner (Learners enter to complete COSAC but often complete their AA and matriculate on to UH Manoa BA programs)

**Objectives**
• Expand partnerships with community organizations and employers in the local area (HRSA grant goals with involve more such engagement).

Supported Strategies

• Improve cross campus enrollment and articulation (Have adopted a Consortium model of engagement with other neighbor island campuses.

V. Resource Implications

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 is requesting a dedicated 15 hour/week Peer Mentor who could offer support to the learners in the COSAC Program and assist with the administrative demands of data extrapolation from many annual surveys, collation of the research and with other secretarial demands. We lost access to the Perkins funded Peer Mentor program and the loss has been palpable for the learners who utilized our previous per mentor and for the coordinator who has had no assistance. The peer mentor can help in supporting persistence, retention, graduation, and transfer rates of learners in our program. They offered an extremely useful bi-monthly bulletin to expose the learner to various SUD/helping professions resources, etc. The requested funding for a Peer Mentor position (hopefully hiring someone from within the program) would cost approximately $11,032.00./yr. which includes the cost of the fringe benefit.

The second area in which the coordinator is requesting funding, is to purchase for a four year subscription costing $3500.00 that would be for faculty teaching in human services and the learners who are in our COSAC program courses. They will be able to have access to Symptom Media, an online streaming video library of substance use and various co-morbid mental health disorders showing client simulations of the disorders and options to develop SUD diagnostic skills and to be assessed. This library is a treasure trove of great info and skill development and will be extremely useful for teaching remotely and also for use in class examples.