

HAWAI'I COMMUNITY COLLEGE UNIT COMPREHENSIVE 3-YEAR REVIEW REPORT

Hā'awi Kōkua – Disability Services

Date: April 26, 2017

Review Period

July 1, 2013 to June 30, 2016

AY 2013-14, AY2014-15, and AY2015-16

Initiator: [insert Initiator's Name here]

Writer(s): Mari M. I. Giel

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

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

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

PART I: UNIT SUMMARY

Describe the Unit	
<p>Provide the official description of the unit from the catalog (if applicable), and also provide a thorough explanation of what the unit does (its functions and operations), and who it serves.</p>	<p>Hawai'i Community College is committed to a barrier-free campus and provides accommodations to ensure students with disabilities have equal access to their education. The Hā'awi Kōkua Program provides assistance to any student who self identifies as having a documented physical, learning, psychological, or sensory disability which limits the ability to fully participate in course study and campus activities at HawCC.</p> <p>Under the Americans with Disabilities Act (Title II) and the Rehabilitation Act of 1973 (Section 504) individuals with disabilities have protections against discrimination and are assured access to programs, services, and activities. 'No qualified individual with a disability shall, on the basis of their disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.'</p>
<p>Provide and discuss the unit's mission (or goals and objectives, if no unit mission statement is available).</p>	<p>The Hā'awi Kōkua Program promotes equal opportunity for individuals with disabilities to gain the maximum benefit from their educational/learning experience by participating fully in their regular courses and activities at Hawai'i Community College.</p> <p>The purpose of Hā'awi Kōkua is to provide increased supports for students with disabilities (SWD) enrolled at Hawai'i Community College both at the East and West Hawaii campuses since their needs may be greater than the general population. Student participation is strictly voluntary and based on their self-disclosure of disability. If a student requests services, they are asked to complete an application and to submit documentation of their disability. The SWD is then assessed by the disability counselor who determines appropriate accommodations based on their needs and barriers. If the accommodation are not warranted at the time of interview, they are still identified and their record maintained should they need accommodations in the future. All accommodations are overseen and periodically evaluated by the department to ensure effectiveness and efficiency.</p>

Report and discuss all major/meaningful actions and activities that occurred in the unit over the past three years, from July 1, 2013 through June 30, 2016. For example:

Changes to the unit's services, functions, and/or operations.

The primary duty of this unit is to provide a barrier free environment to ensure equal access for students with disabilities (SWD) remains unchanged. However, the method of which these functions are carried out has changed over the past 3 years. Under the Americans with Disabilities Act (Title II) and the Rehabilitation Act of 1973 (Section 504), "No qualified individual with a disabilities shall, on the basis of disability, be excluded from participation in, or be denied benefits of, or otherwise be subjected to discrimination under any program or activity which received or benefits from Federal financial assistance." Under this guideline this unit is obligated to provide reasonable accommodations to allow students equal access to their education.

This unit continues to provide academic accommodations to assist students with accessing their education. In addition to providing academic accommodations, this unit has received 3 years of Perkins Funding to implement the strategy, "Using Cohort Based Classroom Supports and Adaptive Multimedia Lab Supplemental Instruction for Students with Disabilities to increase retention and success."

The overview of this strategy is as follows:

Year #1 ('13-14):

Through year #1 funding, the plan was to hold weekly cohorts for SWD enrolled in remedial Math, Writing, and Reading classes where the students could meet and discuss with assistance of a facilitator any course materials & instruction from the week.

The results were not as positive as expected due to low turn-out and participation by the students. Although there was a lot of expressed interest, participation was very poor.

For year #2 ('14-'15):

Due to low participation the previous year, the strategy was altered to add individualized mentoring for SWD enrolled in remedial Reading, Writing, & Math classes in addition to weekly cohort meetings. Mentoring would focus on increasing their skills and confidence to assist with success in Math & English courses while groups would be offered every Friday. Mentoring topics includes Stress Management, Managing Test Anxiety, How to Take Notes etc. Again the results were not as positive due to low turnout and participation by students.

For year #3 ('15-'16):

For the final year of this proposal, all CTE students was assigned a peer mentor who worked through a 16-week curriculum including topics such as learning to use the UH resources (i.e. e-mail, Lualima, & navigating their myuh portal), skill building, weekly check-ins, and assistance with linkage to services & navigating the system. Peer mentors acted as an intermediary to alert the DS counselor of any difficulties the student may be facing so that pro-active interventions can be created to increase the likelihood of success. Although participation continued to be limited, this strategy had the most participation by SWD. For those who participated, the feedback was positive.

On Hawaii CC's Manono Camupus, we have an Assistive Technology Lab with 8 individual computer stations. Through Perkins funding over the past 3 years the Hā'awi Kōkua Center has Dragon Voice to Text software, Adobe Acrobat that will allow the creation of annotations and notes on PDF files, Keyguard Viziflex keyboards, screen/zoom text screen enlargers, Sorenson Video Phone & Interpretive communication device, and Kurzweil text to audio software for the students. All assistive technology resources are available on our new Palamanui Campus in West Hawaii for SWD use. The lab is also utilized for various testing accommodations such as enlarged text formats, oral proctoring (readers), extended time, and distraction free options.

The excess of funds purchased Surfaces to aid in the quick dissemination of class notes and other materials to SWD. Peer Mentors/Note Takers are able to utilize the use of the notebooks to take notes, aid in mentoring activities, and allow the SWD access to resources during mentoring sessions. All Surfaces are equipped with Dragon & MS Office for full functionality for SWD use.

In 2012, this unit was just recently separated from the Counseling, Advising, & Support Services (CASSC) and has since been considered an independent unit. As a result this unit's outcomes have changed to actively reflect its function.

In 2013 – 2015, this unit reported on the following outcomes:

1. Hā'awi Kōkua will provide Students with Disabilities (SWD) with academic accommodations and learning strategies to increase student success and retention.

	<p>2. Hā‘awi Kōkua will provide SWDs with support and technological resources through the utilization of the assistive technology lab and staff.</p> <p>In 2015 – 2016, this unit reported on the following outcomes:</p> <ol style="list-style-type: none"> 1. Through participation in Hā‘awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources. 2. Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy Hā‘awi Kōkua staff. <p>This unit operated under new Unit Outcomes for the 15-16 year, as a result its data collection process and methods needed to be revised.</p> <p>Online training videos were created to increase accessibility of SWDs, faculty, and staff to access materials creating increased awareness and understanding.</p> <p>Peer Mentoring services will be accessible for all SWDs to assist with linking SWDs with community/college resources and to identify SWDs who may be experiencing barriers to Disability Services staff for early intervention.</p>
<p>Changes to the clients it serves (students, faculty, staff, community, UH System etc.).</p>	<p>None</p>
<p>Personnel and position additions and/or losses.</p>	<p>Within the past 3 years this unit has gained 2 new APT A positions, one located in East Hawaii and one in West Hawaii.</p> <p>The responsibilities of the APT A in East Hawaii is as follows:</p> <p>Greet and provide information to prospective and current students on services offered through Hā‘awi Kōkua.</p> <p>Assist with the general intake procedures and collection of appropriate documentation required to receive specialized services.</p> <p>Prepare and distribute accommodation letters.</p> <p>Respond to general student questions and schedule appointments for more intricate matters to the Disabilities Counselor.</p>

Maintain information printed and on the website to ensure it is up-to-date and accurate.

Assist with identifying, recruiting, and facilitating cohorts.

Apply identification, design, and implementation of learning strategies that utilize the resources in the lab, learning communities, and/or other supportive instructional methods.

Promote retention, skill attainment, persistence, and completing of a credential, certificate, or degree.

Oversee all activities that occur within the Hā‘awi Kōkua Center.

Assist students with disabilities as needed with navigating computer resources (i.e. Laulima, STAR, MyUH, etc.) utilizing software programs and other learning assistive devices.

Procure American Sign Language (ASL) Interpreter Services, coordinate scheduling and ensure payment of those services.

Order and maintain supplies and other fiscal responsibilities as needed.

Hire, schedule, train, manage timesheets, and supervise student workers for note taking services and/or working in the lab with the assistive technology and other duties as requested.

Delegate appropriate tasks to student workers to ensure the daily functioning of the center/lab and provide oversight and oversee all activities that occur within the Hā‘awi Kōkua Center.

Collect and maintain database for Students with Disabilities (SWD), record /manage data, including but not limited to type of disability, persistence and graduation rates, etc.

Identify SWD and input information into Banner for Unit Reviews and other reporting purposes.

The responsibilities of the APT A in West Hawaii is as follows:

Greet and provide information to prospective and current students on services offered through Hā‘awi Kōkua.

Assist with the general intake procedures and collection of appropriate documentation required to receive specialized services.

Prepare and distribute accommodation letters.

Respond to general student questions and schedule appointments for more intricate matters to the Disabilities Counselor.

Assist the Disabilities Counselor located in Hilo with the identification, determination, and management of Students with Disabilities (SWD) in West Hawaii.

	<p>Coordinate teleconferences with the Disabilities Counselor and students as needed to determine appropriate accommodations. Maintain files of SWD. Assist with identifying, recruiting, and facilitating cohorts. Apply identification, design, and implementation of learning strategies, learning communities, and/or other supportive instructional methods.</p> <p>Promote retention, skill attainment, persistence, and completing of a credential, certificate, or degree.</p> <p>Coordinate scheduling of American Sign Language (ASL) Interpreter services and student note takers.</p> <p>Hire, schedule, train, manage student timesheets, and supervise student workers for note taking services and/or assistive technology.</p> <p>Investigate cost-efficient technology/strategies that will assist SWD in their education.</p> <p>Take an active approach in learning, designing creative tutoring supports, and maximizing resources in related subject areas and/or skill building.</p> <p>Maintain and secure files of SWD.</p> <p>Perform onsite visits to community resources to evaluate appropriate referral of SWD.</p> <p>Serve as a community liaison providing information on off-campus services that can also benefit the students.</p> <p>Actively communicate with the Disabilities counselor and East Hawaii Educational Specialist for ongoing monitoring and/or coordination.</p> <p>Assist in providing academic advising and assistance to students with developing an educational plan.</p> <p>Provide general information to potential and current students and the general public about the services provided by the Division of Student Affairs and West Hawaii Student Center.</p>
<p>Other major/meaningful activities, including responses to previous CERC feedback.</p>	<p>N/A</p>

<p>Describe, analyze, and celebrate the unit’s successes and accomplishments. (For example, <i>more students were served OR the unit successfully integrated new strategies/technologies.</i>)</p>	
<p>Discuss what the unit has been doing well that needs to be maintained and strengthened.</p>	<p>This unit has been able to assess 100% of self-identified SWD with academic accommodations. For SWD who required accommodations, 100% of those accommodations were provided.</p>

	<p>Hā'awi Kōkua's Assistive Technology Lab has increased in its student use throughout the reporting period.</p> <p>This unit has been able to implement all 3 years (2013 – 2016) of its Perkins strategy to support SWD with passing remedial Reading, Writing, and Math courses.</p>																																				
<p>Validate these successes by discussing positive improvements in the unit.</p> <p>Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).</p>	<p>100% of students who submitted all necessary paperwork and intake form were assessed for accommodations.</p> <p>There were a total of 1488 student visits to the Assistive Technology Lab for the 15-16 school year and 966 visits during the 14-15 school year.</p> <p>Identified students with Hā'awi Kōkua:</p> <table data-bbox="602 913 1479 1291"> <tr> <td colspan="2">2015 – 2016:</td> </tr> <tr> <td>Fall – 119</td> <td>85% received accomm</td> </tr> <tr> <td>Spring – 102</td> <td>85% received accomm</td> </tr> <tr> <td colspan="2">2014 – 2015:</td> </tr> <tr> <td>Fall – 189 students</td> <td>74% received accomm</td> </tr> <tr> <td>Spring – 173 students</td> <td>72% received accomm</td> </tr> <tr> <td colspan="2">2013 – 2014:</td> </tr> <tr> <td>Fall – 180 students</td> <td>72% received accomm</td> </tr> <tr> <td>Spring – 173 students</td> <td>73% received accomm</td> </tr> </table> <p>Perkins data (Persistence /Successful Completion of Remedial Courses)</p> <table data-bbox="602 1459 1479 1837"> <tr> <td colspan="2">2015 – 2016:</td> </tr> <tr> <td>Fall – 86%</td> <td></td> </tr> <tr> <td>Spring – 78%</td> <td></td> </tr> <tr> <td>Successful Completion of Remedial Courses – 86%</td> <td></td> </tr> <tr> <td colspan="2">2014 – 2015:</td> </tr> <tr> <td>Fall – 46%</td> <td></td> </tr> <tr> <td>Spring – 51%</td> <td></td> </tr> <tr> <td>Successful Completion of Remedial Courses – 82%</td> <td></td> </tr> <tr> <td colspan="2">2013 – 2014:</td> </tr> </table>	2015 – 2016:		Fall – 119	85% received accomm	Spring – 102	85% received accomm	2014 – 2015:		Fall – 189 students	74% received accomm	Spring – 173 students	72% received accomm	2013 – 2014:		Fall – 180 students	72% received accomm	Spring – 173 students	73% received accomm	2015 – 2016:		Fall – 86%		Spring – 78%		Successful Completion of Remedial Courses – 86%		2014 – 2015:		Fall – 46%		Spring – 51%		Successful Completion of Remedial Courses – 82%		2013 – 2014:	
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	<p>Fall – 62%</p> <p>Spring – 79%</p> <p>Successful Completion of Remedial Courses – 80%</p>
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Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit’s challenges/obstacles.	<p>Participation in services is definitely this unit’s biggest obstacle. It is difficult to engage SWDs in offered services and even more so in responding to correspondence.</p>
Discuss changes and actions taken to address those challenges.	<p>In an attempt to engage SWD, Peer Mentors were assigned to each student. Peer Mentors attempted to contact each student through a variety of media including phone and e-mail. Correspondence was also tailored to reach our students by using e-mail, phone, and providing hard copies available to SWDs in the Assistive Technology Lab.</p> <p>It is also difficult to engage faculty and staff in training opportunities to create a greater understanding and appropriate provision of services to SWD.</p>
Describe and explain the results of these actions.	<p>Peer Mentors were assigned to each SWD and attempted contact throughout the year. Through services, the students who participated in Peer Mentoring services were provided individualized attention to their needs. Peer Mentoring services focused on developing skills needed to be successful in college as well as with assistance in linking SWD with appropriate services at the college and in the community. Peer Mentors also acted as a liaison between SWD and Disability Services Staff for communication and alerted staff if there were potential “red flags.” It appears that SWDs engaged in services, by the increased participation and visits to the Assistive Technology Lab.</p> <p>Instructional Videos were posted onto the Disability Services website in an attempt to allow Faculty and Staff to view these resources at their leisure. There were a total of 254 hits on the various videos posted.</p>

<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>This unit’s Peer Mentoring program is still being developed and more extensive training for the Peer Mentors is necessary to ensure that they are appropriately providing services and maintaining ethical boundaries with SWD. It appeared through monitoring that the needs of SWD are so significant, that they would spend more time with SWD than intended to. Peer Mentors also need to ensure that they are covering the curriculum developed by the Disability Services Office to assist with the development of skills that will assist them throughout their college career.</p>
	<p>A system needs to be explored and developed for monitoring the online video system. At this time there is not a way to follow up with an evaluation. This option is needed to assess the value of the video and to explore other areas that are needed by Faculty and Staff.</p>

ARPD Data

If ARPD data is available for the unit, please attach a copy of the ARPD data tables for the three years under review and submit with the Unit Review document.

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data for the three years under review as available from the unit’s records.

- a) If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.
- OR**
- b) If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.

Unit ARPD data, if available, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

<p>Describe, discuss, analyze, and provide context for the ARPD data, including the</p>	<p>APRD Data (1 – Not at all/Rarely, 2 – Sometimes/Somewhat, 3 – Often/Very)</p>
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<p>unit's health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.</p>	<p>2014</p> <p>Services for People With Disabilities</p> <table border="0"> <tr> <td>Frequency</td> <td>1.30</td> <td>1.35</td> <td>1.31</td> </tr> <tr> <td>Satisfaction</td> <td>2.00</td> <td>1.94</td> <td>2.12</td> </tr> <tr> <td>Importance</td> <td>2.00</td> <td>2.25</td> <td>2.20</td> </tr> </table> <p>2015</p> <p>Services for People With Disabilities</p> <table border="0"> <tr> <td>Frequency</td> <td>1.30</td> <td>1.35</td> <td>1.31</td> </tr> <tr> <td>Satisfaction</td> <td>2.00</td> <td>1.94</td> <td>2.12</td> </tr> <tr> <td>Importance</td> <td>2.00</td> <td>2.25</td> <td>2.20</td> </tr> </table> <p>2016</p> <p>Services for People With Disabilities</p> <table border="0"> <tr> <td>Frequency</td> <td>1.35</td> <td>1.31</td> <td>1.39</td> </tr> <tr> <td>Satisfaction</td> <td>1.94</td> <td>2.12</td> <td>2.14</td> </tr> <tr> <td>Importance</td> <td>2.25</td> <td>2.20</td> <td>2.24</td> </tr> </table> <p>The reflection of frequency is expected as this unit services Students with Disabilities (SWD) who voluntarily self-identify and only account for a small percentage of the entire student body. The ARPD data reflects that there is a small increase in the frequency of use for Services for People with Disabilities which is interpreted that through advocacy and outreach, SWDs are voluntarily identifying themselves with the Hā'awi Kōkua program and utilizing its services. The satisfaction of services has been slightly increasing and falls slightly above average. This increase demonstrates that the quality of services have been slowly increasing therefore becoming a better service to SWD.</p> <p>The continued struggle is that the due to the open enrollment policy at Hawaii Community College, the needs of SWD can be very high and the services being offered are very limited. Many of SWDs that are serviced by Hā'awi Kōkua are either transitioning from secondary schools which may provide more individualized supports or for non-traditional SWDs who require more support and assistance. Hā'awi Kōkua attempts to support SWDs as best as possible within the capacity of the institution and community resources.</p>	Frequency	1.30	1.35	1.31	Satisfaction	2.00	1.94	2.12	Importance	2.00	2.25	2.20	Frequency	1.30	1.35	1.31	Satisfaction	2.00	1.94	2.12	Importance	2.00	2.25	2.20	Frequency	1.35	1.31	1.39	Satisfaction	1.94	2.12	2.14	Importance	2.25	2.20	2.24
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<p>Describe, discuss, analyze, and provide context for unit data that was collected based on its specific</p>	<p>UO 1) Through participation in Hā'awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.</p> <p>Unit Output of Services: Measures</p>																																				

<p>operations and functions. Examples could include, but are not limited to work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.</p>	<p>Staff will collect and report the following data:</p> <ul style="list-style-type: none"> a) # of accommodations provided – 367 <ul style="list-style-type: none"> Note Taking 48 Recording of Lecture 142 Testing Accommodations 173 ASL 4 b) # of accommodations that students provide to instructors – 85 c) # of scheduled appointments <ul style="list-style-type: none"> Accommodation Appointments – 49 Personal Counseling – 23 Registration/Advising – 35 d) # of visits to the resource lab – 1488 <p>Unit Outcomes: Measures</p> <p>Student, faculty, and peer-provider responses to Unit services will be collected through targeted surveys sent to all SWD, faculty with SWD enrolled in their classes, and Peer Mentors/Note Takers providing services to SWD.</p> <ul style="list-style-type: none"> a) Students will report that accommodations and other services assisted with their learning and student success – 22/196 (11%) b) Faculty, Note Takers, and Peer Mentors will report that accommodations benefitted SWD students’ success and their opportunities to learn – 16/47 (34%) <p>Each year the Hā‘awi Kōkua provides ongoing services to identified Students with Disabilities (SWD) and assesses new SWDs for appropriate accommodations. In the 15-16 school year there was a total of 129 identified SWDs. In addition to accommodation provision, these students are able to access Personal Counseling/Other & Registration/Advising Appointments (as noted above) with the Disability Counselor.</p> <p>Students are surveyed each year to assess if accommodations/services assist with their learning and student success. Faculty/Staff/Service Providers are surveyed to assess if accommodations benefit SWD’s success and their opportunities to learn. Unfortunately there was a procedural glitch in the unit’s file sharing saving system resulting in the survey results being inadvertently deleted prior to analysis. For the upcoming year, this unit will review its procedures and create a better plan for data collection.</p> <p>We were only able to collect very limited survey data as reported above. Based on these results Hā‘awi Kōkua results fall well below the targeted goal.</p>
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UO 2) Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hā‘awi Kōkua staff.

Unit Output of Services: Measures

Staff will collect and report the following data:

a) log and track all services and service delivery data

Fall 2015

Note Taking – 22

Recording of Lectures – 66

Testing Accommodations – 87

ASL – 2

Spring 2016

Note Taking - 26

Recording of Lectures – 76

Testing Accommodations – 56

ASL – 2

b) log and track all staff outreach activities and direct advocacy

Collaboration/Outreach/Advocacy Interactions – 18

Consultations with Faculty/Staff - 81

c) # of hits on Unit training videos (Total of 254 hits)

Disability Services – 46

Word Accessibility – 11

Psychological Disorders – 40

Learning Disabilities – 31

Autism – 5

ADHD - 11

Strategies for Working with ADHD Students – 3

Memory Strategies – 17

Stress Management – 18

Test Taking Skills – 31

Note Taking Skills – 21

Time Management – 20

Unit Outcomes: Measures

Hā‘awi Kōkua will provide broad outreach to the entire campus to increase all Kauhale members’ awareness of HK services and the needs of Students with Disabilities.

a) Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.

b) Selected programs and participants will report increased awareness of HK services and the needs of SWDs.

** There was a procedural glitch in the Unit’s file sharing saving system resulting in the survey results being inadvertently deleted prior to

analysis. For the upcoming year, this unit will review its procedures and create a better plan for data collection.

One survey was recovered:

Fall 2015: Hā‘awi Kōkua Survey (20 respondents)

Do you receive accommodations? – 80%

If you receive accommodations, did you pick up your accommodation letter(s) from the Hā‘awi Kōkua Lab/Disability Services? – 74%

Did you provide your accommodation letter to your instructor? – 70%

Do you feel you can speak to someone on campus about your needs? – 84%

Do you feel you are able to navigate the campus without assistance? – 70%

If you are unable to navigate the campus, do you know who you may contact or visit for assistance? – 74%

Do you know where to access community resources – 60%

Do you know where to access college resources? – 50%

Due to poor response to training/workshops, Hā‘awi Kōkua attempted to reach the campus community by developing a series of training videos for faculty/staff as well as students. There were a total of 254 hits throughout the school year. We have yet to develop a plan to evaluate the trainings but are seeking resources to perform this task.

The survey that was recovered presented with promising results, however, there were only 20 out of 129 respondents to the survey.

Prior to the 2015 – 2016 year, assessment of this unit was based on satisfaction surveys.

Overall satisfaction results for the various services offered were rated on a scale from 1 – 5 (1 – poor to 5 – excellent)

	<u>13 – 14</u>	<u>14 – 15</u>
<u>SWD Report</u>		
Digital Recorder	4.2	3.7
Kokua Lab	4.7	4.5
Extended Time	4.6	4.3
Mid Term Monitoring	4.4	4
Lab Staff	4.7	4.8
Note Takers	4.2	4
<u>Instructor Report</u>		
ASL Interpreters	5	5
Note Takers	4.7	4.3

	<p>Note Taker Report of Student (Added in 2015) 4</p> <p>This data showed that the overall satisfaction of services was declining, however, the data collected is subjective and based on a very limited amount of responses, therefore, the results were not reliable.</p> <p>The result was to revise the type of data collected, how it is collected, and what information should be assessed.</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the unit’s activities during the review period.</p>	<p>This unit is reporting on brand new outcomes developed in the 14-15 year. The method of data sources and collection are newly developed to assess these outcomes.</p> <p>The biggest factor was the glitch in the unit’s file sharing system. The results reported may be incredibly skewed due to the very limited responses received. The data collected from the responses are just a portion of what could be recovered and may not accurately reflect the services provided/offered.</p> <p>Another factor that could’ve affected the unit’s report is the difference in services/resources/involvement among the two campuses. This report reflects results all responses for the entire island.</p>
<p>Discuss other strengths and challenges of the unit that are relevant to understanding the unit’s activities during the review period.</p>	<p>Hā’awi Kōkua strengths are that its services are student based. Constant efforts are being made to research and implement services that will benefit our unique population. However, due to the diverse needs of our students it is difficult to implement overall strategies that will benefit each individual.</p>

<p><u>Contributions to the College: Discuss how the unit aligns with and supports the College’s institutional effectiveness and how it contributes to the shared goals of the campus Kauhale.</u></p>	
<p><i>College Mission: “Hawai’i Community College (Hawai’i CC) promotes student learning by embracing our unique Hawai’i Island culture and inspiring growth in the</i></p>	<p>Hā’awi Kōkua supports the College’s Mission statement by providing supports to students with disabilities so that they can equally access their education, encourage full participation in their college experience to reach their educational goals, and by offering reasonable and fair accommodations in the least restrictive environment so that students with disabilities can achieve academic success.</p>

<p><i>spirit of "E 'Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community."</i></p>	
<p><u>Institutional Learning Outcomes (ILOs):</u></p>	<p>ILO 1: Our graduates will be able to communicate effectively in a variety of situations.</p> <p>Hā'awi Kōkua supports its students by encouraging independence, self-determination, and advocacy skills. The staff encourages SWDs to discuss their individual needs with others or to access resources that may assist with communication so that they are able to function as independently as possible.</p> <hr/> <p>ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.</p> <p>Hā'awi Kōkua encourages its students to become independent, responsible, and productive community members. SWDs are encouraged to seek resources in the community if needed for assistance in meeting their needs. They are encouraged to utilize appropriate coping and problem solving skills needed to make life and career choices. When students may require additional supports, the center acts as a support service to assist with problem solving or community navigation.</p> <hr/> <p>ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.</p> <p>Hā'awi Kōkua students are part of a group that often times face discrimination. Despite their challenges and barriers, they are encouraged to advocate for their needs and to be a functional member of society. Staff encourages self-advocacy skills and the use of coping/problem solving skills to become as independent as possible and how to access resources that assists them. The hope is that our population of students will become less service dependent and more independent.</p>

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The Unit’s Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the unit during the review period, please see the following websites:

Assessment website: <http://hawaii.hawaii.edu/files/assessment/>

Assessment Reports/Resources: <http://hawaii.hawaii.edu/files/assessment/reports/>

- The unit faculty/staff have reviewed the unit’s outcomes as listed on the assessment website (URL above) and hereby affirm that the listed service outcomes are correct.
- The unit faculty/staff have reviewed the unit’s outcomes as listed on the assessment website (URL above) and hereby affirm that service outcomes are not correct and need to be revised, or are not listed and need to be listed.

If the unit outcomes listed on the assessment website needs revision or are not listed, please contact the Institutional Assessment Coordinator at reshelad@hawaii.edu .

Unit Outcomes (UOs)

Please list the approved Unit Outcomes (UOs) as listed on the assessment website or the unit’s website or other official records.	<ol style="list-style-type: none"> 1. Through participation in Hā’awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources. 2. Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hā’awi Kōkua staff.
Provide a summary discussion of the <u>overall</u> results of all UO assessments undertaken during the 3-year review period. Include a discussion of the unit’s successes and challenges in meeting its Unit Outcomes.	<p>This unit changed its UO’s for the 15-16 year.</p> <p>From 2013 – 2015, the UOs for this unit was as follows:</p> <ol style="list-style-type: none"> 1. Hā’awi Kōkua will provide Students with Disabilities (SWD) with academic accommodations and learning strategies to increase student success and retention. 2. Hā’awi Kōkua will provide SWDs with support and technological resources through the utilization of the assistive technology lab & staff.

	<p>Prior to the 2015-2016 school year, this unit based its performance on subjective outputs which did not create opportunities for growth. Our data was collected through satisfaction surveys on accommodations and services that cannot really be manipulated or changed.</p> <p>During the 2015-2016 this unit worked with the Assessment Coordinator to create outcomes that would create relevant data collection and look at its practices and service delivery. The collection of meaningful data would assist this unit to better the services that are provided to its intended student population.</p>
<p>Describe how the unit's faculty/staff regularly discussed and used overall assessment results to plan for improvement.</p>	<p>Following the completion of each annual report, the staff would meet to discuss the results.</p> <p>This unit met with the assessment coordinator to develop new unit outcomes and method for data collection.</p>
<p>Discuss the implementation of these improvement plans and consequences for overall unit improvement.</p>	<p>It was determined that additional supports, resources, and interventions were needed to assist SWD with successfully completing their courses at HawCC. Through discussion, the evolution of the Perkins strategy was revised to incorporate a more individualized approach to supporting SWDs. Also to increase support for SWD by creating a welcoming environment for SWD at the center.</p> <p>It was difficult for this unit to continually discuss the implementation of the improvement plan due to location of staff. It often seemed that it was difficult to provide identical services on the East and West Hawaii campus due to the difference in resources and difficulty in communication.</p> <p>Another consequence that occurred was the procedural glitch in the unit's file sharing system which resulted in the results being inadvertently deleted prior to analysis. It was determined that more frequent oversight and monitoring of data collection is needed to ensure that the data is being collected and maintained for assessment.</p>

PART II: UNIT ACTION PLAN

<p>Describe and discuss the unit’s action plan to improve services, functions, and operations, and to support student learning for the next 3 years, from July 1, 2016 through June 30, 2019.</p>	<p>Benchmarks and Timelines</p>
<p>Action Goal 1:</p> <p>Create a better system to collect and save the data collected from the surveys.</p>	<p>Benchmarks/Timelines:</p> <p>2016-2017</p>
<p>How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit’s outcomes (UOs)?</p> <p>A better plan to save the data collected from the responses of the surveys will be developed to ensure that the data can be accessed and accurately reported. Survey schedules will be created and noted to ensure accurate implementation dates. Feedback from the surveys are also very limited, therefore, dates for they surveys to be sent out will be looked at to ensure that it’s not during times where students are preoccupied with other deadlines. Surveys will be sent out 3 times per semester to get an accurate reflection on services at different times during the semester.</p>	
<p>Action Goal 2:</p> <p>Service delivery will be assessed to ensure that SWDs are getting what is needed from the accommodations. If needed, services will be analyzed to ensure appropriateness and effectiveness.</p>	<p>Benchmarks/Timelines:</p> <p>2016-2017</p>
<p>How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit’s outcomes (UOs)?</p> <p>Improvement of service need to be constantly be explored to ensure that this unit is appropriately meeting the needs of its students and is keeping abreast of current trends in the field. This unit is constantly exploring strategies that are effective for the students as well as efficient and reasonable for the institution.</p>	
<p>Action Goal 3:</p> <p>Research & develop evaluation of training materials.</p>	<p>Benchmarks/Timelines:</p> <p>2016-2017</p>
<p>How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit’s outcomes (UOs)?</p>	

There were a total of 254 hits on the training videos posted on the Disability Services website. However, there isn't a method for collecting feedback to assess if the videos are meaningful and helpful and to identify if additional trainings are needed.

Describe and discuss any specific strategies, tactics, activities, or plans for:	
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	<p>There are no current plans for modifications, however, due to the constantly evolving trends in disability law and in the development of assistive technology, it is beneficial for the staff to be provided with the opportunity for training and exploration of resources as well as with networking with other providers.</p> <p>With the recent creation of the Mental Health Counselor position, it is hoped that a partnership with the two services can be developed to better meet the needs of this student population through the creation of better support services.</p>
Changes to assessment practices, activities, or projects.	This unit reported on brand new unit outcomes for the 2015-2016 year. The data collection for these new outcomes also was drastically revised. As a result, a lot of the data collected was inadvertently deleted therefore creating skewed results. This unit will need to develop a better system to collecting and maintaining its data to ensure that the results are an accurate reflection of its functioning.
Increases or changes in student support activities and services to support student learning and achievement.	This unit has recently extended its peer mentoring service to all students, not just CTE students. Prior to this year, only CTE

	students were receiving peer mentoring covered by Perkins funding.
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<p>Discuss how the unit’s action plan will help the Kauhale achieve the four Initiatives in the College’s <i>Strategic Directions 2015-2021</i> plan: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	
Hawai‘i Graduation Initiative	Hā‘awi Kōkua supports this initiative by supporting its students to complete their education at Hawaii Community College. Our population has specific needs which creates barriers that to their education. Hā‘awi Kōkua provides strategies, accommodations, and modifications to this population to support them throughout their education. This unit also is constantly working to explore and implement new strategies that are more efficient for the college and students.
Hawai‘i Innovation Initiative	N/A
21st Century Facilities (21CF) – Modern Teaching and Learning Environments	N/A
High Performance Mission-Driven System	Hā‘awi Kōkua will continue to explore and implement more cost effective and efficient strategies with their students through collaboration with other disability services personnel and participation in professional development opportunities.

Explain how the unit's action plan contributes to the College's achievement of the performance-based measures below.	
Degrees & Certificates	Hā'awi Kōkua provides support, resources, and accommodations to its students to assist them in pursuing their degree or certificate. It is the goal of this unit to implement strategies that will aid in this population's successful completion of their program. Through providing accommodations and education to faculty & staff, this unit aims to provide support and awareness to Students with Disabilities.
Native Hawaiian Degrees & Certificates	This unit supports all Students with Disabilities, including Native Hawaiians.
STEM Degrees & Certificates (include 4-Year Degrees)	This unit supports all Students with Disabilities in all programs.
Pell Grant Recipients Degrees & Certificates	The SWD population is divided, many of them are not eligible for Pell since they were on a certificate track in High School. For the students that receive Pell, this unit provides appropriate accommodations and modifications to assist them with attaining their degree or certificate.
Transfers to UH 4 Year/Transfers to non-UH 4 Year	This unit supports transfer by working with 4 year institutions to ensure continuity of services for SWD through collaboration with their disability services office.

IPEDS Success Rate	This unit supports student persistence and graduation by providing accommodations and supports to its special population, students with disabilities.
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Suggestions for Improvement:
 If there are any suggestions the unit’s faculty/staff would like to share with the College about improvements to/for the unit, raising the College’s overall enrollment, improving overall student engagement and success, or any other matter that can help the College increase our overall institutional effectiveness, please provide this feedback below.

PART III: Resources Needed

Note: “Budget asks” for all categories may be included in the Comprehensive Review.

Based on the unit’s overall AY 2014-16 assessment results, other relevant unit information and data, and the unit’s overall action plan to improve services, functions, operations, and support for student learning, describe and discuss below the unit’s resource needs and cost-item “budget asks” for the 3-year period from July 1, 2016 through June 30, 2019.

Resource Inventory

Describe the status of the following faculty/staff unit resources, as applicable:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	This unit requires a better location that will decrease noise and traffic. Hā‘awi Kōkua is currently able to function in its current location, however, SWDs would highly benefit if the center was located in a place with less distraction. This would create a space that would support their unique needs and this unit would better able to provide better confidentiality.
Adequate Student Support Services (academic advising, counseling, career guidance).	The APT A position in West Hawaii will be vacated. There are no plans to replace the position and the duties of this position will be covered by the Coordinator and APT position in East Hawaii. Due to the increased responsibilities and the need for the APT to function independently

	without supervision on both campuses, it would be beneficial to reallocate this position to an APT B.
Safe workplace.	Due to the population of students this unit works with, it would be beneficial for this unit to be provided with safeguards should a student exhibit disruptive or dangerous behaviors. Since this unit also supports the Mental Health Therapist, a system to ensure safety for all parties should be sought including access, an alerting system, and crisis intervention plan.
Adequate and up-to-date computers and software (for unit needs).	This unit has adequate and up-to-date computers.
Adequate computer access to allow faculty/staff to do their jobs.	This unit has access to computers to carry out its functions.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	This unit receives training in technology by its vendors.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	This unit has adequate training in audiovisual technology to carry out its functions.

Resource Category	Resources the unit needs to operate effectively:	Resources the unit already has:	What is the unit's resource gap?
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A. Personnel			
1) Positions (Functions)	1 APT – B	2 APT – A	Approx. \$10,000/yr
2) Professional Development	\$6000	\$0	\$6000
B. Operating Resources			
1) Supplies			
2) Contracts			
3) Equipment			
4) Space and Facilities	Larger space/DS Counselor Office within close proximity	388-104/106	Unknown location
C. Technology			
1) Hardware			
2) Apps or Software			
3) Tech Support			
4) Tech-related Professional Development			
5) Tech labs / facilities			

RESOURCE REQUESTS:	
For each “budget-ask” item, provide the following information:	
Describe the needed item in detail.	This unit needs to explore a different space to conduct its services. The current space is located in building 388 which has very high traffic. This traffic creates a lot of noise and distraction such as

the constant slamming of the exterior door and conversations right outside the office for our students, which makes it difficult to study and test in our center. In addition, there are confidentiality issues that are compromised due to the location. Students are often discouraged from entering our center if there are a lot of students waiting for their class right outside the door.

Additionally, the center has been providing support to the Mental Wellness & Personal Development Service since there is no support staff. For safety and workflow reasons, it would be beneficial for all the offices to be in close proximity. If a space is allotted that allows greater confidentiality the Hā'awi Kōkua Center, Disability Services Counselor, and Mental Health Therapist would be able to conduct activities in the center which also could provide support and a space for Veterans.

The APT in East Hawaii will be taking on additional tasks due to the projected loss of the APT position in West Hawaii. This position is responsible for independently overseeing the island wide employment of 15-21 student employees who provide note taking and peer mentoring services. The supervision of the employees who provide services to Students with Disabilities requires the considerable knowledge of disability law & regulations, complex problem solving, and a variety of skills to provide appropriate interventions. Also included in these tasks are the development of programs and curriculum used by Peer Mentors that takes into account the understanding and implementation of concepts and subject matter concepts while ensuring that the intended student population meets the mission and outcomes of this unit. Included in these tasks are the data collection for service delivery and overall satisfaction. This position requires the understanding and interpretation of Disability Laws and regulations to supervise and intervene with services provided and to develop alternate individualized interventions for Students with Disabilities. In addition to these duties, this position is responsible for researching, developing, and implementing new strategies based on the development of new assistive technology & resources.

<p>Provide complete information about known or estimated cost(s).</p>	<p>There should be no additional cost if there is a classroom/office swap in a location with less traffic & noise, preferably on the perimeter of campus.</p> <p>Estimated cost for the reallocation of this position will be approximately \$10,000 annually. Cost savings would equal approximately \$33,000 with the termination of the West Hawaii position.</p>
<p>Provide details about timeline(s) for procurement and activation/implementation.</p>	<p>If the center/office should be relocated, it should occur sometime in the summer so that services can be minimally impacted.</p> <p>The APT – A position in West Hawaii will be vacated during 2016. It would be beneficial to reallocate this position as soon as possible as the job duties and tasks will be covered once the West Hawaii position is vacated.</p>
<p>How does this align with the unit’s Action Plan above?</p>	<p>The APT position will be responsible for the development of data collection, implementation dates, and data analysis. The oversight of the services will also be placed under the responsibility of the APT. Disability Service Coordinator will provide feedback and instruction which will then become the tasked to the APT for research of current assistive technology & accommodation trends, development of interventions, and implementation.</p> <p>The reallocation of space would greatly improve service delivery and function to the intended population. If provided a better space with less distraction and increased confidentiality, it is hoped that students would access the center more frequently and the amount of services such as testing accommodation and other “distraction free’ services would increase in utilization. If provided a more accessible and larger space, there could be more services such as group supports and services to various populations including students receiving Mental Health services, Veterans, and Students with Disabilities. The center also welcomes all students to utilize the center, however, priority is placed on the Special Populations.</p>
<p>Identify how the item aligns with one or more of the 2015-2021</p>	<p>This items listed above aligns with the Strategic Directions by providing student support to increase the retention and success of the special populations that it services. This unit is working to</p>

<p><i>Strategic Directions'</i> four Initiatives.</p>	<p>improve and stabilize student support services for Students with Disabilities.</p>
<p>Discuss how the item will help the unit support improvements in student learning and attainment of the unit's outcomes and the College's institutional learning outcomes.</p>	<p>With the addition of these resources, it is projected that these special populations of students will be able to receive better quality of support services.</p> <p>Hā'awi Kōkua supports its students by encouraging independence, self-determination, and advocacy skills. The staff encourages SWDs to discuss their individual needs with other of to access resources that many assist with communication so that they are able to function in society. Students are also encouraged to become independent, responsible, and productive community members. SWDs are encouraged to seek resources in the community if needed for assistance in meeting their needs. They are encouraged to utilize appropriate coping and problem solving skills needed to make life and career choices. When students may require additional supports, the center acts as a support service to assist with problem solving or community navigation. Students with disabilities are a group that often times face discrimination, however, despite their shortcomings they are encouraged to advocate for their needs and to be a functional member of society. Staff encourages self-advocacy skills and the use of coping/problem solving skills to become as independent as possible and to seek out resources in the community. The outcome is for students to become less service dependent.</p>

<p>RESOURCE REQUESTS:</p> <p>For <u>each</u> "budget-ask" item, answer the following questions:</p>	
<p>What are the implications or consequences for the unit if this request is not funded?</p>	<p>If the space is unable to move location, the center will continue to face barriers such as being a confidential, quiet, and safe space for special populations of students. For students that receive specialized testing accommodations which require proctoring or to be administered in a "distraction free" area, another location</p>

	<p>will have to be sought to be implemented. The center will continue to face barriers such as assuring confidentiality to students with the constant traffic that moves through the current building and being a resource to the Mental Health Therapist located in a different building. If the three offices were located in the same area, there would be additional safety measure that could be implemented to ensure the safety when working with high risk students.</p> <p>Without the reallocation of APT – A to APT – B, there would be a gap in the ability to perform independently placing a barrier on the two person disability services office. There would be less responsibility placed on the APT position resulting in the coordinator taking on additional tasks which would affect the focus and time placed on the oversight and progress of the students with disabilities.</p>
<p>How can the unit build, create, or develop the needed resources within its existing capacity?</p>	<p>This unit is able to carry out its functions within the current space, although it isn't ideal.</p> <p>The reallocation of the APT position in East Hawaii can be reallocated with the loss of the APT position in West Hawaii.</p>
<p>Can other resources be re-purposed to accommodate this need?</p>	<p>Not at this time.</p>
<p>Are there other sources to fund this need, such as grants, community partnerships, etc.?</p>	<p>Not at this time.</p>
<p>Can this need be deferred? If so, for how long? What are the consequences if deferred?</p>	<p>This request can be deferred, however, the services to students would be not ideal. It would also be difficult to provide additional services to various populations within the current space.</p>