

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

Hā'awi Kōkua – Disability Services

March 2, 2015

July 1, 2013 to June 30, 2014

Initiator:

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

Unit Review Outline

Cover Sheet

Outline Page

Unit Description

Unit Mission

3YR Review Report Summary

CERC Comments and Feedback

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

B. ARPD Data Analysis

C. Other Data, Trends & Factors

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

B. Strengths & Weaknesses

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed

B. Expected Level of Achievement

C. Assessment Strategy/Instrument

D. Results of Unit Assessment

E. Next Steps

Part IIIB: Unit Outcomes and Assessment

A. Course Assessment

B. 20% Course Review

Part IV: Action Plan

A. Previous Goals (Unit Actions) & Planning

B. New Goals (Action Strategies) and Alignment

Part V: Resource Implications

A. Cost Item 1

B. Cost Item 2

B. Cost Item 3

Part VI: Justification for Unit Existence

Unit Description

(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)

The Hā'awi Kōkua program services students with disabilities (SWD) enrolled at Hawaii Community College both in East and West Hawaii. Information about services are disseminated through a variety of means such as brochures and syllabi to current and prospective students. The purpose of Hā'awi Kōkua is to provide increased support for all its students since their needs may be greater than the general population. Student participation is strictly voluntary and based on their own 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 barriers. If the student does not believe that an accommodation is needed 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 evaluated by the department to ensure effectiveness and efficiency.

Hā'awi Kōkua also has an assistive technology (AT) lab located on the East Hawaii campus to meet the needs of SWD. There are 8 individual stations that are designed to promote a distraction free setting for SWD to study and utilize AT software. Training and assistance for SWD can be provided by the Educational Specialist or Student Assistants who maintain the lab. The lab has been opened to allow other students to utilize the software, however, priority is given to SWD. The types of assistive technology in the lab are Sorenson Video Phone, Kurzweil Reader 3000, Zoom text, Interact, Captionmaker, and Dragon Dictate. The staff in the lab are trained to provide services such as provision of general information and assistance with application process, supporting the needs of the students with navigation of resources, utilization of the assistive technology, and proctoring of written and oral exams.

Hā'awi Kōkua also works to assist faculty with information and support. They are welcomed and encouraged to discuss any concerns or questions regarding students with the counselor. New trainings are being researched and developed to assist instructional faculty and staff to better manage not only SWD and their specialized needs but also to handle difficult behaviors in the classroom.

Hā'awi Kōkua services funding are twofold. Services and supports provided to support students who are identified CTE majors are funded through Carl Perkins funds. General funds support students who are LBRT majors. Disabilities counselor will prepare a proposal for Perkins funding annually to assist with cost of services for CTE majors.

The Hā'awi disabilities counselor also offers support for students with their daily activities or stressors, providing guidance on self-advocacy skills such as speaking to their instructors, promoting skills to address and compensate for their barriers, mid-term monitoring, and general oversight to ensure that the services provided are of good quality. Utilization of the lab is highly promoted and encouraged to be used by the students and activities for the students were planned in the lab to expose students and encourage its use. The counselor also coordinates with UH Hilo's mental health counseling services to provide a satellite office on the Manono Campus.

Unit Mission

Hā'awi Kōkua's mission is to provide an equal opportunity for individuals with disabilities to gain maximum benefits from their educational/learning experience by participating fully in their courses and activities that are offered at Hawai'i Community College.

3yr Review Report Summary— *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.*

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.

Look up 2014ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/index.php>

List below any data elements related to the Unit.

	2011-2012	2012-2013	2013-2014

B. ARPD Data Analysis -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

- Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy
- If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.

Demand Health	Efficiency Health	Effectiveness Health

Overall Health

C. Other Data, Trends & Factors -- Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.

- Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.
- Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.
- Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Example:

There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.

Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the 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.

Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example:

The unit supports the UH Community College's mission by providing:

- *access to post-secondary education in Hawaii*
- *training workforce needed in the State, the region, and internationally*
- *opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
- *contributions that stimulate the cultural and intellectual life of the community*

Hā'awi Kōkua's supports the UH Community College's mission by:

- Providing supports to students with disabilities so that they can equally access their education
- Encouraging full participation in their college experience to reach their educational goals.
- Offering reasonable and fair accommodations in the least restrictive environment so that students

with disabilities can achieve academic success.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO1.”

Example:

OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

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 in society.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO2.”

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.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO3.”

Hā'awi Kōkua students themselves are part of a group that are discriminated against. 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 how to access resources that assists them. The hope is that our population of students will become less service dependent and more independent.

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example:</i>	<i>Example:</i>

OCET hires knowledgeable and responsive instructors	Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.																				
S1 Satisfaction of Services	Surveys are sent out to students at the end of each semester. Based on a scale of 1-5 (1 – least satisfied, 5 – most satisfied) students reported an average of 4.15 satisfaction on digital recorder accommodations, 4.722 satisfaction with the assistive technology offered in the Kokua Lab, 4.581 satisfaction on extended testing time accommodations, 4.357 satisfaction on mid-term monitoring, 4.732 satisfaction with staff, and 4.1818 satisfaction of note takers. Instructors rated 5 satisfaction with ASL services and 4.6875 satisfaction with note taking services.																				
S2 Student Served	100% of students that provided documentation and completed an application for services were evaluated for accommodations. If no accommodations were requested or needed, student was offered supports from the counselor and staff or linked to other resources that may assist them.																				
S3 Successful implementation of services offered through Perkins strategy	<p>Ha’awi Kokua receives Perkins funding to assist with the success rate/retention of CTE students. Through our Perkins proposal and mentoring services offered, there has been a gentle increase in the success rate of CTE students enrolled in remedial Math, Reading, and Writing courses.</p> <p style="text-align: center;">Students enrolled in Remedial Math, Reading, and Writing courses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Math</u></th> <th style="text-align: center;"><u>Reading</u></th> <th style="text-align: center;"><u>Writing</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fall 2013</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Total Passed</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">Spring 2014</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Total Passed</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">52%</td> </tr> </tbody> </table>		<u>Math</u>	<u>Reading</u>	<u>Writing</u>	Fall 2013				Total Passed	44%	46%	40%	Spring 2014				Total Passed	60%	70%	52%
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2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i> Lack of island-wide professional staffing	<i>Example:</i> Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.	<i>Example:</i> Hire a program coordinator for West Hawaii (see Resource Implication).
W1 Lack of resources	A majority of students (30-40%) identified with the Ha’awi Kokua Program are diagnosed with Psychological Disorders.	1.0 FTE Mental Health counselor to concentrate on addressing the needs of our students with Mental Health

	They require wrap around services to meet their needs. The resources in our community for these individuals are very poor leading to additional barriers in their education. They are unable to access mental health services and medication management leaving these individuals with difficulties in school.	issues. They would be able to assist students with the diagnosis and treatment of various Mental Health issues to assist with attaining diagnostic information and documentation needed for accommodations and to provide ongoing treatment. They would also be able to coordinate with disability services to provide appropriate strategies and interventions as well as providing linkages to other mental health resources and facilitate group supports to benefit this student population.
W2 Faculty Outreach	There is little to no response to trainings offered to faculty & staff.	Provide online training modules that faculty can access to provide information to faculty and staff on disability related issues that can be accessed at any time by anyone via online resources.
W3 Staff	2 recently hired APT staff was hired (One position in East Hawaii and one position in West Hawaii).	Counselor will encourage training opportunities and will provide direction to staff. Counselor will work in collaboration with W.HI counselor to provide supervision to W.HI APT.

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

<i>Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community</i>
(UO1) Hā'awi Kōkua will provide Students with Disabilities (SWD) with academic accommodations and learning strategies to increase student success and retention.
(UO2) Hā'awi Kōkua will provide SWDs with support and technological resources through utilization of the assistive technology lab and staff.

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

Excellent – 100% of students that self-identified with a disability will be assessed for accommodations. 75% of students with disabilities will successfully complete, transfer, or persist.

Good – 95% of students that self-identified with a disability will be assessed for accommodations. 65% of students with disabilities will successfully complete, transfer, or persist.

Fair – 90% of students that self-identified with a disability will be assessed for accommodations. 55% of students with disabilities will successfully complete, transfer, or persist.

Poor – 85% of students that self-identified with a disability will be assessed for accommodations. 45% of students with disabilities will successfully complete, transfer, or persist.

Excellent – Students will express at least 4.5 out of 5 on a satisfaction survey of the Assistive Technology Lab & Staff that is distributed at the end of each semester.

Good – Students will express at least 4.0 out of 5 on a satisfaction survey of the Assistive Technology Lab & Staff that is distributed at the end of each semester.

Fair – Students will express at least 3.5 out of 5 on a satisfaction survey of the Assistive Technology Lab & Staff that is distributed at the end of each semester.

Poor – Students will express at least 3.0 out of 5 on a satisfaction survey of the Assistive Technology Lab & Staff that is distributed at the end of each semester.

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.

Strategy/Instrument 1: Satisfaction surveys sent to students at end of each semester.

Strategy/Instrument 2: Success rates of identified population at the end of each semester.

Strategy/Instrument 3:

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.

UO1 - Good

In Fall 2013, there were a total of 180 students identified as a SWD with the Ha'awi Kokua program. Of those students, 100% of them were assessed for accommodations. 72% of students were provided with some type of accommodation and 28% were not. 62% of the students earned a transferred or earned a credential, certificate, degree or persisted to the Spring.

In Spring 2014, there were a total of 166 students identified as a SWD with the Ha'awi Kokua program. Of those students, 100% of them were assessed for accommodations. 73% of students were provided with some type of accommodation and 27% were not.

UO2 - Excellent

Surveys are sent out to students at the end of each semester. Based on a scale of 1-5 (1 – least satisfied, 5 – most satisfied) students reported an average of 4.722 satisfaction with the assistive technology offered in

the Kokua Lab and 4.732 satisfaction with staff. Ha'awi Kokua is constant striving to implement new resources that may assist the SWD population and offer services to meet their needs.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	Evaluation of Change 1:
Change 2:	Evaluation of Change 2:

E. Next Steps – Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.

Future efforts will be placed on early interventions with students and providing more outreach to SWDs to meet their needs. They will each be assigned to peer mentors and other supports that will assist in their success.

Part IIIB: Course Assessment & 20% Course Review

(Section IIIB pertains only to units with courses)

A. Course Assessment

1) Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification:

Embedded in PLO#1 are PLO's 2, 3, 4, & 5

2) Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

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3) Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

<i>Example: SAMPLING- College records for seven (all) 2009 program graduates</i>
Strategy/Instrument 2:
Strategy/Instrument 3:
Strategy/Instrument 4:

4) Results of Course Assessment -- Provide a summary of assessment results.

<i>Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a “C” grade or better. 1/7 students received an incomplete grade.</i>

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

5) Next Steps -- Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.

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B. 20% Course Review

1) Courses Reviewed -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title

2) 20% Course Review Schedule -- Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i> Goal: Increase opportunities for island-wide training AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i> Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.</p>
<p>Goal (or AMP #.#) For the upcoming year, to increase retention and student success, Ha'awi Kokua will continue to provide support and accommodations by developing groups to teach learning strategies and study skills to our students.</p>	<p>Develop support groups for SWD in remedial Math courses to meet with a mentor and assist with learning strategies and skills to increase success.</p> <p>SWD participation was poor, only 5 students participated for Fall and 7 students in Spring. However, the feedback from students that participated was positive.</p> <p>Scheduled trainings on learning strategies for students, only 1 student participated.</p>
<p>Goal 2 To develop trainings and resources for faculty to better manage and support students with disabilities in the classroom.</p>	<p>Gathered information on trainings to be offered to faculty and staff. Discussed the possibility with Mental Health Counselor, is unable to do any trainings at this time due to workload. Need to find other resources to provide training materials.</p>
<p>Goal 3</p>	

B. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

Goal 1 -- Example: Reduce non-credit course cancellation rates to less than 20%.

Develop a more individualized strategy to cohort based groups to one to one mentoring to increase participation and student success in remedial courses.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale

Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.

By increasing the success rate of our students in remedial courses, student will be able to successfully complete their curriculum and graduate from HawCC meanwhile learning problem solving and communication skills therefore becoming independent, responsible, and productive community members.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.

Goal 1 aligns with A.2.4 by providing strategies and supports to the identified high risk populations, Students with Disabilities to pass remedial classes.

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<i>Example: Reduce non-credit course cancellation rates to less than 20%.</i>		X		X		

<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • include collaboration efforts w/other campuses • include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<p><i>Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.</i></p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Determine base cancellation rate. 2. Improve marketing strategies 3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts. 	<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Completed for this Annual Review 2. Ongoing with training and collaboration efforts 3. Ongoing as new strategies are implemented Spring/Summer 2015
Identify SWD and classes registered for Fall	August 2014
Sort information and develop schedule for peer mentors and cohorts to meet based on subject, class time, and availability	August 2014
Facilitate cohorts using accommodation materials such as notes taken, captioned videos, and lecture materials	2014 Fall semester
Identify SWD and classes registered for Spring	January 2015
Sort information and develop schedule for peer mentors and cohorts to meet based on subject, class time, and availability	January 2015
Facilitate cohorts using accommodation materials such as notes taken, captioned videos, and lecture materials	2015 Spring semester
Collect and analyze data from the past school year	June 2015

Define Goal (Action Strategy) 2

Plan at least two faculty trainings on topics that have been requested.

Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale

In an attempt to better support SWD with their specific needs, faculty and staff will be better able to assist this population with gaining knowledge to be a functional member of society and a contributing member of society.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Goal #2 aligns with action strategy A.2.1 by assisting in providing SWDs with training personnel to meet their specific needs to ensure their success.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- include collaboration efforts w/other campuses
- include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

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Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Gather resources to provide trainings to faculty and staff	Fall 2014
Offer at least two trainings.	Spring 2015.

Define Goal (Action Strategy) 3

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Alignment of Goal 3 to ILO(s)

Explain how Goal 3 aligns with ILO(s) and provide supporting rationale

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i>

Alignment of Goal 3 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

	<p>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</p>
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> include collaboration efforts w/other campuses <p>include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).</p>

Calendar of planned activities for Goal 3 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
<i>Example: 1.0 fte APT B, West Hawaii</i>	<i>Personnel</i>	\$55,000
Hire 1.0 FTE Mental Health Counselor	Personnel	\$60,000

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p><i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i></p>
<p>The presence of a Mental Health Counselor at the HawCC campus will be able to services the students both on the East & West Hawaii campus, act as a resource to the students who require immediate attention, and be a resource to Ha’awi Kokua to assist with diagnostic information and/or documentation needed for accommodation requests. Mental Health Counselor would be to work in collaboration with Ha’awi Kokua to make recommendations to what strategies and/or interventions would work for specific student populations and work with faculty/staff on how to manage students with difficult behaviors.</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

<p>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p><i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i></p>
<p>Cost item 1 would align with Action strategy by providing the necessary academic and student support services, focusing on high risk students.</p>

Alignment of Cost Item 1 to Strength(s)

<p>Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>
<p><i>Example: No Alignment</i></p>
<p>Cost item #1 would align with Strength #2 - Student Served by ensuring that 100% of students that provided documentation and completed an application for services were evaluated for accommodations. If no accommodations were requested or needed, student was offered supports from the counselor and staff or linked to other resources that may assist them.</p>

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Cost item #1 would align with Weakness #1 - Lack of resources as a majority of students (30-40%) identified with the Ha'awi Kokua Program are diagnosed with Psychological Disorders. They require wrap around services to meet their needs. The resources in our community for these individuals are very poor leading to additional barriers in their education. They are unable to access mental health services and medication management leaving these individuals with difficulties in school. 1.0 FTE Mental Health counselor to concentrate on addressing the needs of our students with Mental Health issues. They would be able to assist students with the diagnosis and treatment of various Mental Health issues to assist with attaining diagnostic information and documentation needed for accommodations and to provide ongoing treatment. They would also be able to coordinate with disability services to provide appropriate strategies and interventions as well as providing linkages to other mental health resources and facilitate group supports to benefit this student population.

Cost item #1 would assist with Weakness #2 - Faculty Outreach as they may be better able to provide trainings to the response rate of trainings offered to faculty & staff would be better.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

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Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

C. Cost Item 3

Description	Type <ul style="list-style-type: none">● Personnel● Facilities● Equipment● Health/Safety● Others (Define)	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Unit Existence

Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.

(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

This unit works to ensure compliance with ADA and section 504 requirements for the institution. Ha'awi Kokua assists the SWD population with a vital support system in the navigation of college and community resources to successfully complete their education career and to transition into the community and become a productive member in society. Ha'awi Kokua collaborates with community partners to assist a continuity of service for individuals with disabilities both while enrolled as well as following their exit from HawCC.

The unit's funding for accommodations is primary funded through Carl Perkins, Title I funds. Students are encouraged to apply with other community resources that assist with funding accommodations. Currently, Ha'awi Komua iis attempting to research other sources to provide our students with appropriate accommodations.

It is important that there are trained personnel to assist with the specific needs of SWDs to ensure their supports and is able to work with faculty and staff on identifying resources, gaining skills, and utilizing different approaches to work with certain individuals thus creating a safe and supportive environment for all learners regardless of skill level.