

HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT

Hā'awi Kōkua – Disability Services

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Review Period
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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. 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/program-unit-review/>

Unit Description

Please provide a brief description of your Unit. Include your Unit Mission statement.

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.

The Hā'awi Kōkua program services students with disabilities (SWD) enrolled at Hawaii Community College both in East and West Hawaii. Information about services is 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 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 is 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.

Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

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

Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's

Core Indicator(s) for which the Unit’s goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit’s services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

The results of the ARPD data showed that although the frequency of use was low, the overall satisfaction and importance was slightly increasing and above average.

Services for People with Disabilities (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)

	2010	2012	2014
Frequency	1.30	1.35	1.31
Satisfaction	2.00	1.94	2.12
Importance	2.00	2.25	2.20

It is expected the frequency would be low as Hā’awi Kōkua only services Students with Disabilities (SWD) who require or request accommodations. SWDs account for a very small portion of the student body and furthermore, not all SWDs request, require or need accommodations for academia.

The satisfaction of services has been slightly increasing over time and falls slightly above the average. It is interpreted that the quality of Hā’awi Kōkua’s services has been slowly increasing therefore becoming a better service to SWDs.

The importance of services could be skewed as there are not a lot of supports that can be offered to SWDs in post-secondary institutions. Many SWDs that are serviced by Hā’awi Kōkua are either transitioning from secondary schools which provides more individualized supports or for non-traditional SWDs who require additional assistance and supports in their education. Hā’awi Kōkua attempts to support these SWDs as best as possible within the limited resources available.

Action Plan from ’13-’14 report

- 1) By increasing the success rate of our students in remedial courses, SWDs 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.
 - a) Additional supports such as peer mentoring has been added to the services offered to provide a one to one approach to assisting with the success of SWD by creating a relationship of support, frequent contact to ensure early intervention, and though the teaching of skills to aid in the overall skill development of SWDs.
 - b) Assistance with navigation of community and college resources will aid in the independence and problem solving skills of SWDs.
- 2) 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 and contributing member of society.
 - a) At least two trainings will be offered to assist faculty and staff with working with SWDs.

’14-’15: Perkins Data

1P1: Technical Skill Attainment, "Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate". HawCC will improve by 3% overall and within the Special Population, Students with Disabilities.

2P1: Credential, Certificate, or Degree, "Student attainment of an industry-recognized credential, a certificate, or a degree". HawCC will improve by 3% overall and within the Special population Students with Disabilities.

3P1: Student Retention or Transfer, "Student retention in postsecondary education or transfer to a baccalaureate degree program". HawCC will improve by 3% overall and within the Special Population, Students with Disabilities.

4P1: Student Placement, "Student Placement in military service or apprenticeship programs, or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions". HawCC will improve by 3% overall and within the Special Population, Students with Disabilities.

Through Perkins funding, Hā'awi Kōkua was able to employ the following strategies.

Student note takers will be employed to assist identified SWD with note taking in class. Note takers will record notes electronically, enabling quick dissemination of the notes to SWD. Note takers will also have the ability to record and prepare captioning of videos when necessary enabling hearing impaired students with the ability to watch videos in and out of class. This will reduce the use of ASL interpreters in the classroom during video presentations. It is difficult for a student to watch a signer interpret a video while concentrating on the video image. Captioned videos will also be available for repeated watching if needed.

For the 13-14 school year, Math support groups were offered to SWDs as an extra support to increase their success in remedial math courses. Although the turnout was less than what we expected, most of the SWD were pleased with the services offered. All but one student received a "C" or better in their math classes. Due to the low turnout of students over the past year, the groups will be offered as part of the services accessible by all SWDs. Participating in the math groups and/or workshops will be highly promoted and recommended by the Disability services staff. In addition to the support groups, two workshops per month will be offered to students addressing their specific needs such as stress management, study skills, etc.

To increase the participation in the support groups, individualized mentoring in Reading, Writing, and Math will be offered to the students on an individualized and group setting. Mentoring will focus on increasing their skills and confidence to assist in promoting success in Math and English courses. Students that participate in individualized mentoring will be highly encouraged to participate in the cohorts to increase their personal success. Mentoring and cohort instruction will be created and meet in the assistive technology lab so that they may utilize all the resources available for their use. Cohorts will meet on a scheduled basis and will review materials presented in their classes, including any transcribed materials. Cohort groups and peer mentoring will be scheduled as soon as possible necessitating the need for materials to be readily available.

Part III. Action Plan

Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.

1. Because of the little participation of SWDs attending workshops, materials will be converted into videos and available online to be accessed by SWDs at their convenience.

Convert ppts into short informational videos and post online, then publish onto youtube website. Advertise website to students and track amount of viewers via youtube data tracker. Although it is projected that there will not be a great amount of responses, send out an evaluation to see if the information provided was helpful.

2. Due to lack of participation of faculty/staff to attend trainings, materials will be converted into videos and available online to be accessed by faculty/staff at their convenience.

Convert ppts into short informational videos and post online, then publish onto youtube website. Advertise website to faculty/staff and track amount of viewers via youtube data tracker. Although it is projected that there will not be a great amount of responses, send out an evaluation to see if the information provided was helpful.

3. Update UOs to reflect the outcomes of what SWDs are learning from the program. Update data collection materials/surveys/evaluations to accurately measure UOs.

Propose change of UOs to align outcomes to measure student learning and ensure that they are within the Institutional Learning Outcomes.

4. Due to the lack of participation in the group supports, only individual supports will be offered and extended to all SWDs regardless of major and type of class enrolled in. For the upcoming year, all students will be assigned a peer mentor.

A 16-week peer mentoring curriculum which will include the teaching of study skills, frequent check-ins, and the creation of an e-portfolio that guides peer mentors on what to assist students with, define boundaries with the students, and increase successful habits that will aid in their education.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program.

Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

Hā'awi Kōkua currently operates on Perkin's funding for services. As long as Perkin's funding is approved, services are able to continue. Should Perkins not be awarded, other funding sources must be explored to ensure that SWDs are receiving necessary accommodations.

If students are identified by Department of Vocational Resources, they may provide funding for various services and supports, however, they are allowed to "waitlist" individuals based on funding and are not able to service all SWDs.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.

N/A

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

N/A

Part VI. Unit Outcomes

For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.

A) Assessment Strategy/Instruments

Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

Timeline trackers and students files were utilized to ensure that 100% of the SWDs who qualified are assessed for accommodations in a timely manner. SWDs who are found eligible for accommodations are provided with an accommodation receipt to have instructors acknowledge that accommodations were provided to the instructors.

Data is collected on the use of various assistive technology available to SWDs.

Surveys are provided at the end of each semester to evaluate the overall satisfaction and subjective effectiveness of services. The following questions are asked:

- 1) How did you find out about the disabilities office and services (Ha'awi Kokua)?
- 2) What is the type of disability that you have.
- 3) Did you receive an accommodation? (Please rate)
 - i) Digital Recorder
 - ii) Extended Time for Testing
 - iii) Mid-Term Monitoring
- 4) Did you utilize the Kokua Technology Lab (computer lab) located in Building 388, Room 104?
- 5) For what purpose did you utilize the lab?
- 6) Please rate the technology resources in the lab
- 7) Please provide any comments about the lab or if there is anything else you would like to see in the lab?
- 8) Please rate the Ha'awi Kokua staff members/student workers in the Kokua Lab
- 9) Please provide any feedback about the staff members/student workers

There are overall 360° satisfaction surveys sent out at the end of each semester to analyze the services offered.

- 1) Note taker of SWD
- 2) Instructor of ASL interpreter
- 3) Instructor of Note Taker
- 4) Student of ASL interpreter
- 5) Student of Note Taker

Retention rate, individual course grades, and overall GPA is gathered at the end of the semester to analyze the success of SWDs.

Perkins Data is used to analyze services needed to meet the need of SWDs.

B) Expected Level of Achievement

For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

- 1) 100% of students that self-identified with a disability will be assessed for accommodations.
- 2) Overall satisfaction of services to be above average (4 or higher)
- 3) 75% of SWDs will pass all courses with "C" grade or better
- 4) Perkins Core Indicators
 - a) 1P1: Technical Skill Attainment: HawCC will improve by 3% overall and within the Special Population, Students with Disabilities.
 - b) 2P1: Credential, Certificate, or Degree: HawCC will improve by 3% overall and within the Special population Students with Disabilities.

- c) 3P1: Student Retention or Transfer: HawCC will improve by 3% overall and within the Special Population, Students with Disabilities.

C) Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

Each year Hā'awi Kōkua provides ongoing services to identified SWDs and assesses new SWDs for accommodations. Each student who is eligible for accommodations will be provided with an accommodation letter for each of their classes.

In Fall 2014, there was a total of 189 SWD identified. Of those students, 100% were assessed for accommodations. 74% of SWD were provided with some type of accommodation. The rest of SWDs opted to not utilize any accommodations and would access the resources available.

In Spring 2015, there were a total of 173 SWD identified. Of those students 100% of them were assessed for accommodations. 72% of SWD were provided with some type of accommodation. The rest of SWDs opted not to utilize any accommodations and would access just the resources available.

In addition to assessing students for accommodations, SWDs registered for Remedial Math, Reading, & Writing were offered group and individual mentoring to support their success in these classes.

For the '14- '15 year, a total of 163 class sections of remedial Math, Reading, and Writing courses were taken by SWD. A total of 35 SWDs in various class sections utilized either peer mentoring/cohort support and 128 SWDs in various class sections did not utilize peer mentoring/cohort supports. 29 out of 35 (82%) of SWD who utilized services successfully completed their class with a "C" or better compared to 74 out of 128 (57%) who didn't utilize supports.

Fall '14: Out of 108 identified SWDs, a total of 46% of SWD persisted to Spring 2015 and a total of 5 students earned a degree/credential.

Spring '15: Out of 88 identified SWDs, a total of 51% of SWD persisted to Fall '15 and a total of 5 students earned a degree/credential.

On the Manono campus, Hā'awi Kōkua provides an Assistive Technology lab for students to utilize. SWDs are able to use the computers, study, and utilize assistive technology resources. There were a total of 1513 visits to the lab during the '14-'15 year, which was an increase from the previous year's 1479 visits and less identified students.

In the Fall 2014, 6 students were identified and utilized Kurzweil, 3 students utilized ASL sign language interpreters, and 42 students utilized digital recorders. In Spring 2015, 5 students were identified and accessed Kurzweil, 3 students utilized ASL sign language interpreters, and 37 students utilized digital recorders.

Every semester, Hā'awi Kōkua sends out an overall satisfaction evaluation, there were a total of 33 responses for the '14-'15 year. These are the responses.

Did you receive an accommodation?

5 – I did not require an accommodation

- 19 – received accommodations and provided their accommodation letter to all their instructors
- 6 – received accommodations and provided their accommodation letter to some of their instructors
- 3 – did not provide their disability documentation to the office, therefore did not receive accommodations.

Overall satisfaction results for the various services we offer, SWDs were asked to rate these services (1 – poor to 5 – excellent)

Digital Recorder – 3.7 overall

Extended Time – 4.3 overall

Mid- Term Monitoring – 4 overall

Of the respondents, 67% utilized the Assistive Technology Lab

Assistive Technology Lab – 4.5 overall

Assistive Technology Staff – 4.8 overall

Instructor Satisfaction of ASL Interpreter – 5

Student Evaluation of ASL Interpreter – No responses

Instructor Satisfaction of Note Taker – 4.3

Student Evaluation of Note Taker – 4

Note Taker Evaluation of Student – 4

'14-'15: Perkins Data

1P1: Technical Skill Attainment

HawCC will improve by 3% overall and within the Special Population, Students with Disabilities. There was an improvement overall performance of 1P1, however, HawCC still fell below the standard. SWDs struggle to maintain at least a 2.0 GPA, especially this past year where we saw an overall decrease in the persistence and successful completion rate of SWD.

2P1: Credential, Certificate, or Degree

HawCC will improve by 3% overall and within the Special population Students with Disabilities. There was a decrease in the amount of students who received a credential, certificate, or degree from the previous year. There are more Math and English prerequisites for courses needed to attain successful completion which affect their ability to earn a credential, certificate, or degree which may impact this indicator.

3P1: Student Retention or Transfer

HawCC will improve by 3% overall and within the Special Population, Students with Disabilities. Overall HawCC met the standard for this indicator. The SWD population still struggles in this area.

These are the results for the '14 – '15 year strategy.

Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)	Results
Provide SWD with ASL interpreting services	100% of deaf/hard of hearing students identified in CTE programs were provided ASL interpreting services. Fall '14: 2 students Spring '15: 2 students
Provide all SWD with Note Taking services	100% of SWD identified in CTE programs requiring note taking services were

	provided a note taker.
Completion of Remedial classes with a "C" or better	For the '14- '15 year, a total of 163 class sections of remedial Math, Reading, and Writing courses were taken by SWD. SWD in a total of 35 class sections utilized either peer mentoring/cohort support and SWD in a total of 128 class sections did not utilize peer mentoring/cohort supports. 29 out of 35 (82%) of SWD who utilized services successfully completed their class with a "C" or better compared to 74 out of 128 (57%) who didn't utilize supports.
SWD retention/completion	Fall '14: Out of 108 identified SWD in CTE programs, a total of 46% of SWD persisted to Spring 2015 and a total of 5 students earned a degree/credential. Spring '15: Out of 88 identified SWD in CTE programs, a total of 51% of SWD persisted to Fall '15 and a total of 5 students earned a degree/credential.

Explanation for sub-par or unexpected results:

Cohorts/Individual supports were offered, however, from the Perkins data stated above there was again very little engagement in services. Possible reasons for lack of participation were that services were only offered to SWDs that were enrolled in remedial Math, Reading, and Writing courses.

1. The services that were provided by Hā'awi Kōkua are only a part of all the factors that contribute to a grade or persistence/completion rate. There are several other factors (i.e. personal issues, financial issues, health issues) that impact successful completion of course and the retention/success rate for SWDs.
2. There is little response to the evaluation so the results may not be an accurate reflection of the services offered.
3. There were little participation in the additional services, therefore, it is uncertain if these workshops and supports are a contributing factor to student success.

Only 15 out of 92 students who were registered in any Remedial Math, Reading, or Writing course participated in the individual or group sessions. The 15 students were registered in 35 different remedial classes and successfully completed (earning a "C" or higher) in 29 of them. For the students that participated, there was an overall 2% increase from the previous year. This year, 82% of students received a "C" or better as compared to the 80% from last year.

Students who participated were asked to complete an evaluation each time a mentoring session was completed. The overall satisfaction was positive (see below)

	0	1	2	3	4	5
My peer mentor responds in a reasonable time when I express a concern					4	26
My peer mentor provides me with useful information/resources.				1	1	28
I have regular interaction with my peer mentor.		1			3	26
My peer mentor has made an effort to get to know me.				1	1	28
I have sought out my peer mentor for assistance					3	27
My peer mentor demonstrates concern about my academic success.				1	2	27

My peer mentor is knowledgeable about the issues I have, if not can direct me to someone that can assist me better.				1	3	26
Overall my peer mentor has been helpful.				1	1	28
I would recommend peer mentoring to fellow students.					3	27

0 = not applicable/unsure, 1 = strongly disagree to 5 = strongly agree

Qualitatively, the students reported an overall increase confidence and skills (as seen in the feedback below)

When asked, "Peer Mentoring helped me..." (Check all that apply)

- a) Become a stronger self-advocate 20 responses
- b) Increase my understanding of subjects 25 responses
- c) Improve my study habits 19 responses
- d) Become aware of new learning resources 18 responses

In addition to peer mentoring and cohort based supports, SWDs were offered a menu of workshop to attend to address their specific needs and focus on skills based instruction to assist in their success.

Four different workshops on different topics were offered to SWDs of which only 5 students attended one session. The rest of the sessions had no attendance. The evaluations completed following the workshops concluded (1-lowest, 10 – highest) the average of 7.75 on the likelihood that they would use the strategies taught and an average of 8.25 on how beneficial the workshop was to them.

Similarly three workshops were offered to faculty and staff to assist with working with SWDs. There was only 7 attendees at one workshop, "Managing Troubled Students in Difficult Times." The other sessions had no attendance.

The evaluation results were (4 – strongly agree; 3 – agree; 2 – disagree; 1 – strongly disagree)

- 1. I gained knowledge and/or skills. 3.57
- 2. The training met my expectations. 3.57
- 3. The content was organized and easy to follow. 3.85
- 4. This training material will be useful in my work. 3.57
- 5. The training was knowledgeable about the training topic. 3.85
- 6. The trainer was engaging and friendly. 4.00

The feedback was positive, and those who participated in the training reported that the training was informative and useful.

D) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.

N/A

E) Next Steps

Based on the Unit’s overall AY 2014-15 assessment results, describe the Unit’s intended next steps to improve services in support of the College’s Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based

on assessment results.

Through the creation of online training materials, hopefully more SWDs, faculty, and staff will access the materials therefore creating a more awareness and understanding of the needs of SWDs. There will be at least a 40% response to the materials by the whole staff/faculty/SWDs.

SWDs will report that they have gained skills to be successful in college. They will gain the academic skills and confidence to successfully complete their courses. There will be evaluations offered to students when they come in to use the Assistive Technology Lab and administered earlier in the semester and encouraged to complete by Peer Mentors and with the offering of an incentive. Questions will be asked about on how they perceive the skills that were contributed to their success.

Though the outreach of the Peer Mentors, SWDs will be able to communicate effectively, be linked to community/college resources and these students will identify which resources are available to them. Furthermore, Peer Mentors will be able to identify SWDs struggles early and be able to intervene with linkage to resources or Disability Counselor for early intervention. At least 40% of the SWDs will participate in peer mentoring services. They will be evaluated at the end of the semester on how they perceived the services benefitted them.