HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW (AUR)

Hā'awi Kōkua – Disability Services

Date: December 1, 2017

Review Period
July 1, 2016 to June 30, 2017

Initiator: Dorinna Cortez, Interim VCSA
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 evaluation and assessment process supports achievement of Program/Unit and Institutional 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 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.	Hawaiʻi Community College is committed to a barrier-free campus and provides accommodations to ensure students with disabilities have equal access to their education. The Hāʻawi Kōkua Program provides assistance to a 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. 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.'

Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2016
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_haawi_kokua_comprehensive_unit_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.	CERC response not available at the time of this report.

ARPD Data: <u>Analysis of Quantitative Indicators</u> (required by UH System)

Unit data can be found on the ARPD website: **http://www.hawaii.edu/offices/cc/arpd/**

==**Please attach a copy of the unit's data tables**==

==**and submit with this Annual Unit Review (AUR).**==

    a) **If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**

       OR

    b) **If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the Unit's ARPD and other data for the review period.

Describe, discuss, and provide context for the unit's 2016-17 data related to its services, operations and functions, including the unit's contributions, as applicable, to its Division's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.
 	
Services for People With Disabilities
(1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)
 	
                2012 2014 2016
    Frequency   1.35   1.31   1.39
    Satisfaction 1.94   2.12   2.14
    Importance 2.25   2.20   2.24
 	
ARPD data reflects that although there is a very small decline in enrollment, there is a slow increase in the frequency of use for Services for People with Disabilities. Through advocacy and outreach, SWDs are voluntarily identifying themselves with the Hāʻawi Kōkua program and utilizing its services. The interpretation of the data showing that the overall satisfaction and importance of services continue to slowly increase demonstrating that the quality of services have been benefitting SWDs.
 	
The continued struggle is that the needs of SWD enrolled at Hawaiʻi Community College are very high and the services being offered are very limited. Hāʻawi Kōkua attempts to support SWDs as best as possible within the capacity of the institution and community resources.

Describe, discuss, and provide context for the unit's contributions to its Division's data in all CCSSE categories, as applicable. Hāʻawi Kōkua mainly provides services for Students with Disabilities. As they have an equal right to access to all services provided by Hawaii Community College, the students are encouraged to seek out the resources. Should they have difficulty with navigating or accessing the resources, Hāʻawi Kōkua

assists with directing them to and supporting the students. If SWDs choose to, Hāʻawi Kōkua provides Academic Advising to its students to ensure that their unique needs are being met.

What else is relevant to understanding the unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

The data provided by this unit covers both the Palamanui and East Hawaii campus. It is important that although effort is put forth to ensure the equality of services at both campuses. They resources and utilization of supports greatly differs at both campuses due to the geographical location and needs of SWDs

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities contributed to achievement of the unit's goals and helped support student success.
Also discuss the challenges or obstacles the unit faced in meeting its goals and helping to support student success, and explain what the unit did to address those challenges.

Last assessment period, this unit experienced a procedural glitch in the filing sharing saving system resulting in the survey results being inadvertently deleted prior to analysis. As a result, this unit needed to review its procedures and create a better plan for data collection and saving data to ensure that the information is being stored in a safe and secure manner.

This year, this unit was able to deploy and save the data results from at least 6 surveys. The data analyzed and results reported. It appears that the strength of Hāʻawi Kōkua continues to be positive feedback on the provided supports and services and that the continual efforts to stay abreast of the constant development of strategies and assistive technology benefits the SWDs.

This past year, new interventions such as utilized a web-based note taking service was implemented. Overall the feedback is positive. All other services offered by Hāʻawi Kōkua remained status quo including the training videos offered to students and faculty/staff during the previous year.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

☐ The unit does not have a website.

☒ Unit faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☐ Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

> ==*Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at*==
> http://hawaii.hawaii.edu/web-developer

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments and other unit evaluations of its services conducted during the AY16-17 review period and reported below.   **This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving <u>each</u> goal.**   **Please provide attachments and additional documentation as appropriate.**
Hāʻawi Kōkua's main focus to ensure compliance with all ADA laws and regulations. Based on the data collected and analyzed from the services provided by Hāʻawi Kōkua, the main focus of this unit will be to ensure the appropriateness and effectiveness of the services provided so that quality services are being provided to SWDs resulting in equal access to all of Hawaii Community College's programs and activities.   The data collected during the 2016-2017 year reflected a positive trend. However it is difficult to be sure of the accurateness of the data since the response rate for students for Fall was 12% and Spring was 13%. The faculty response rate was 22%. This unit will work on increasing the response rate to better assess the efficiency of services provided to the campus community.

For the 2017-2018, this unit will focus on increasing the response rate to for students from the average of 12.5% to the benchmark of 30% and the faculty/staff response rate to at least 25%.

This unit will also look at another means of training for the campus community. Hā'awi Kōkua provides training videos, which received a total of 305 hits during the 2016-2017 school year, we have yet to implement a means for evaluation and feedback on the videos. In addition, through the evaluation system this unit would like to solicit information on other areas that may require further education and training. This unit will re-evaluate training videos during the 2017-2018 year, update the information provided and place a link at in the description portion of the youtube narrative to assess the video.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For <u>each</u> Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.
For <u>each</u> Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.
For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).

Action Item 1: Assess service delivery data to ensure that SWDs are getting what is needed from their accommodations. If needed, services will be analyzed to ensure appropriateness and effectiveness.

This unit has been heavily dependent on the employment of student note takers as a service provided to SWDs. This has been difficult task to manage due to the turnover and unreliability of students employees. Currently, this service is slowly beginning to be replaced with the use of an online service (Notetaking Express). Notetaking Express requires the digital audio recording of lectures to be uploaded into a web-based program which in return provides back to the students in 48 hours. There are only specific situations which in-person notetaking services are being provided (i.e. Math, Hawaiian Studies/Language, Trades). However, the national trend continues to be the replacement of these services with the use of Echo SmartPens. This pen has the ability for students to write and record simultaneously. In the past, the students were not very receptive to using these pens, however, as the use of these pens have been replacing services across the nation, the use of these pens need to be reevaluated and students trained. The outcome of the use of these pens will hopefully decrease the amount this unit spends on student employment and increase skill building of SWDs.

Though assessing services being provided by Hā'awi Kōkua, the location of the unit and assistive technology lab have received feedback from SWDs. Due to the high volume of students entering and exiting the building, it is highly distracting for SWDs. Some of the

challenges of the location include, the constant sound of the exterior door which is loud and constantly slamming therefore creating a distraction for students creating a barrier for this unit to proctoring distraction free testing for students during the day. Another barrier is due the traffic in the building it is really difficult to ensure a level of anonymity for the students. This has become a barrier for some students who prefer confidentiality.

This action item will assist SWDs with the decreasing dependence on services and to become more independent increasing their independence hopefully translating into self-advocacy skills. Many of the students that receive services from Hāʻawi Kōkua are accustomed to received assistance and supports from others due to their disability, it is the hope of this unit that through their education at this institution they also increase their independence and becoming contributing members of the community.

Action Item 2: In addition to having data to be reported, this unit will look at a procedure to allow evaluation and feedback from online tutorial videos and trainings.

This unit will update the information provided on the online training and tutorials to ensure accuracy. Evaluations will be developed and links provided in the narrative of the video to solicit evaluation and feedback from the information provided. As options are being explored, there is not an option to automatically be directed to an evaluation upon completion of the videos.

Through the solicitation of evaluation and feedback, this unit will get a better understanding of what the needs are from the campus community when working with Students with Disabilities.

Action Item 3:

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the unit's current operating resources.

Currently there are no budget implications or challenges.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	This unit needs to explore moving the space for the Assistive Technology lab and Disability Services counselor to a space with less traffic to decrease distraction and to provide the students with the ability to visit the center freely with a greater sense of anonymity. Funds and space to create a center with necessary services such as Title IX, Mental Health Center, and this unit would be ideal as all services have similar needs and would receive the needed supports for everyday functioning and crisis management. Services offered through this center could include support groups, a safe space for decompressing and stress reduction, as well as all the services offered through the assistive technology lab. If this location was in a less distracting area, other services such as testing services could also be offered.
Include estimated cost(s) and timeline(s) for procurement.	The cost to developing the Wellness Center is unknown, it is dependent on the renovation, furniture, and supplies needed.
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	HI2 Action Strategy 3: Continue to support programs that suits Hawaii Island's location and environment as well as address critical gaps. 21CF Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees, and visitors. The development of the Wellness Center will fill a gap in services. This center will address the supports needed by these small units and limited staffing. Since the needs of these student populations that would be serviced by this center are more intensive and high-risk, the current staff would be able to support with their skill set to address their needs and provide intervention should crisis arise. If a wellness center is created, social service information would be available to students to access and assistance with linking to these services could be offered.

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17.

Unit Outcomes
Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website: http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Through participation in Hāʻawi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.	1 2 6
2	Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hāʻawi Kōkua staff.	3 4

Assessment Strategies
For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or a log/count of services provided, etc.

Assessment Strategies
UO/SLO#1: Through participation in Hāʻawi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources. Unit Output of Services: Measures Staff will collect and report the following data: a) # of accommodations provided, number of accommodations that students provide to instructors, # of scheduled appointments, # of visits to the resource lab, and # of consultations with faculty/staff. b) # of students able to appropriately identify various college and community resources. c) Responses from targeted surveys on the benefit of accommodations/services to student's success and their opportunities for learning. Unit Outcomes: Measures 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.

Measure 1) Students will report that accommodations and other services assisted with their learning and student success.
Measure 2) Faculty, Note Takers, and Peer Mentors will report that accommodations benefitted SWD students' success and their opportunities to learn.

Results data collection: All SWD, faculty with SWD enrolled in their courses, and Peer Mentors/Note Takers will be sent surveys 3 times during the school year.

UO/SLO#2: Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hāʻawi 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
b) log and track all staff outreach activities and direct advocacy
c) # of hits on Unit training videos

Unit Outcomes 2: Measures
Hāʻawi 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.

Measure 1) Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.
Measure 2) Selected programs and participants will report increased awareness of HK services and the needs of SWDs.

Results data collection: Maintaining log of outreach activities, # of consultations provided, ongoing log of hits on training videos by semester, specific questions on surveys that address UO #2.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide:
- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

UO/SLO#1: Through participation in Hāʻawi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.

Unit Output of Services: Measures
Staff will collect and report the following data:
  a) **Fall 2016**
     Note Taking – 30
     Recording of Lectures – 76
     Testing Accommodations – 89
     ASL – 1
     Spring 2017
     Note Taking - 40
     Recording of Lectures – 82
     Testing Accommodations – 86
     ASL – 3
  b) # of accommodations that students provide to instructors - 73
  c) # of scheduled appointments
     Accommodation Appointments 119
     Personal Counseling 45
     Registration/Advising 7
  d) # of visits to the resource lab –
     Fall 2016: 1254
     Spring 2017: 1490 (Includes PAL)

Unit Outcomes: Measures
Students, faculty, and peer-provider responses to the effectiveness of this unit's 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. All surveys were scored on a 5 point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

  a) Students were asked to report if their accommodations and other services assisted with their learning and student success. There was a total of 27 responses.

     5 – 56%
     4 – 18%
     3 – 26%
     2 – 0%
     1 – 0%

  b) Faculty/Staff, Note Takers, and Peer Mentors were asked to report if the accommodations provided contributed to student success and their opportunity for learning.

     Faculty: 8 responses
     5 – 25%
     4 – 50%
     3 – 12.5%
     2 – 12.5%

1 – 0%

Note Takers: 18 responses
5 – 44%
4 – 39%
3 – 17%
2 – 0%
1 – 0%

Peer Mentors: 12 Responses

5 – 25%
4 – 75%
3 – 0%
2 – 0%
1 – 0%

Each year the Hāʻawi Kōkua provides ongoing services to identified Students with Disabilities (SWD) and assesses new SWDs for appropriate accommodations. In the 16-17 school year there was a total of 145_ 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.

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.

Benchmark Goal for UO 1

SWDs will report that accommodations and other services assisted with their student success.

Expectation for Unit Achievement:

90% of SWDs will "strongly agree" or "agree"

74% of SWDs who participated in the survey reported that their accommodations and other services assisted with their student success.

Faculty, Note Takers, and Peer Mentors will report that accommodations benefitted student's success and their opportunities to learn.

50% of faculty will "strongly agree" or "agree"

75% of Faculty that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

75% of Note Takers/Peer Mentors will "strongly agree" or "agree"

83% of Note Takers that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

100% of Peer Mentors that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

Based on the results of the survey, Faculty, Peer Mentors, and Note Takers believe that the services and supports provided by Hāʻawi Kōkua benefitted SWDs student's success and opportunities to learn. However, only 74% of SWDs believed that their accommodations and other services benefitted their opportunities to learn.

For the entire duration of the assessment period, services provided at the two separate campuses by Hāʻawi Kōkua was staffed by one FTE faculty position and one Temporary APT A position. The APT's ability to hire and train student workers in the Note Taking and Peer Mentor position was difficult to attain due to the lack of qualified applicants. As a result, a new technology researched by the APT resulted in the replacement of in person note takers with an online note taking service. The transition for the SWDs was difficult due to the increased responsibility placed on students for recording and uploading of lectures into the web-based program.

During the assessment period, the trend of SWDs enrolling in the Hāʻawi Kōkua program have displayed greater academic needs and challenges that require more intensive attention and services. It would be a great benefit to the department and institution if the APT position would become permanent as it would ensure that SWDs would be provided adequate and consistency of services at both campuses. It would be extremely difficult and impossible to service the needs of the SWDs at the two campuses without two full time positions.

UO/SLO#2: Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hāʻawi Kōkua staff.

Unit Output of Services: Measures
Staff will collect and report the following data:
   a) log and track all staff outreach activities and direct advocacy
      Collaboration/Outreach/Advocacy Interactions – 35
      Consultations with Faculty/Staff - 16
   b) # of hits on Unit training videos (Total of 305 hits)
      Disability Services – 49
      Word Accessibility – 12
      Psychological Disorders – 42
      Learning Disabilities – 33
      Autism – 8
      ADHD - 14
      Strategies for Working with ADHD Students – 3

Memory Strategies – 14
Stress Management – 35
Test Taking Skills – 35
Note Taking Skills – 26
Time Management – 33

Unit Outcomes: Measures
Hāʻawi 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.

How did you find out about the disabilities office and services (Ha'awi Kokua)?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents
My High School Counselor	21%	19%
My Vocational Rehab Counselor	0%	25%
My Veterans Counselor	0%	0%
Another College Counselor	43%	31%
Other:		
Doctor	7%	6%
Website	7%	0%
Classmate	7%	0%
Instructor	7%	0%
Parents	7%	6%
Acceptance Letter	0%	6%

Did you receive an accommodation?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
I received an accommodation letter	21%	19%
I received an accommodation letter and provided it to all my instructors	79%	56%
I received an accommodation letter, but chose not to give it to my instructors	0%	0%
I didn't provide documentation of my disability, therefore I did not receive my accommodations	0%	0%
I do not require an accommodation for my disability	0%	6%
Other	0%	0%

Did you utilize Mid-Term Monitoring?

	Fall 2016	Spring 2017

	(14 respondents)	(16 respondents)
Yes	100%	69%
No	0%	19%
I don't know	0%	12%

Did you utilize the Kokua Technology Lab (computer lab)?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
Yes	86%	75%
No	14%	25%
I did not know about the lab	0%	0%

For what purpose did you utilize the lab?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
Homework	21%	25%
Studying	14%	19%
Assistance/Support	21%	12%
Assistive Technology	0%	0%
Recreation	0%	0%
Other		
Peer Mentoring	7%	0%
Printing	0%	19%

Fall 2016

	Completely Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Please rate the technology resources in the lab	50%	36%	14%	0%	0%
Did you feel welcomed in the lab when you first walked in	57%	29%	14%	0%	0%
Do you feel you got the information you needed in a timely manner	43%	50%	7%	0%	0%
Do you feel the technology available assisted you with your learning	29%	36%	14%	21%	0%
Overall Satisfaction	50%	29%	14%	7%	0%

Spring 2017

	Completely Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied

Please rate the technology resources in the lab	63%	25%	12%	0%	0%
Did you feel welcomed in the lab when you first walked in	63%	31%	6%	0%	0%
Do you feel you got the information you needed in a timely manner	38%	44%	19%	0%	0%
Do you feel the technology available assisted you with your learning	38%	44%	19%	0%	0%
Overall Satisfaction	69%	31%	0%	0%	0%

Benchmark Goal for UO 2

Hāʻawi Kōkua will provide broad outreach to entire campus to increase their awareness of HK services and the needs of Students with Disabilities.

Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.
Expected for Unit Achievement: 30% return - 75% positive

In Fall 2016 only 12% of surveys were returned and in Spring 2017 only 13% of surveys were returned. We did not meet the goals of having at least a 30% return on the student surveys. We did, however, mostly meet the goal of at least 75% positive feedback about the services offered with the exception of the available technology for the students.

Selected programs and participants will report increased awareness of HK services and the needs of SWDs.
Expectation for Unit Achievement: 10% return - 50% positive response

There was only a 22% response rate for faculty/staff. Although we met the goals of having at least a 10% return on the student surveys, this unit isn't able to accurately reflect on the data to analyze the effectiveness of the services offered by Hāʻawi Kōkua

There was very positive feedback about the awareness of the services and utilization of resources that are available to SWDs (as seen above)

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

This unit continues to work towards improving the services it provides. The biggest barrier is a way to accurately collect data on the efficiency and value of services. The challenges faced is developing a comprehensive survey that will provide the information needed and for the students, faculty, and staff to complete the survey.

This unit also has to work to develop accommodations to meet the student's needs and increase the successful completion of their courses. Currently data shows that the greatest risk for SWDs are persisting in their 1st to 2nd semester. Feedback received show that they are either not "college ready" or that the transition of services provided by the DOE are greatly less involved at a post-secondary level. The barriers to services that are provided by HK appear to be that due to the small student body, the resources available are limited and not feasible for an institution of this size. The coordinator attempts to stay abreast to the trends in researching other resources, however, the upfront costs and investment needed along with the labor for implementation of such a small unit is a huge barrier.

It is important to note that with the limited resources and staff available SWDs seem to report overall positive feedback from the services provided. This continues to be one of the successes of this unit. The students are overall satisfied and pleased with the functioning of this unit.

Discuss, if relevant, any additional evaluations or assessment projects relevant to understanding the unit's services, operations, functions and clients, including any UH System-wide data or national/industry data trends.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit's intended next steps to support improvements in services, operations and functions in support of student success and to help the unit achieve its UOs/SLOs. Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations and functions.

This needs to relook at the services provided and find more cost-effective and efficient service delivery to benefit SWDs and the institution. Furthermore, the services offered must be equitable to both campuses in East and West Hawaii.

In addition to having data to be reported, this unit will look at a procedure to allow evaluation and feedback from online tutorial videos and trainings.

Unit Assessment Results Reporting Worksheet

Assessment Period/Fiscal Year | 2016 - 2017

Unit Name

Hāʻawi Kōkua – Disability Services

Writer(s) Name(s) If there are multiple writers, please list all names.

Mari Giel

Unit Outcomes (UOs) being assessed:
Please enter the full text of each UO being assessed.
This Assessment Plan may include strategies to assess a single UO _or_ multiple UOs.

Unit Outcome #	Unit Outcome text
1	Through participation in Hāʻawi 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 Hāʻawi Kōkua staff.

Unit Assessment Results Reporting Worksheet

Assessment Results

Provide a quantitative analysis of the results of the assessment, as well a detailed narrative discussion about those results and your conclusions about the unit's success in achieving its UOs based on those results.

UO 1) Through participation in Hāʻawi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.

Unit Output of Services: Measures
Staff will collect and report the following data:

a) **Fall 2016**
   Note Taking – 30
   Recording of Lectures – 76
   Testing Accommodations – 89
   ASL – 1
   Spring 2017
   Note Taking - 40
   Recording of Lectures – 82
   Testing Accommodations – 86
   ASL – 3
b) # of accommodations that students provide to instructors - 73
c) # of scheduled appointments
   Accommodation Appointments 119
   Personal Counseling 45
   Registration/Advising 7
d) # of visits to the resource lab –
   Fall 2016: 1254
   Spring 2017: 1490 (Includes PAL)

Unit Outcomes: Measures
Students, faculty, and peer-provider responses to the effectiveness of this unit's 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. All surveys were scored on a 5 point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

a) Students were asked to report if their accommodations and other services assisted with their learning and student success. There was a total of 27 responses.

   5 – 56%
   4 – 18%
   3 – 26%
   2 – 0%
   1 – 0%

b) Faculty/Staff, Note Takers, and Peer Mentors were asked to report if the accommodations provided contributed to student success and their opportunity for learning.

   Faculty: 8 responses
   5 – 25%
   4 – 50%
   3 – 12.5%
   2 – 12.5%
   1 – 0%

   Note Takers: 18 responses
   5 – 44%

      4 – 39%
      3 – 17%
      2 – 0%
      1 – 0%

Peer Mentors: 12 Responses

      5 – 25%
      4 – 75%
      3 – 0%
      2 – 0%
      1 – 0%

Each year the Hāʻawi Kōkua provides ongoing services to identified Students with Disabilities (SWD) and assesses new SWDs for appropriate accommodations. In the 16-17 school year there was a total of 145 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.

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.

Benchmark Goal for UO 1

SWDs will report that accommodations and other services assisted with their student success.

Expectation for Unit Achievement:

90% of SWDs will "strongly agree" or "agree"

74% of SWDs who participated in the survey reported that their accommodations and other services assisted with their student success.

Faculty, Note Takers, and Peer Mentors will report that accommodations benefitted student's success and their opportunities to learn.

50% of faculty will "strongly agree" or "agree"

75% of Faculty that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

75% of Note Takers/Peer Mentors will "strongly agree" or "agree"

83% of Note Takers that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

100% of Peer Mentors that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

Based on the results of the survey, Faculty, Peer Mentors, and Note Takers believe that the services and supports provided by Hāʻawi Kōkua benefitted SWDs student's success and opportunities to learn. However, only 74% of SWDs believed that their accommodations and other services benefitted their opportunities to learn.

For the entire duration of the assessment period, services provided at the two separate campuses by Hāʻawi Kōkua was staffed by one FTE faculty position and one Temporary APT A position. The APT's

Unit Assessment Results Reporting Worksheet

ability to hire and train student workers in the Note Taking and Peer Mentor position was difficult to attain due to the lack of qualified applicants. As a result, a new technology researched by the APT resulted in the replacement of in person note takers with an online note taking service. The transition for the SWDs was difficult due to the increased responsibility placed on students for recording and uploading of lectures into the web-based program.

During the assessment period, the trend of SWDs enrolling in the Hāʻawi Kōkua program have displayed greater academic needs and challenges that require more intensive attention and services. It would be a great benefit to the department and institution if the APT position would become permanent as it would ensure that SWDs would be provided adequate and consistency of services at both campuses. It would be extremely difficult and impossible to service the needs of the SWDs at the two campuses without two full time positions.

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 Hāʻawi Kōkua staff.

Unit Output of Services: Measures
Staff will collect and report the following data:
    a)   log and track all staff outreach activities and direct advocacy Collaboration/Outreach/Advocacy
         Interactions – 35
         Consultations with Faculty/Staff - 16
    b)   # of hits on Unit training videos (Total of 305 hits)
         Disability Services – 49
         Word Accessibility – 12
         Psychological Disorders – 42
         Learning Disabilities – 33
         Autism – 8
         ADHD - 14
         Strategies for Working with ADHD Students – 3
         Memory Strategies – 14
         Stress Management – 35
         Test Taking Skills – 35
         Note Taking Skills – 26
         Time Management – 33

Unit Outcomes: Measures
Hāʻawi 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.

How did you find out about the disabilities office and services (Haʻawi Kokua)?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
My High School Counselor	21%	19%
My Vocational Rehab Counselor	0%	25%
My Veterans Counselor	0%	0%
Another College Counselor	43%	31%
Other:		
Doctor	7%	6%
Website	7%	0%
Classmate	7%	0%
Instructor	7%	0%
Parents	7%	6%

Unit Assessment Results Reporting Worksheet

Acceptance Letter	0%	6%

Did you receive an accommodation?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
I received an accommodation letter	21%	19%
I received an accommodation letter and provided it to all my instructors	79%	56%
I received an accommodation letter, but chose not to give it to my instructors	0%	0%
I didn't provide documentation of my disability, therefore I did not receive my accommodations	0%	0%
I do not require an accommodation for my disability	0%	6%
Other	0%	0%

Did you utilize Mid-Term Monitoring?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
Yes	100%	69%
No	0%	19%
I don't know	0%	12%

Did you utilize the Kokua Technology Lab (computer lab)?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
Yes	86%	75%
No	14%	25%
I did not know about the lab	0%	0%

For what purpose did you utilize the lab?

	Fall 2016 (14 respondents)	Spring 2017 (16 respondents)
Homework	21%	25%
Studying	14%	19%
Assistance/Support	21%	12%
Assistive Technology	0%	0%
Recreation	0%	0%
Other		
Peer Mentoring	7%	0%
Printing	0%	19%

Fall 2016

	Completely Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Please rate the technology resources in the lab	50%	36%	14%	0%	0%
Did you feel welcomed in the lab when you first walked in	57%	29%	14%	0%	0%

Unit Assessment Results Reporting Worksheet

Do you feel you got the information you needed in a timely manner	43%	50%	7%	0%	0%
Do you feel the technology available assisted you with your learning	29%	36%	14%	%	0%
Overall Satisfaction	50%	29%	14%	7%	0%

Spring 2017

	Completely Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Please rate the technology resources in the lab	63%	25%	12%	0%	0%
Did you feel welcomed in the lab when you first walked in	63%	31%	6%	0%	0%
Do you feel you got the information you needed in a timely manner	38%	44%	19%	0%	0%
Do you feel the technology available assisted you with your learning	38%	44%	19%	0%	0%
Overall Satisfaction	69%	31%	0%	0%	0%

Benchmark Goal for UO 2

Hāʻawi Kōkua will provide broad outreach to entire campus to increase their awareness of HK services and the needs of Students with Disabilities.

Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.
Expected for Unit Achievement: 30% return - 75% positive

In Fall 2016 only 12% of surveys were returned and in Spring 2017 only 13% of surveys were returned. We did not meet the goals of having at least a 305 return on the student surveys. We did, however, mostly meet the goal of at least 75% positive feedback about the services offered with the exception of the available technology for the students.

Selected programs and participants will report increased awareness of HK services and the needs of SWDs.
Expectation for Unit Achievement: 10% return - 50% positive response

There was very positive feedback about the awareness of the services and utilization of resources that are available to SWDs (as seen above)

Internal/External Factors
Discuss factors that affected the unit, the assessment, and/or the assessment results. This may include low student enrollment, major personnel changes, or other factors that influenced how unit services were performed or the number of students/faculty/staff served.

Unit Assessment Results Reporting Worksheet

This unit's continued struggle is with soliciting feedback from SWD and faculty/staff. With increased feedback, this unit will better be able to analyze its functioning and be better able to meet the needs of SWDs.

Action Plan
Considering the assessment results, develop an Action Plan to improve unit services or service delivery, or to better align services to the Unit Outcomes and/or College Mission. This Action Plan must include a detailed discussion of any proposed changes to Unit services, activities, organizational structure, or revisions of the Unit Outcomes, assessment strategies, survey or log instruments, etc.

You must include a timeline for implementation that includes a discussion of how and when you intend to implement this Action Plan. Discuss any innovations you seek to implement in the Unit as a consequence of the assessment results.

In addition to having data to be reported, this unit will look at a procedure to allow evaluation and feedback from online tutorial videos and trainings.

Assess service delivery data to ensure that SWDs are getting what is needed from their accommodations. If needed, services will be analyzed to ensure appropriateness and effectiveness.

Comments
Any extra information that may help explain your assessment results, such as service/support industry or national standards, etc.

_____
Lead Writer's Name   Signature   Date
    (print)

_____
Unit Manager's Name   Signature   Date
    (print)

_____
Institutional Assessment Coordinator Name   Signature   Date
    (print)