HAWAIʻI COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

Hāʻawi Kōkua – Disability Services

Date: March 16, 2017

Review Period
July 1, 2015 to June 30, 2016

Initiator: [insert Initiator's Name here]
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Program/Unit Review at Hawaiʻi 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 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.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	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.'
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	The Hāʻawi Kōkua Program promotes equal opportunity for individuals with disabilities to gain the maximum benefit from their educational/learning experience by participating fully in their regular courses and activities at Hawaiʻi Community College. The purpose of Hāʻawi Kōkua is to provide increased supports for students with disabilities (SWD) enrolled at Hawaiʻi Community College both in East and West Hawaii 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 is 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.

Comprehensive Review information

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	N/A
URL	N/A
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 in this review.	N/A

QUANTITATIVE INDICATORS

ARPD Data
IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.
If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.

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

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

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.

Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	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, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	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) # of accommodations provided – 367
	     Note Taking 48
	     Recording of Lecture 142
	     Testing Accommodations 173
	     ASL 4
	  b) # of accommodations that students provide to instructors – 85
	  c) # of scheduled appointments

Accommodation Appointments – 49
Personal Counseling – 23
Registration/Advising – 35
d) # of visits to the resource lab – 1488

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.

a) Students will report that accommodations and other services assisted with their learning and student success – 22/196 (11%)
b) Faculty, Note Takers, and Peer Mentors will report that accommodations benefitted SWD students' success and their opportunities to learn – 16/47 (34%)

Each year the Hāʻawi Kōkua provides ongoing services to identified Students with Disabilities (SWD) and assesses new SWDs for appropriate accommodations. In the 15-16 school year there was a total of 129 identified SWDs. In addition to accommodation provision, these students are able to access Personal Counseling/Other & Registration/Advising Appointments (as noted above) with the Disability Counselor.

Students are surveyed each year to assess if accommodations/services assist with their learning and student success. Faculty/Staff/Service Providers are surveyed to assess if accommodations benefit SWD's success and their opportunities to learn. Unfortunately there was a procedural glitch in the unit's file sharing saving system resulting in the survey results being inadvertently deleted prior to analysis. For the upcoming year, this unit will review its procedures and create a better plan for data collection.

We were only able to collect very limited survey data as reported above. Based on these results Hāʻawi Kōkua results fall well below the targeted goal.

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 services and service delivery data
     Fall 2015
     Note Taking – 22
     Recording of Lectures – 66
     Testing Accommodations – 87
     ASL – 2
     Spring 2016
     Note Taking - 26
     Recording of Lectures – 76
     Testing Accommodations – 56
     ASL – 2
  b) log and track all staff outreach activities and direct advocacy
     Collaboration/Outreach/Advocacy Interactions – 18
     Consultations with Faculty/Staff - 81
  c) # of hits on Unit training videos (Total of 254 hits)
     Disability Services – 46
     Word Accessibility – 11
     Psychological Disorders – 40
     Learning Disabilities – 31
     Autism – 5
     ADHD - 11
     Strategies for Working with ADHD Students – 3
     Memory Strategies – 17
     Stress Management – 18
     Test Taking Skills – 31
     Note Taking Skills – 21
     Time Management – 20

Unit Outcomes: Measures
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.

** There was a procedural glitch in the Unit's file sharing saving system resulting in the survey results being inadvertently deleted prior to analysis. For the upcoming year, this unit will review its procedures and create a better plan for data collection.

One survey was recovered:
Fall 2015: Hāʻawi Kōkua Survey (20 respondents)
Do you receive accommodations? – 80%
If you receive accommodations, did you pick up your accommodation letter(s) from the Hāʻawi Kōkua Lab/Disability Services? – 74%
Did you provide your accommodation letter to your instructor? – 70%
Do you feel you can speak to someone on campus about your needs? – 84%
Do you feel you are able to navigate the campus without assistance? – 70%
If you are unable to navigate the campus, do you know who you may contact or visit for assistance? – 74%
Do you know where to access community resources – 60%
Do you know where to access college resources? – 50%

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

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

15-16 Perkins Data
Strategy Description: 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.

ASL Interpreters will be provided to deaf students in CTE programs.

Travel to AHEAD conference was included in this proposal to increase knowledge and to stay abreast of current trends in ADA, Civil Rights issues, and effective strategies for SWD.

Peer mentors will facilitate small group and individual meetings with SWD to work on academic and life skills. Supports will be extended to address not only academic needs but to provide strong supports and mentoring to assist SWDs with gaining the confidence and ability to navigate and initiate services needed to gain meaningful employment following the achievement of their degree at HawCC.

F. **Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes**

Performance Indicators, Effectiveness Measures, Expected Outcomes (from approved proposal section 8.)	Results
HawCC will improve by 1% in 1P1, 2P1, and 4P1, overall and within the special population (SWD)	Unable to locate updated Performance Measure Data. Compared the the data reported during the 14-15 school year, the Fall persistence rate was 46% and Spring 51% to the 15-16 school year's persistence rate of 86% in Fall and 78% in Spring.
Approximately 100 students will utilize these services and materials provided in this proposal. Out of the 100 students, 75% of students will pass all courses with a "C" or better.	Only approximately 41 out of 105 students in the Fall and 66 out of 116 students in the Spring participated in the supports/services. Out of the students that participated, in Fall 2015, 86% passed all their courses with a "C" and 80% persisted to the next semester. In Spring 2016, 86% of students passed all their courses with a "C" or better and 78% persisted to the next

Explanation for sub-par or unexpected results:
Participation in the services/supports continues to be the main barrier to implementing any strategy. Strategies for increased participation must be explored to determine the effectiveness of these supports. The overall feedback from the students that participated found that the services/supports were helpful and useful as evident in the reported student success results above.

Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.	This unit is reporting on brand new outcomes developed in the 14-15 year. The method of data sources and collection are newly developed to assess these outcomes. The biggest factor was the glitch in the unit's file sharing system. The results reported may be incredibly skewed due to the very limited responses received. The data collected from the responses are just a portion of what could be recovered and may not accurately reflect the services provided/offered. Another factor that could've affected the unit's report is the difference in services/resources/involvement among the two campuses. This report reflects results all responses for the entire island.
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	Hāʻawi Kōkua strengths are that its services are student based. Constant efforts are being made to research and implement services that will benefit our unique population. However, due to the diverse needs of our students it is difficult to implement overall strategies that will benefit each individual.

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	
Changes to the unit's services, functions, and/or operations.	This unit operated under new Unit Outcomes for the 15-16 year, as a result its data collection process and methods needed to be revised. Online training videos were created to increase accessibility of SWDs, faculty, and staff to access materials creating increased awareness and understanding. Peer Mentoring services will be accessible for all SWDs to assist with linking SWDs with community/college resources and to identify SWDs who may be experiencing barriers to Disability Services staff for early intervention.
Changes to the clients it serves (students, faculty,	None

staff, community, UH System etc.).	
Personnel and position additions and/or losses.	None
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	None

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* OR *the unit successfully integrated new strategies/technologies*.)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	Hāʻawi Kōkua Assistive Technology Lab has drastically increased in student use for the reported year. This unit ensures that all SWDs are assessed for accommodations and supports in a timely manner. Through our Perkins funding, this unit was able to implement the final year of a 3 year strategy to assist SWD with passing their remedial Reading, Writing, and Math courses.
Validate these successes by discussing positive improvements in the unit. Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	There were a total of 1488 student visits to the Assistive Technology Lab for the 15-16 school year. This is an increase from 966 visits during the 14-15 school year. There were a total of 129 students identified as SWD for the 15-16 school year, 100% of the identified students were assessed and provided accommodations if needed. Perkins data showed that the 15-16 school years persistence rate was 86% in Fall and 78% in Spring compared to Fall persistence rate was 46% and Spring 51% in 14-15. Only approximately 41 out of 105 students in the Fall and 66 out of 116 students in the Spring participated in the supports/services. Out of the students that participated, in

	Fall 2015, 86% passed all their courses with a "C" and 80% persisted to the next semester. In Spring 2016, 86% of students passed all their courses with a "C" or better and 78% persisted to the next semester.

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	Participation in services is definitely this unit's biggest obstacle. It is difficult to engage SWDs in offered services and even more so in responding to correspondence.
Discuss changes and actions taken to address those challenges.	In an attempt to engage SWD, Peer Mentors were assigned to each student. Peer Mentors attempted to contact each student through a variety of media including phone and e-mail. Correspondence was also tailored to reach our students by using e-mail, phone, and providing hard copies available to SWDs in the Assistive Technology Lab. It is also difficult to engage faculty and staff in training opportunities to create a greater understanding and appropriate provision of services to SWD.
Describe and explain the results of these actions.	Peer Mentors were assigned to each SWD and attempted contact throughout the year. Through services, the students who participated in Peer Mentoring services were provided individualized attention to their needs. Peer Mentoring services focused on developing skills needed to be successful in college as well as with assistance in linking SWD with appropriate services at the college and in the community. Peer Mentors also acted as a liaison between SWD and Disability Services Staff for communication and alerted staff if there were potential "red flags." It appears that SWDs engaged in services, by the increased participation and visits to the Assistive Technology Lab. Instructional Videos were posted onto the Disability Services website in an attempt to allow Faculty and Staff to view these resources at their leisure. There were a total of 254 hits on the various videos posted.

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

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	Through the creation of online training materials, more SWDs, faculty, and staff will be able to access the materials, therefore creating 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. Evaluations will be offered to students when they come in to use the Assistive Technology Lab, these will be administered earlier in the semester, and SWDs will be encouraged to complete them by their Peer Mentors and with the offering of a small incentive. The evaluation surveys will include questions about how they perceive the skills and Hā'awi Kōkua's services that are contributing to their success.

	Through the outreach of the Peer Mentors, SWDs will be able to communicate effectively. They will be linked to community/college resources and 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 the 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.
Discuss the results of the action plan and the unit's success in achieving its goals.	There were a total of 254 hits on the videos posted on the Hāʻawi Kōkua's website, the number of hits in one year is promising. Because data is unavailable, the only evidence to show how many students is engaging in Peer Mentoring services.
Discuss any challenges the unit had in implementing that action plan or achieving its goals.	Participation continues to be the factor is implementing goals for this unit. There was a change in the survey delivery and implementation and as a result, our data was inadvertently deleted. This is a big factor in determining if the goals were met.

- Did the unit review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☒ Reviewed website and submitted change request to webmaster on 09/27/2015 .

☐ Reviewed website and will submit change request to webmaster.

☐ Unit does not have a website.

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: A better plan to save the data collected from the responses of the surveys will be developed to ensure that data can be accessed. Surveys will be dated and noted to ensure accurate implementation dates. Feedback of surveys are also very limited, therefore, dates for the surveys to be sent out will be looked at to ensure that it's not during times where students are preoccupied with other deadlines. Surveys will be sent out 3 times per semester to get a reflection of services at different times of the semester.	**Benchmarks/Timelines:** **Fall 2016/Spring 2017**
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)? Gather better data to reflect unit outcomes. Set a survey schedule to ensure consistency in gathering data to better reflect unit's functioning. Ensure proper management of data collected to decrease the likelihood that data is inadvertently deleted for analysis.	
Action Goal 2: Service delivery will be assessed to ensure that SWDs are getting what is needed from the accommodations. If needed, services will be analyzed to ensure appropriateness and effectiveness.	**Benchmarks/Timelines:** **Fall 2016/Spring 2017**
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)? Through the data collected from the 15-16 year, students do not believe that their accommodations are assisting with their learning and student success. Furthermore, faculty/staff/note takers/peer mentors report that their services are not benefitting their student success and their opportunities to learn. Accommodations and services need to be reassessed to	

create supports that benefit students. Resources that are available to students and the quality of services that are being provided need to be assessed and revised (if needed).

Action Goal 3:	Benchmarks/Timelines:
Explore options to evaluate training materials.	**June 2017**

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

There were several hits on our training videos, however, we are not able to assess its effectiveness or develop new materials based on need. It is important for this unit to find ways to evaluate the videos and create new materials.

RESOURCE IMPLICATIONS

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

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	N/A

Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	N/A

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed 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.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of unit work or activity assessed, including unit service records, client satisfaction surveys, and	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

| other types of assessment instruments. | 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 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.
a description of <u>who conducted the assessment,</u> (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).	The unit, including Disability Services Coordinator/Counselor and Instructional & Student Support Specialist will be conducting the assessment.
a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.	Hāʻawi Kōkua student, faculty, and Peer Mentor/Note Taker surveys, and all service-delivery logs, including consultation, outreach, and advocacy tracking documents, will be kept on file in the Hāʻawi Kōkua office and may be reviewed as necessary.

Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
  - example 1: "85% of students surveyed will rate the unit's services as meeting or exceeding their expectation";
  - example 2: "95% of service requests will be completed on time and to the satisfaction of the requester."

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
1	UO 1) Through participation in Hāʻawi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.

	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" Faculty, Note Takers, and Peer Mentors will report that accommodations benefitted students' success and their opportunities to learn. Expectation for Unit Achievement: Faculty - 50% will "strongly agree" or "agree" and Note Takers/Peer Mentors – 75% will "strongly agree" or "agree"
2	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. 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 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

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment</u> <u>results</u> in terms of unit's attainment of the UOs.	There was a procedural glitch in the Unit's filing sharing saving system resulting in the survey results being inadvertently deleted prior to analysis. For the upcoming year,

	this unit will review its procedures and create a better plan for data collection.

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.

Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	N/A

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:

Changes to assessment practices, activities, or projects.	This unit will re-look at the procedure in which data is collected and saved to ensure that the information is being stored in a safe and secure manner. 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.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	As disability law and assistive technology resources are constantly evolving, it is imperative that Disability Service staff to continue to stay abreast of technological resources to meet the needs of SWD. During the next year, this unit will reduce it's staffing to 2 from 3 both being located on the East Hawaii, Manono Campus. As a result, Disability Services Staff will need to make routinely scheduled visits to the West Hawaii, Palamanui Campus to ensure equality of services.

	At this time, there are no additional staffing resources requested.
Increases or changes in student support activities and services to support student learning and achievement.	This unit will continue to provide services to SWD. Emphasis will be placed on the importance of contact with Peer Mentors for supports, early identification of potential barriers, and to act as a liaison with Disability Services Office to provide interventions and supports to address their specific needs. Constant exploration of additional resources will be explored to create more efficient & cost effective supports/accommodations for both SWD and HawCC.