# Hāʻawi Kōkua –

# Disability Services

# ANNUAL
## REPORT OF PROGRAM DATA
# 2021

July 1, 2020 through June 30, 2021

UNIVERSITY *of* HAWAIʻI®

# HAWAIʻI
## COMMUNITY COLLEGE

# 1. Program or Unit Description

Hawaiʻi Community College (HawCC) is committed to providing a barrier-free campus and academic accommodations to ensure that Students with Disabilities (SWD) have equal access to their education. Under the Americans with Disabilities Act (Title II) of the Rehabilitation Act of 1973 (Section 504), "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."

The Hāʻawi Kōkua Program – Disability Services ensures that SWDs at HawCC have protections against discrimination and are assured equal access it's to programs, services, and activities by providing accommodations and modifications to any student who self-identifies as having a documented physical, learning, psychological, or sensory disability which may limit their ability to fully participate in any course of study and/or campus activity at HawCC.

Per the section 504 of the ADA, postsecondary institutions who are recipients of federal funding must provide reasonable accommodations and modifications to ensure that SWDs have equal access to all its programs and activities. The process to determine accommodations can be a lengthy and includes self-identification, collection and analyzation of disability-related reports and information, consultation with outside resources regarding their recommendations, and engaging in an interactive process with SWDs to discuss their challenges and barriers. During this collaborative process, accommodations and modifications are determined. Following the initial intake, the process can evolve and be modified especially for SWDs struggling in their education. Therefore it is important that students are monitored and evaluated through frequent check-ins, advocacy and support, and re-visiting accommodations to ensure that the student can adequately access their education.

# 2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data (VARPD)](#)
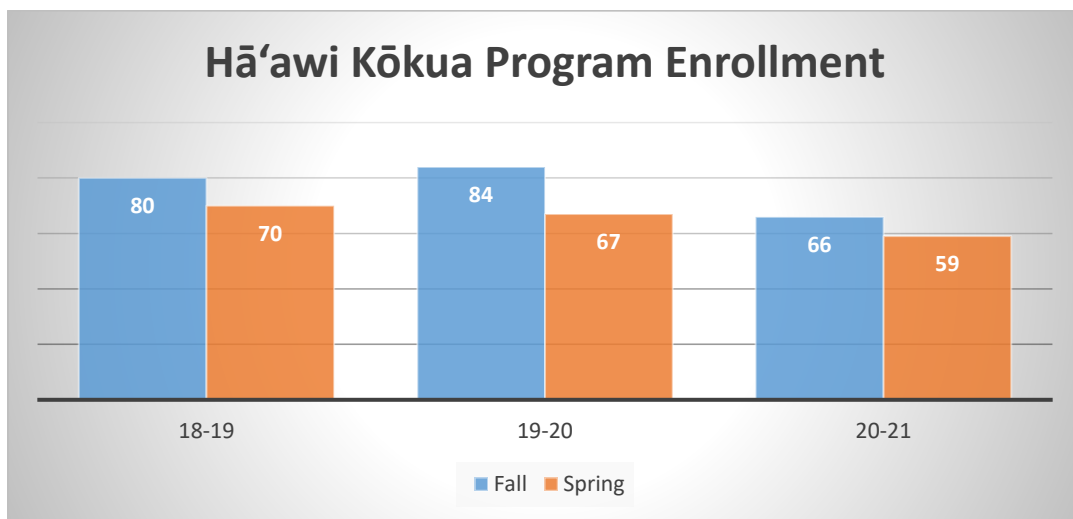
**Program or Unit Name**:


The above graph represents the number of students who have self-identified themselves with the Hāʻawi Kōkua Program over the past 3 years. There continues to be a downward trend of students that identify themselves with the Hāʻawi Kōkua – Disability Services Program. This trend is indicative of Hawaii CC's overall decrease in enrollment.

Staffing continues to be a concern that will be referred back to throughout this annual unit review. For the 2020-2021 academic year, this unit operated with the following staffing - one 1.0 FTE faculty counselor and 3 student employees. Although there were less students identified with the Hāʻawi Kōkua – Disability Services Program, it was a challenge to provide oversight, scheduling, and weekly check-ins with the students which were provided primarily virtually by just 3 Peer Mentors. The Peer Mentors did their best to ensure that students at all of Hawaii CC's locations were provided outreach and support to access resources and the Disability Services Counselor.



% of Students by Disability Type
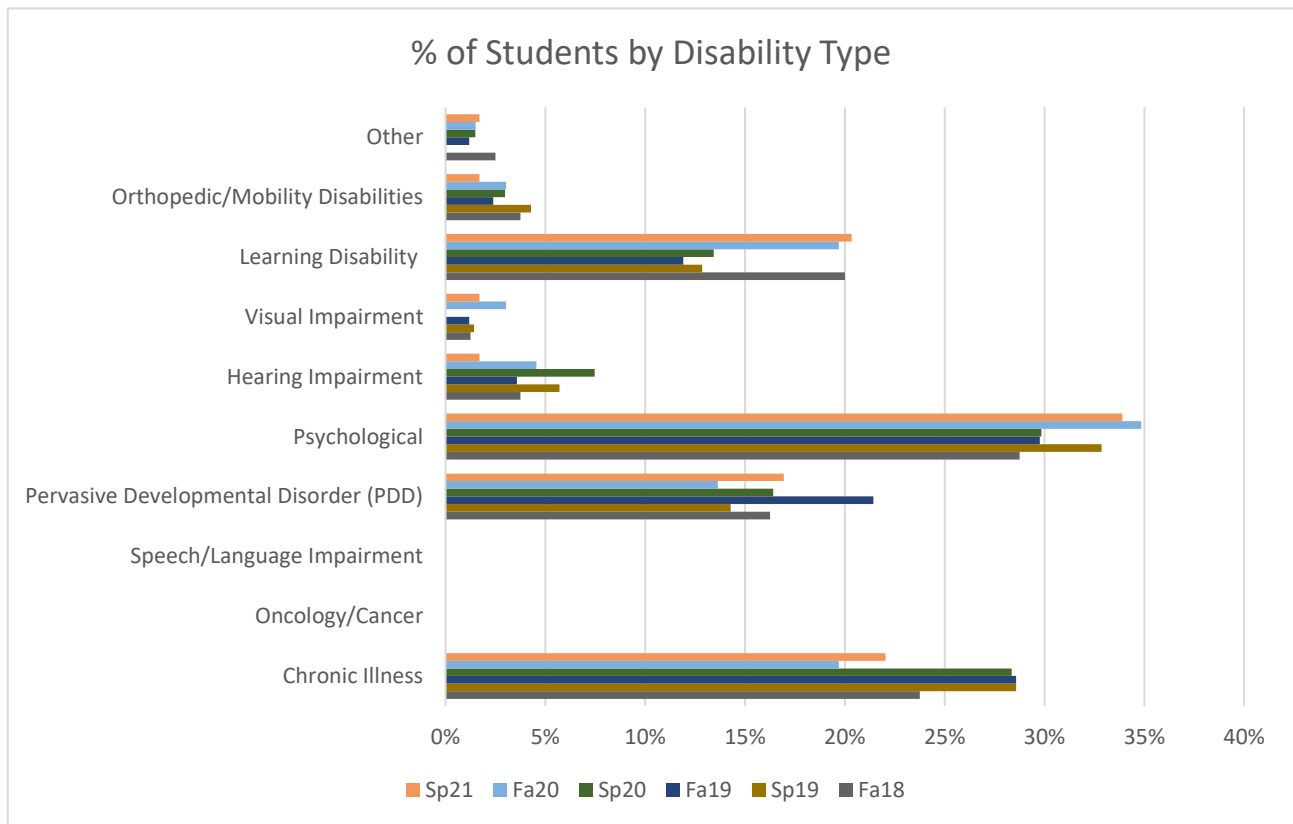
Despite the number of students enrolled, the Hāʻawi Kōkua Program has maintained the proportion of students by disability type. As shown in the graph above, the ration of SWDs with remain fairly consistent. This unit primarily supports students with psychological disabilities and chronic illness. The barriers for these students are very individualized for each person because of their ability to cope with their own situation. Therefore it is important that there is someone who understands their needs to be able to assist them individually.

During the 2020-2021 academic year following the shutdown of the campus and the loss of Hāʻawi Kōkua – Disability Services Program APT position the previous academic year, it was decided to

move the program to a smaller space closer to the Counseling and Advising office and consolidate offices with the Mental Wellness & Personal Development Office. With the change of location, support from Counseling and Mental Wellness are closer in proximity can be provided. Consequently, the new location is half the size of the previous location and due to COVID safety guidelines, the assistive technology lab could not safely maintain distancing and remained closed for the academic year.

# 3. Program Learning Outcomes or Unit/Service Outcomes

Program Unit Outcomes:

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

b)  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.

**The unit will assess both program unit outcomes listed above:**

Assessment Results

Unit Output of Services: Measures

Staff will collect and report the following data:

|  | Sp 21 | Fa 20 | Sp 20 | Fa 19 | Sp 19 | Fa 18 |
|---|---|---|---|---|---|---|
| Identified SWD | 59 | 66 | 67 | 84 | 70 | 80 |
| Note Taking | 16 | 48 | 17 | 18 | 14 | 21 |
| Recording of Lectures | 26 | 30 | 45 | 52 | 40 | 50 |
| Testing Accommodations | 49 | 47 | 55 | 68 | 53 | 62 |
| ASL | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 42 | 38 | 34 | 30 | 15 | 18 |
| # of Accommodation Letters provided to instructors | 56 | 59 | 61 | 77 | 58 | 64 |
| Appointment Types |  |  |  |  |  |  |
| Accommodation Appointments | 14 | 25 | 25 | 73 | 61 | 37 |
| Personal Counseling | 0 | 0 | 1 | 1 | 0 | 1 |
| Registration/Advising | 0 | 0 | 0 | 0 | 0 | 2 |
| Other | 4 | 14 | 6 | 11 | 8 | 12 |
| # of visits to Kōkua Technology Lab | 0 | 0 | 327* | 488 | 471 | 731 |

** During the 20-21 year, the Kōkua Assistive Technology Lab remained closed to student traffic

Unit Outcomes: Measures

Student and faculty responses to the effectiveness of this unit's services will be collected through targeted surveys sent to all SWD and faculty with SWD enrolled in their classes. All surveys were scored on a 5 -point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Students were asked to report if their accommodations and other services assisted with their learning and student success.

Do you feel your accommodation contributed to student success and your opportunity to learn?

|   | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| 5 | 55% | 58% | 52% |
| 4 | 15% | 38% | 19% |
| 3 | 23% | 4% | 22% |
| 2 | 7% | 0% | 4% |
| 1 | 0% | 0% | 4% |

Did you utilize the Kōkua Assistive Technology Lab?

|   | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| Utilized the Kōkua Lab | NA | 58% | 56% |
| Did not utilize the Kōkua Lab | NA | 38% | 41% |
| Was not aware of the Kōkua Lab | NA | 4% | 4% |

** During the 20-21 year, the Kōkua Assistive Technology Lab remained closed to student traffic.

Did you feel welcomed in the lab when you first walked in?

|   | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| 5 | NA | 42% | 30% |
| 4 | NA | 25% | 15% |
| 3 | NA | 4% | 18% |
| 2 | NA | 8% | 0% |
| 1 | NA | 21% | 37% |

** During the 20-21 year, the Kōkua Assistive Technology Lab remained closed to student traffic.

Do you feel you got the information you needed in a timely manner?

|  | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| 5 | 55% | 38% | 26% |
| 4 | 23% | 25% | 11% |
| 3 | 7% | 13% | 30% |
| 2 | 0%5 | 8% | 0% |
| 1 | 15% | 17% | 33% |

Do you feel the technology available assisted you with your learning?

|  |  | 19-20 | 18-19 |
|---|---|---|---|
| 5 | NA | 42% | 30% |
| 4 | NA | 25% | 11% |
| 3 | NA | 8% | 26% |
| 2 | NA | 8% | 0% |
| 1 | NA | 17% | 33% |

** During the 20-21 year, the Kōkua Assistive Technology Lab remained closed to student traffic.

Please rate your overall satisfaction with the Ha'awi Kokua

|  | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| 5 | 62% | 67% | 74% |
| 4 | 15% | 29% | 7% |
| 3 | 23% | 4% | 15% |
| 2 | 0% | 0% | 0% |
| 1 | % | 0% | 4% |

Faculty/Staff were asked to report if the accommodations provided contributed to student success and their opportunity for learning.

|  | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| 5 | 29% | 37% | 23% |
| 4 | 27% | 20% | 33% |
| 3 | 22% | 24% | 19% |
| 2 | 18% | 14% | 10% |
| 1 | 4% | 4% | 3% |
| IDK |  |  | 12% |

Unit Output of Services: Measures

Staff will collect and report the following data:

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

|  | 20-21 | 19-20 | 18-19 |
|---|---|---|---|
| Collaboration/Outreach/Advocacy | 23 | 25 | 35 |
| Consultations with Faculty/Staff | 67 | 75 | 24 |

b) # of hits on Unit training videos

| | |
|---|---|
| HK Video | 148 |
| HK Video | 71 |
| Disability Services Overview | 31 |
| Information about Students with Learning Disabilities | 9 |
| Information about Students with ADHD/ADD | 9 |
| Information about Individuals with Psychological Disabilities | 9 |
| Strategies for Working with Individuals diagnosed with Learning Disabilities | 7 |
| Information about Students with Autism Spectrum Disorders | 7 |
| Strategies for Working with Individuals with Psychological Disabilities | 6 |
| Strategies for Working with Individuals diagnosed with Autism Spectrum Disorders | 4 |
| Strategies for Working with Individuals diagnosed with ADHD | 3 |

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.

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

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

|     | 20-21 | 19-20 | 18-19 |
| --- | --- | --- | --- |
| 5   | 31%   | 28%   | 10%   |
| 4   | 20%   | 18%   | 18%   |
| 3   | 24%   | 25%   | 26%   |
| 2   | 18%   | 7%    | 10%   |
| 1   | 7%    | 6%    | 4%    |
| IDK |       |       | 32%   |

2019-2020 Action Plan:

a) Provide support and research methods that are successful to ensure SWDs success in the new "virtual" environment.

b) Reorganize structure and service delivery to adapt to the loss of the Student Support Specialist position to ensure that SWDs receive needed services and supports.

c) Update faculty and staff training videos for relevancy and updated information. Seek out online resources that offer free training videos.

The 2020-2021 was incredibly difficult to navigate because of staffing and the difficulties of providing services online. Despite all of the barriers that were encountered, the evaluation data supported that students had the same level of satisfaction and that their accommodations contributed to their success. There was an increase in satisfaction on the timeliness of communication and the technology provided contributed to their success. This unit strived to utilize any available resource and method to outreach to the students to ensure that they felt supported and less isolated and the evaluation data supported those efforts.

During the 2020-2021 academic year, this unit restructured its services to focus more on outreaching to the students. This unit advertised and continues to advertise its openings for Peer Mentors but has had no qualified applicants. Although each of the 3 Peer Mentors had almost 20 assigned students, they provided weekly documented check-ins which is evident in the increase in satisfaction on timely communication. Since the number of students with disabilities identified in this program remains fairly low, this unit would benefit from the maintenance of the Peer Mentor program. If an adequate number of mentors are employed to support the Disability Services Counselor, then there would be an increase in student engagement and ultimately would allow the unit to meet the needs of the students.

During the 2020-2021 academic year, the unit intended to create new informational videos for Hawai'i CC. Due to the increased workload from COVID and the instability of the HKDS staffing the unit concentrated on providing quality and timely services to students and faculty. The new training videos have been delayed but should be ready for campus dissemination by the 2022.

# 4. Action Plan

This unit is due for its next comprehensive review in 2022. Based on feedback from the assessment committee and CERC this unit will revise/update its Unit Outcomes on that review.

This unit attempted to increase student participation on the program evaluation as suggested by the Assessment Committee and CERC. In collaborating with the Assessment Coordinator, evaluations was sent out to the students during the 8th, 12th, and 16th week of instruction. Despite this different approach there still only was a 25-28% response rate. This unit will continue to send out evaluations to collect data as its method to gather information on student satisfaction. During the upcoming year, this unit will look at data collected from Students with Disabilities persistence and success rates to explore if that data can be reflective of effectiveness and satisfaction of services.

For the upcoming 2021-2022 review period, this unit will explore its ability to do more outreach to students with disabilities and also to collaborate with other programs and utilize other options to educate the kauhale on the requirements of ADA/504 and best practices on the implementation of academic accommodations and modifications.

This unit will begin to look at how to reconfigure the space to determine if the assistive technology lab can reopen to students safely. If unable to, this unit will explore ways for students to be able to access resources by attaining technology and/or programs from their homes.

***HGI Action Strategy 2*:**

Implement structural improvements that promote persistence to attain a degree and timely completion.

The above action plan addresses HGI Action Strategy 2 by supporting SWDs to promote persistence to attain a degree and timely completion.

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

# 5. Resource Implications -

## * ONE-TIME BUDGET REQUESTS ONLY *

X **I am NOT requesting additional ONE-TIME resources for my program/unit.**

☐ **I AM requesting additional ONE-TIME resource(s) for my program/unit.**

**Total number of items being requested: _____(4 items max.)**

# 6. Optional: Edits to Occupation List for Instructional Programs

ꭓ **I am NOT requesting changes to the SOC codes/occupations listed for my program.**

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**