

**Kaua`i Community College
Annual Program Review Update for
Disability Services and Mental Health Counseling**

Kaua`i Community College Mission Statement:

Kaua`i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua`i ma ke `ano he kahua e ho`oulu, ho`ā, a ho`oikaika `ia ai ka `ike a me ka na`auao o nā kānaka a`o aku a a`o mai no ka ho`owaiwai `ana i ke kaiāulu a me ka honua.

**‘O ke kahua ma mua, ma hope ke kūkulu.
First comes the foundation, then comes the building.
(‘Ōlelo No`eau, number 2459)**

Kaua`i Community College fulfills its mission by incorporating the following practices. The College:

- Provides open access, affordable education;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua`i.

Program Description

Disability Services

The Disability Services Office exists to assist self-identified students with disabilities in getting started and continuing their college-level education. We meet the needs of the students with disabilities while maintaining their confidentiality. We play a major role in the retention of students with disabilities by providing priority registration, readers, note-takers, American Sign Language interpreters, preferential seating, ADA desks and chairs, extended testing time, distraction-reduced testing in the testing center, and texts/learning materials in alternative formats. We work in conjunction with faculty and staff to ensure that students receive the reasonable accommodations they require to be successful at Kaua'i Community College. We are committed to the full participation in higher education for persons with disabilities as mandated by the Americans with Disabilities Act.

The Disability Services Office is currently serving 55 students.

Part I. Quantitative Indicators

Term	Headcount Students with Disabilities	Headcount Students w/o Disabilities	Grand Total
Summer 2016	9	111	120
Fall 2016	79	1320	1399
Spring 2017	59	1185	1244
Grand Total	147	2,616	2,763
	Attempted Credits Students with Disabilities	Attempted Credits Students w/o Disabilities	Grand Total
Summer 2016	3.4	3.6	3.6
Fall 2016	8.6	7.9	8.0
Spring 2017	9.0	7.5	7.6
Grand Total	8.5	7.5	7.6
	Semester GPA Students with Disabilities	Semester GPA Students w/o Disabilities	Grand Total

Summer 2016	2.39	2.67	2.65
Fall 2016	2.14	2.55	2.53
Spring 2017	2.35	2.66	2.64
Grand Total	2.24	2.60	2.58
	Cumulative GPA Students with Disabilities	Cumulative GPA Students w/o Disabilities	Grand Total
Summer 2016	3.25	3.03	3.05
Fall 2016	2.39	2.75	2.73
Spring 2017	2.35	2.87	2.85
Grand Total	2.42	2.82	2.80

As a result of receiving services, Students with Disabilities are able to hold their own in relation to students who do not have disabilities. In almost every semester, Students with Disabilities are carrying a higher credit load than students without disabilities. In spite of that, their GPAs are not significantly lower, and some are higher. There is no data regarding Students with Disabilities who do not seek services. It can only be assumed that Students with Disabilities who do seek services fare better as a result of receiving those services.

Students who seek services may have these disabilities, among others:

Learning Disabilities	Deaf/Hearing Impaired	Selective Mutism	Respiratory Illnesses
Intellectual Disabilities	Blind/Visually Impaired	Neurological Disorders	Cardiovascular Conditions

Musculoskeletal, Orthopedic/Mobility Concerns	Epilepsy	Dyslexia	Syndromes, such as Marfan Syndrome
Substance Abuse/Dependence	Autism Spectrum/Asperger's Syndrome	Mental Health Disabilities	Hematological Disorders
ADD/ADHD	Sleep Disorders	Performance/Test Anxiety	Paraplegia/Quadriplegia

These are the different types of accommodations provided for students with disabilities and the number of students who are currently utilizing these accommodations:

Accommodations:	Number of Students Utilizing:
Extra Time On Tests	31
Extra Time On Quizzes	31
Extra Time On Assignments	4
Alternative Test Setting	28
Notetaker	11
Alternative Format Textbooks	2
Priority Seating	8
Tape Record Class Sessions	15
Brailled Texts	0
Enlarged Texts	0

Use of Spell-Check	0
American Sign Language Interpreter	1
Basic Calculator for Math	3
Petition for Withdrawal if Sick	2
Unscheduled Absence	1
Unscheduled Breaks	2
Uses Personal Assistant	1
Uses Wheelchair	2
ADA Desks	1
Mobility assistance	2
Alternative Presentation	2

2015 - 2017 Percentage of Students with Disabilities by Ethnicity:

Chinese							0.00%
Filipino	11	11	9	8	7	4	14.29%
Guamanian or Chamorro							0.00%
Hispanic		1					0.00%
Japanese	2	1	1	1	1	1	2.60%
Korean		1	1	1			0.00%

Laotian							0.00%
Micronesian (not GC)		1	1	2	2	2	0.00%
Mixed Asian	2	4	4	3	2	2	2.60%
Mixed Pacific Islander							0.00%
Mixed Race (2 or more)	11	18	13	16	10	16	14.29%
Native Hawaiian or Part-Hawn	24	31	28	32	23	16	31.17%
No Data							0.00%
Other Asian							0.00%
Other Pacific Islander	3	1	1				3.90%
Samoaan							0.00%
Thai							0.00%
Tongan							0.00%
Vietnamese							0.00%
Grand Total	77	88	74	82	59	55	100.00%

Native Hawaiians make up the highest percentage of students disclosing a disability: 31.17%. Filipinos make up the second most likely group to disclose a disability at 14.29%. On average, the Disability Services Office serves 51.6 students with disabilities per semester. Since my work with all students is confidential, I am prevented from discussing details of particular cases.

Far from taking advantage of the system, most students are reluctant to disclose a disability. If it weren't for the fact that they really must disclose a disability in order to succeed in college, most students would not disclose. Some students choose not to use the accommodations to which they are entitled. I do not know any person at all who does not have some kind of a disability,

hidden or otherwise, so my goal is to de-stigmatize disability and mental illness and to level the playing field for all.

In the last academic year, 50.65% of all Students with Disabilities were pursuing a Liberal Arts degree.

Total Students by Degree Sought, Program and Population								
	Population							
	Students with Disabilities							
	N							
Term		Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	%
AA		42	44	37	42	28	25	54.55%
AAS		17	26	21	18	18	14	22.08%
AS		7	10	2	5	7	6	9.09%
ASC								0.00%
CA		1		2	1	2	2	1.30%
CO		6	5	4	8	4	5	7.79%
ND		3	2	3	4		2	3.90%
(blank)		1	1	5	4		1	1.30%
Grand Total	77		88	74	82	59	55	100.00%

Program Description:

Mental Health Counseling Services:

In 2014, Mental Health Counseling Services was created at Kauai Community College to address the diverse needs of students with mental health concerns. The built-in demands of academic life contribute to the overall stress students inevitably feel. Juggling a course load while meeting all the other personal, family, social, and financial responsibilities students may have can bring on discomfort, anxiety, depression, and other emotional or physical symptoms.

The Mental Health Counseling office provides a variety of counseling services – personal counseling, couples and family counseling, emergency/crisis intervention services, and referral to community diagnostic and psychiatric services. All services are confidential. Immediate “walk-in” appointments are available for students with urgent needs or who are in crisis.

Our free, CONFIDENTIAL services help students:

- Adjust to college life
- Learn healthy ways to cope with stress
- Enhance personal relationships
- Receive treatment for depression and anxiety
- Cope with crisis (including domestic violence, sexual assault, and thoughts of suicide)
- Create balance in their lives
- Clarify educational plans and life goals
- Manage ADHD and other disorders
- Receive diagnostic and psychiatric referrals

The Mental Health Counseling office is sensitive to students of all diverse needs and provides confidential counseling for individuals students, couples, and groups. The average number of students seeking Mental Health Counseling Services per semester = 10
Employees needing mental health assistance may obtain free counseling services through the Employee Assistance Program.

These are some of the types of mental health concerns for which I see students:

Schizophrenia	Suicidal Ideation	Eating Disorders
Paranoia	Crisis Intervention	Personality Disorders
Anxiety	Medication management	Sleep Disorders
Depression	Substance Abuse/Dependence	Anger Management
PTSD	Bipolar Disorder	Panic Disorders

CONFIDENTIALITY:

The privacy of all communications between a student and a mental health professional is protected by law and can only be shared with the written permission of the student. There are a few exceptions to Confidentiality.

Confidentiality will be broken if:

There is reasonable evidence that the student is an imminent danger to him/herself or others
There is an acute risk of suicide
If the student reports that he/she intends to infect someone else with AIDS, or some other infectious disease
If the safety of a child or another dependent person is threatened
If records are subpoenaed in legal proceedings or if ordered by a judge to provide testimony

Program Description:

Behavior Intervention Team:

The Mental Health Counselor serves as a member of the Behavioral Intervention Team (BIT), a multi-disciplinary group whose purpose is meeting regularly to support students, employees, faculty and staff via an established protocol. The team tracks “red flags” over time, detecting patterns, trends, and disturbances in individual or group behavior. The team receives reports of disruptive, problematic or concerning behavior or misconduct (from colleagues, co-workers, community members, friends, staff, etc.), conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, warning/notification and response. The team then deploys its resources and resources of the community and coordinates follow-up to ensure that the Student of Concern is not a danger to him/herself or other students on campus. BIT focuses on **preventing** the threat and/or crisis **before** it occurs.

Average Number of Cases per semester = 7

The BIT Team now is lead by the new Vice Chancellor of Student Affairs, Margaret Sanchez, and the team members are we, Char Ono, Nursing, Cheryl Stiglmeier (Master’s of Social Work) OCET, Marilyn Hashisaka (Licensed Mental Health Counselor), and James Hollingsworth, Head of Campus Security. Anyone who has a concern about a student’s behavior may report it to one of the team members or online at the Behavior Intervention webpage link, listed under Student Support Services.

The BIT intervenes on average in about 15 cases per academic year. These cases involve students with behaviors of concern, such as: classroom or campus disruption, email ranting, possession of a weapon, suicidal ideation, domestic abuse, bullying, cyberbullying, and stalking. We also intervene if there are concerning behaviors resulting from diagnosed mental illnesses, such as: schizophrenia, paranoia, bipolar disorder, and PTSD, among others. We are trained to respond to signs of distress.

Signs of Distress

Threats of violence include, but are not limited to:

- *Endangers the safety of any employee, student, or visitor;*
- *Has an impact on an individual's physical and/or psychological well-being;*
- *Causes damage to personal or college property;*
- *Creates a hostile campus environment.*

Behaviors

- ***History of aggression/violence/bullying;***
- ***Specific/detailed threats to harm another;***
- ***Destruction of personal and/or school property;***
- ***Recent attempts to secure weapons;***
- ***A pattern of poor interpersonal relationships;***
- ***Defiance of authority;***
- ***Recent attempts/talks of suicide;***
- ***Involvement with hate groups or criminal gangs;***
- ***Frequently angry or easily frustrated.***

Personality Traits

- ***Drug/alcohol abuse;***
- ***Mental health issues;***
- ***Socially isolated;***
- ***Recent problems at home/school/work;***
- ***Extreme paranoia/suspicion;***
- ***Recent serious attacks to self-esteem.***

Student Issues

Protocols have been established and are in use for the following occurrences:

- ***Disruptive behavior/physical assault;***
- ***Threats of harm;***
- ***Sexual Harassment;***
- ***Racially motivated or bias disturbance on campus;***
- ***Possession of a weapon;***
- ***Other violations of the Code of Student Conduct.***

Program Description:

Title IX Confidential Resource:

Title IX is a landmark federal civil rights law that requires gender equality in all aspects of publicly-funded education. Title IX prohibits gender discrimination, sexual harassment and sexual violence.

The Mental Health Counselor serves as a Confidential Resource for Title IX. Being a confidential resource means that information shared is protected by federal and state laws and cannot be shared without a student's explicit permission. Offices designated as "Confidential" will not report any information to the Title IX Office. These conversations are kept strictly confidential and, except in rare, extreme circumstances (including imminent risk of harm to self or others), nothing will be shared without the student's permission.

If the student does want to report sexual discrimination, harassment, violence or stalking to the Title IX Coordinator, the Confidential Resource can make a referral. If a student wants to report an act of sexual violence to the Kaua'i Police Department, the Confidential Resource can refer and accompany the student. If a student requests help in filing a Temporary Restraining Order,

the Confidential Resource can assist the student. The Confidential Resource can work in conjunction with the Kaua'i Police Department and Campus Security to ensure that our students are safe on campus.

Part III. Goals, Alignment and Action Plan

2016-2021 Strategic Goals

Goal Alignment UH System Goals, Kauai Community College Goals, and Strategic Goals	Program Goals
UHCC/KCC Initiative: Hawaii Graduation Initiative	
<u>Strategic Goal 1: Increase the Number of Graduates</u>	By leveling the playing field through offering accommodations for Special Needs students, it helps to ensure their success in college. By providing counseling services for troubled students, it helps to ensure they will remain in college.
<u>Strategic Goal 2: Increase the Number of Native Hawaiian Graduates</u>	Native Hawaiians make up the highest percentage of students disclosing a disability: 31.17%. Providing Native Hawaiian students with the accommodations they require will help ensure that they succeed towards graduation.
<u>Strategic Goal 3: Increase the Number of Low Income Student Graduates</u>	Students with Disabilities and Mental Health issues come from all income brackets, but students who are At-Risk, such as those students in the Wai'ale'ale or Kipaipai programs may need more assistance than others.
<u>Strategic Goal 4: Increase the Number of Students Who Transfer</u>	Students with disabilities often need assistance in order to transfer to a four-year college. In Spring 2017, there were 3 Special Needs students who transferred to UHWO.
Strategic Goal 5: Eliminate Access and Success Gaps	Ensuring accommodations for Students with Disabilities provides them with equal access to education. The Disability Services Office promotes equal access to education for students with disabilities by providing accommodations, such as: <ul style="list-style-type: none"> ● American Sign Language Interpreters for the Deaf, Hard of Hearing and Hearing Impaired ● Priority Registration

	<ul style="list-style-type: none"> ● Preferential Seating ● ADA desks and chairs ● Distraction-reduced testing ● Testing in alternative formats ● Extended testing time ● Notetakers ● Learning Materials and Texts in alternative formats
Strategic Goal 6: Reduce the Time to Degree: Accelerate College Readiness	Providing services for students with disabilities and students in crisis helps them stay on track to degree.
<u>Strategic Goal 7: Reduce the Time to Degree: Increase Student Retention and Credit Accumulation</u>	Providing accommodations and offering follow-along support increases student retention and credit accumulation.
UHCC/KCC Initiative: Hawaii Innovation Initiative	
Strategic Goal 8: Increase Job Placement for KauaiCC Students	The Disability Services and Mental Health Counseling Office works in conjunction with the Division of Vocational Rehabilitation and Workforce Development to ensure that Students with Disabilities obtain the training they need through equal access to education to increase their job placement.
Strategic Goal 9: Increase the STEM Workforce	
Strategic Goal 10: Increase Lifelong Learning and Professional Development Opportunities for community members	Students with Disabilities may continue to take courses without matriculating for their own professional development
UHCC/KCC Initiative: Modern Teaching and Learning Environment	
Strategic Goal 11: Increase Campus and Community Sustainability	
<u>Strategic Goal 12: Strengthen Distance Education Offerings</u>	
Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments	There is new technology coming out all the time for Students with Disabilities. It is necessary to keep abreast of the changes and assist students in incorporating new technology into their educational experience.

UHCC/KCC Initiative: High Performance Mission-Driven System	
Strategic Goal 14: Reduce the Cost of Education for Students	
Strategic Goal 15: Implement Hawai'i Papa O Ke Ao	
Strategic Goal 16: Increase Opportunities for and Participation in Professional Development	
UHCC/KCC Initiative: Enrollment	
Strategic Goal 17: Increase Recent High School Graduates Enrollment	Through outreach to high schools. The Disability Services Office can help increase enrollment of high school students.
Strategic Goal 18: Increase Pacific Islander Enrollment	
Strategic Goal 19: Increase High School Non-Completers and GED Recipient Enrollment	Students with Disabilities often come to us as non-traditional students who have not completed high school.
Strategic Goal 20: Increase Enrollment of Working Adults	
Strategic Goal 21: Increase Enrollment of International Students	

Status Report for the prior year requests

Program Goal & Campus Strategic Goal or Priority Alignment	
Action Item	
Resource Acquired	n/a
Outcome(s)	
Outcome(s) Evaluation (Improvements made to program based on assessment data)	
Action Plan if outcome was not met	

Action Plan and New Resource Request

List in the table below resource requests greater than or equal to \$3000. Do not include requests of an ongoing nature unless it is for new permanent personnel. Do not include lecturers in your request nor overload that has to do with teaching extra courses. The ranking rubric can be found in KCCP 1-6. For multiple requests, please add additional tables as needed.

- Input your action item based on your quantitative indicators and Program Student Learning Outcomes.
- Identify names of key persons involved in implementing the steps and the overall strategy. When possible, identify partnerships that will enhance strategies.
- Indicate when you will complete the action.
- In the “Indicator of Improvement” column, identify and quantify the outcomes expected from the action by using the actual numbers from your quantitative indicators table in Part III. What indicator will be improved by the action? To what extent? (e.g., Persistence will increase from the current 63% to 73 %.)
- In the “PSLO Impacted” column, identify the specific PSLO that will be addressed by the action. Include the program-level or course-level assessment data that supports the need for the action.
- Include specific action plans for any Perkins Core Indicator for which the program did not meet the goal.

Program Goal & Campus Strategic Goal or Priority Alignment	Disability Services Program Goals: 1) Arrange for and ensure that students with disabilities receive the reasonable accommodations they require to be successful at Kauaʻi Community College.
Action Item	<ol style="list-style-type: none"> 1. Assist self-identified students with disabilities in the beginning and in continuing their college-level education 2. Increase outreach to students with disabilities in the high schools to ensure that students are aware of specific services that KCC provides 3. Work in conjunction with community organizations to ensure that community members with disabilities have equal access to education to increase their employment opportunities and to ensure that they receive the benefit of support simultaneously from both the college and the community
Resource(s) Request	Because of the necessity of keeping all records CONFIDENTIAL for Disability Services, Mental Health Counseling Services, Behavior Intervention Team services, Student Conduct reports, and Title IX Confidential Resource services, we are requesting a software product called Maxient. In addition, BIT members all need to be able to share and access Confidential records. This will provide us with effective data tracking and case management tools.
Person(s) Responsible and Collaborators	Behavior Intervention Team: Margaret Sanchez, Marilyn Hashisaka, James Hollingsworth, Cheryl Stiglmeier, Char Ono
Timeline	Needed as soon as possible
Indicator of	Confidentiality will be maintained; team members will be able to

Improvement	access shared records
PSLO Impacted	Retention of students
Current Status	We have no software to keep safe confidential information. We have no means of sharing information among team members.

Part IV. Resource Implications

The Maxient software program for case management and effective data tracking may be used by all programs: Disability Services, Mental Health Counseling, Behavior Intervention, Student Conduct and Title IX. Therefore, it will be cost effective.

KCC has only one Licensed Mental Healthcare provider. In the event that that one is unavailable, we will have no one. Therefore, we are recommending that KCC contract a licensed mental health care provider who can be on call in case of emergencies. We are requesting a back-up Mental Healthcare provider, who can be retained for 40 hours per semester.

Initial Acquisition Cost - The initial upfront cost of acquiring the Maxient program is \$8000 for a campus the size of Leeward Community College. Since we are a smaller campus, the initial cost may be less.

The cost to retain an emergency hire licensed mental health care provider may be \$125 - \$150 per hour at 40 hours per semester, the cost would be at most \$6000, or \$12,000 per year.

Annual Recurring Cost - Maxient: every year after acquisition, the cost to maintain the service is \$4000.

Useful Life - Maxient can be updated annually for a cost of \$4000.

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
Maxient Software \$8000	\$4000	Updated Annually	Confidential records can be maintained securely
Back-up Licensed Mental Health Counselor/ Emergency Hire: \$150/hour x 40 hours per semester = \$6000	\$12,000	Updated Annually	No interruption in services

Part V. Program Student Learning Outcomes and Assessment

Service Outcome 1: Assist self-identified students with disabilities in beginning and continuing their college-level education.

Service Outcome 2: Arrange for and ensure that students receive the reasonable accommodations they require to be successful at Kaua'i Community College.

Service Outcome 3: Arrange priority registration for students with disabilities as necessary.

Goal 1: Increase outreach to students with disabilities in High Schools to ensure that students are aware of specific opportunities that KCC provides.

Goal 2: Work in conjunction with community organizations to ensure that community members with disabilities have equal access to education to increase their employment opportunities and to ensure that they receive the benefit of support simultaneously from both the college and the community.

Service Outcome 4: Provide a variety of counseling and mental health services to students.

Goal 3: Provide immediate walk-in appointments for students with urgent needs or who are in crisis.

Service Outcome 5: As part of the Behavior Intervention Team, respond proactively to disruptive, problematic or concerning behavior or misconduct and determine the best mechanisms for support, intervention, warning/notification, and response

Goal 4: Increase knowledge of difficulties students may face in adjusting to requirements of community college/academic life and in personal/family life.

Goal 5: Provide training to faculty on student disabilities and mental health issues and appropriate referral procedures.

Goal 6: Increase knowledge of community resources/services and eligibility requirements to better serve individuals with disabilities and mental illness.

Goal 7: Start a Student Resiliency Center to ensure that students have the resources they need to help them deal with emergencies and in their daily lives with the challenges that they face.

Part VI. Programs Cost Per SSH

This will be filled in by the VCAA's office with the help of the Business office and clerk-stenos.

Part VII. Capacity Collect Alternative Measurement

If your program has an externally mandated (e.g. professional accreditation or licensing) capacity of less than 16 students per faculty, the program may be eligible for alternative efficiency health call calculation.