

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAII
KAUA'I
COMMUNITY COLLEGE



Disability Services & Veteran Support Services

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Mission of the Disability Services Office is to create a fully accessible, integrated, and universally designed campus for all students by providing reasonable accommodations to otherwise qualified students with disabilities.

The Veterans' Support Center (VSC) at Kaua'i Community College is a program to support the transition of Veterans by providing services to help them succeed. The VSC provides a comfortable atmosphere equipped with all the tools necessary to aid Veterans in their collegiate pursuits.

What is the target student or service population?

Our target student population of the Disability Services Office is current and potential students with disabilities.

Our target student and service population for Veteran Support Services are all veteran and DoD-designated students, potential students, and their families.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Disability Services

Demand Quantitative Indicators:

Data collected for the academic year 2019-2020 has provided baseline information for Disability Services moving forward. Disability Services has provided services to a total of 154 students during

the Fall 2021 (72), Spring 2022 (75), and Summer 2022 (7) semesters. This is an increase of 14 students from the prior academic year.

The total number of students requesting academic accommodations was 71 during the Fall 2021 (37), Spring 2022 (32), and Summer 2022 (2) semesters. The Disability Services office also provides “disability management” services in addition to academic accommodations. Disability management services include but are not limited to, disability awareness/insight, learning strategies, time management skills, study habit planning, organizational skills, transportation, note-taking tips, social skills training, collaboration skills (how to work in groups), effective communication techniques, understanding available resources, self-esteem building, understanding their rights along with learning how to self-advocate.

As we continue to offer a large number of online classes, the actual number of classroom accommodations requested remains similar to last year. We had a slight increase from 68 to 71, while our overall student population served increased. It’s been determined that the online learning platform decreases classroom accommodation requests while the stressors caused by COVID seem to increase the need for disability management services. Students who self-identified with the Disability Services Office often needed disability management services as opposed to only academic accommodations.

The total number of appointments recorded for the Disability Services Office was 752 during AY 21-22. This is an increase of 16 appointments from last year.

The demand for services through the Disability Services Office seemed to increase over the past two academic years. Stressors and the emotional effects of COVID seemed to play a major role in this increase, but I also feel increased and diversified outreach strategies may have contributed to more students knowing these services are available.

Efficiency Quantitative Indicators:

Starting in August 2019, a new Student Support Counselor was hired to provide Disability Services and Veterans Services. Disability Services are provided solely by the Student Support Counselor due to the confidential nature of the information being provided. The fact that the position is also shared with Veterans Support Services has affected the amount of time that is solely allocated to Disability Services on campus. Another aspect that affects the efficiency of Disability Services (DS) is the fact that all data and paperwork are tacked and provided manually. The DS office does not have a case management system that allows for tracking and providing academic accommodations electronically. Last year a case management system was officially requested but has not been obtained at this point. Obtaining an electronic case management data system continues to be an area of need.

Effectiveness Quantitative Indicators:

Baseline data were collected in AY 2019-2020 in the following areas to determine the effectiveness of disability services:

- # of testing accommodations
- # of note-taking accommodations

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- # of recordings of lectures
- # of ASL accommodations
- # of other accommodations
- # of accommodation letters provided to instructors
- # of referrals made to other campus services

The number of classroom accommodations decreased once again due to the large number of online classes provided. For example, online testing environments reduce the need for testing accommodations for many students. It was apparent that students needed assistance in connecting with campus resources as the number of campus referrals increased by 51 from the last AY. Once again the online platform seemed to affect students' ability to connect with all available campus resources.

In summary, the department continues to strengthen by creating stability and continuity in service delivery. The goal of the Disability Services Office is to increase services provided to self-identifying students with increased rates of efficiency.

Disability Services

Demand	2019-2020	2020-2021	2021-2022
Headcount of Students Receiving Disability Services	91	140	154
Headcount of Students Requesting Accommodations	76	68	71
Total Number of Student Appointments	271	736	752
Efficiency	2019-2020	2020-2021	2021-2022
Number of Full-Time Disability Services Staff	1	1	1
Effectiveness	2019-2020	2020-2021	2021-2022
Testing Accommodations	89	79	70
Note Taking Accommodations	38	25	13
Recordings of Lectures	30	28	19
ASL	0	2	0
Other	106	76	48
# of accommodation letters provided to instructors	181	151	143
# of referrals made to another campus service	No data	39	90

Veterans Support Services

Demand Quantitative Indicators:

The enrollment of military-connected students (veteran, spouse, dependent, active duty) decreased by 5 students over the past academic year (from 80 to 75). The headcount of all students who

utilized the VSC this past year (in person, by phone, or via zoom) was 54. This increase of 23 students was a result of the campus being open more and on-campus outreach events being provided (Veterans Day Scavenger Hunt, SVA Club Meetings).

The headcount of visitors through the VSC in AY 2021-2022 was 64. This was an increase of 53 visitors from last year. This increase was a direct result of the campus being open to the public and increased community outreach with local veteran community resources.

Outreach is essential in establishing rapport and building relationships with the community VA services. The headcount of people contacted during outreach was 129 during AY 2021-2022. This is a significant increase from the previous year due to COVID community restrictions being lifted and the campus being open to the public. Another aspect of outreach was the KCC SVA Club becoming a member of the Kauai Veterans Council (KVC). Monthly meetings were attended and students participated in KVC community activities.

Efficiency Quantitative Indicators:

Starting in August 2019, a FTE was hired to provide Veteran Services and Disability Services. This greatly increased the ability to provide support through the Veterans' Support Center, which includes oversight of student workers and daily operations of the Center. In the Fall of 2021 and the Spring of 2022, there were 4 VA-certified student workers each semester.

Student veterans and military-connected students don't have to make contact with the VSC or the Veterans Services Counselor to utilize their VA benefits. At times it can be tricky to identify all veterans on campus. Also, not all military-connected students chose to utilize their VA benefits. For the Fall 2021 semester, staff was able to identify 47 student veterans and dependents, 74% of whom were using VA benefits. In the Spring of 2022, 28 student veterans and dependents were identified, 71% of whom were using VA benefits. This is a .5% increase from the previous year. In the Fall 2021 semester, it was identified that 5 Vietnam Veterans were registered and taking classes. Vietnam Veterans tend to not have access to VA educational benefits like younger veterans do. We have also met other student veterans who have decided to save their benefits for their children and utilize financial aid instead. As we started to build rapport with each veteran we were able to better understand their decisions behind utilizing or not utilizing their VA benefits. In the past, most of the veteran population was identified when they applied to use their VA benefits. At this point, a larger view of the veteran population on campus is being identified. Also, as we identified student veterans on campus, we were able to increase our tracking efficiency, which then increased the percentage of students self-reporting receiving VA benefits.

Veteran Support Services continues to offer zoom and phone appointments through the VSC to connect with student veterans. The veteran's department email also assists with a direct remote connection to the Veterans Center so students can still receive services provided without having to be on campus (veterans@hawaii.edu).

Effectiveness Quantitative Indicators:

In previous years, the effectiveness of Veterans Services was solely determined by persistence rates. New and transfer student retention/persistence rates between Fall 21 to Spring 22 decreased by 17% from the last academic school year. A large aspect of this percentage decrease was determined to be according to COVID-19. During March 2020-December 2021 the VA granted residence BAH (Basic Allowance of Housing) to all students who were taking online courses. During this time period all veterans using their Post 9-11 GI Bill could receive the “residence” housing allowance for taking all online courses. This allowed for desirable flexibility for veterans. All veterans were informed that this allowance would change on December 21, 2021. After 12/21/21, students using their VA benefits had to take one in-person or hybrid course in order to get their residence BAH. For reference, the residence BAH is well over half the amount of the online BAH. Many student veterans showed their dissatisfaction with this change and decided not to return to classes in the Spring. On January 9th, 2021 the VA announced that they would be extending this agreement through June 2021. Spring classes started on January 10th, 2021 and many students felt it was too late to decide to return to campus.

Fall to Fall decreased by 16%. This decreased percentage also seemed to be affected by students' uncertainty about the VA's decisions. Continuing to focus on ways to increase and demonstrate our effectiveness is of utmost priority. In the Fall of 2020, a survey of student veterans identified their top 3 valued services were assistance with application/registration, the specialized study space, and connection to community resources. These services along with other services provided through the VSC were tracked to see how the VSC was being utilized. Utilizing this information and increasing services in these areas continue to be a focus of Veterans Support Services.

In summary, the department plans to continue to strengthen by focusing on desired services for student veterans and implementing increased outreach. Strengthening these services will assist in increasing enrollment, persistence, and services provided to all military-connected students.

The VSC continues to evolve to provide numerous support services for Veterans that were not previously available at KCC.

These services include:

- One-on-one assistance enrolling/registering for college
- Assistance applying for and obtaining VA educational benefits and tuition assistance
- Assistance with acquiring military transcripts and help with submission for college credit
- Referrals to the appropriate resources for physical and mental health services (on and off campus)
- Current Veterans' website within the Kauai CC website that provides information specific to current and potential student Veterans
- Outreach by the Veterans' Coordinator and student Veteran workers to Kauai Veterans
- On-going outreach to active duty and recently discharged Veterans regarding educational opportunities at Kauai CC
- Re-activation of a Student Veterans of America Club on campus
- Participation in the Kauai Veterans Council Meetings
- Start-up Training and Resources to Inspire Veteran Entrepreneurship (STRIVE) Program

Additional support activities directly related to having a Veterans' Support Center at Kaua'i CC include:

- The Coordinator actively represents Kaua'i CC on the UH Serving Military Connected Students Committee
- Active partnerships have been established with the Kauai Vet Center, the VA Community Based Outpatient Clinic, Veteran Readiness and Education, Kauai Office of Veteran Services, VFW, DAV, US Vets and Kauai Veterans Council, PMRF, HARNG, HANG, Marine Recuriter, and local Army Recuriter
- Faculty and Staff training on Military Culture and working with student Veterans

Veterans Support Services

Demand	2018-2019	2019-2020	2020-2021	2021-2022
Headcount of ALL Veteran/Spouse/Dependent Students Enrolled at KCC - Unique	50	63	80	75
Headcount of ALL Students Who Utilized the VSC - Unique	137	23	31	54
Headcount of Visitors to VSC	12	65	11	64
Headcount of People Contacted During Outreach in Community	No data	136	36	129
Efficiency	2018-2019	2019-2020	2020-2021	2021-2022
Number of Full-Time VA Support	0	1	1	1
Number of VA Work-Study Support	2.5	2.5	3.5	8
% of VA Self-Reported that Receive Benefits	47%	86%	77%	77.5%
Effectiveness	2018-2019	2019-2020	2020-2021	2021-2022
% Fall to Spring Persistence	100%	86%	68%	51%
% Fall to Fall Persistence	100%	67%	39%	23%

3. Program Student Learning Outcomes or Unit/Service Outcomes

- List of the Program Student Learning Outcomes or Unit/Service Outcomes
- Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- Assessment Results.
- Changes that have been made as a result of the assessment results.

Disability Services

1. PSLO #1: Assist self-identified students with disabilities in beginning and continuing their college-level education. Assessed during the current APRU cycle. The findings were an increase of 14 students who received disability support services, 71 students requested academic accommodations, and 100% of self-identifying students were provided services through the Disability Service Office. A Disability Services video was created and utilized to increase outreach to all high schools and outreach opportunities were increased.
2. PSLO #2: Arrange for and ensure that students receive the reasonable accommodations they require to obtain equitable access to all programs and services at Kaua'i Community College. Assessed during the current APRU cycle. The findings were 143 accommodation letters were sent out to instructors. Within these accommodation letters 70 testing accommodations, 13 note-taking accommodations, 19 class recording requests, and 48 other accommodations were approved. All requested reasonable accommodations were provided. Implementation of individual email contact to instructors regarding each accommodation request to ensure any and all questions are clarified while also providing faculty and staff professional development ADA trainings were provided each semester.

Veteran Support Services

1. PSLO #1: Increase % of Veterans that applied will be processed to receive their benefits. Assessed during the current APRU cycle. Rate of VA students receiving VA benefits increased by .5% All students who requested VA benefits have been processed. Increased awareness of additional military-connected students who either chose not to request VA benefits or don't qualify have been identified. Outreach identifying all military-connected students have increased.
2. PSLO #2: Veterans will continue to receive additional support services through the VSC. Assessed during the current APRU cycle. The findings were that 100% of VA students who visited or contacted the VSC have received support. Implementation of virtual meetings, outreach events, and STAR balance tracking system impacted the ability to support each military-connected student. Program goal is to continue to provide additional support services to 100% of military-connected students who make contact with the VSC.
3. PSLO #3: VSC staff will collaborate with local communities and organizations, including government agencies, to align and coordinate various services for Veterans. Assessed during the current APRU cycle. The findings were 129 community outreach contacts were made this AY. That is an increase of 93 community outreach contacts since last year. Implementation of campus outreach activities, KVC collaboration, and STRIVE Program along with the campus being open to the public positively affected the result of the assessment findings from last year.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data,

student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

Disability Services

Ensuring accommodations for students with disabilities provides them equal access to education. The Disability Services Office promotes equal access to education for students with disabilities by providing accommodations, such as but not limited to:

- American Sign Language Interpreters for the Deaf, Hard of Hearing, and Hearing Impaired
- Priority Registration
- Preferential Seating
- ADA desks and chairs
- Distraction-reduced testing
- Testing in alternative formats
- Extended testing time
- Note takers
- Learning Materials and Texts in alternative formats)

Consistency of program service delivery and acquiring baseline data being gathered appears to be influential to program effectiveness. The DS office will continue to identify data that is required to adequately assess the services being provided. Utilizing data obtained to assess the current program and services provided continues to be a focus.

The Student Support Counselor has collaborated with Counseling and Advising to provide onboarding services to incoming students. Outreach and collaboration with high schools to ensure that students are aware of specific opportunities at KCC also continue to be a focus.

The next CPR will be completed in Fall 2026 for both programs. Two new action plan goals have been developed and implemented from now until the next CPR date, due to limited previous data collection. Since there was a change in staff, data collection was not consistent with previous program goals. New goals have been created to assist with effectively assessing DS program services.

Goal: Assist self-identified students with disabilities in receiving reasonable accommodations and seeking college and community resources. (KauCC Priority 1,5).

Activity: Provide academic accommodations for all qualified students while networking with campus and community resources to ensure a reliable referral network.

Unit of measure, benchmark and goal: The headcount of students receiving disability support services and referrals to campus and community resources are the units of measure. The benchmark is 140 students, who were provided services last academic year and 39 referrals were made to campus and community support services. This AY the headcount of students receiving disability support services was 154 and 90 referrals were made. The goal is to meet or exceed the number of students serviced and referrals made for 2022-2023.

Goal: Provide program outreach to high school students (KauCC Priority 1,5,17,18,19,20).

Activity: Collaborate and network with all public high schools to create an opportunity for presentations. Participate in onboarding committee activities to collaborate with high school personnel and determine the needs of each high school.

Unit of measure, benchmark, and goal: The unit of measure will be the number of annual high school presentations. The benchmark is two high school presentations per year. Three high school presentations were provided which was an increase of one for AY 2021-2022. The program goal is to meet or exceed the number of high school presentations for 2022-2023.

Goal: To increase campus community awareness and understanding of academic accommodations and disability services (KauCC 5,17,18,19,20).

Activity: Collaborate with the Professional Development Coordinator to provide campus professional development training with faculty and to provide classroom presentations on disability services each semester.

Unit of measure, benchmark, and goal: Unit of measure is the number of professional development training and classroom presentations provided. In AY 2020-2021 two campus professional development training were provided and four classroom presentations were provided. During his APRU cycle, two professional development training and four classroom presentations were provided. The program goal is to meet or exceed the number of presentations for 2022-2023.

Veteran Support Services

With a dedicated Veterans Counselor, the enrollment and services provided to student veterans are projected to increase. This position has taken on the responsibility of community outreach and providing one on one assistance to the veteran population. Students knowing that the VSC is accessible and staffed has encouraged students to utilize the space more often. Collecting adequate data related to the services provided by the VSC continues to be a focus.

Goal: To increase veteran community collaboration and outreach (KauCC 1,18,20).

Activity: The Veteran Support Counselor will collaborate with veteran community organizations to increase community outreach contacts.

Unit of measure, benchmark, and goal: The unit of measure will be the number of veteran community contacts made and the number of veteran outreach events provided annually. Thirty-six

veteran community contacts were made and one veteran outreach event was held last year. During AY 2021-2022 129 community contacts were made and nine outreach events were participated in. The program goal is to meet or exceed the number of contacts and events for 2022-2023.

Goal: To provide additional support services to all student veterans who attend the VSC (KauCC 1,4,5,20).

Activity: Utilize the updated Star Balance database to identify individual services provided to all students who attend the VSC.

Unit of measure, benchmark, and goal: Unit of measure will be the headcount of all students who utilize the VSC. Fifty-four students utilized the VSC in AY 2021-2022. The program goal is to meet or exceed the number of students who utilized services through the VSC in AY 2022-2023.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

I am NOT requesting additional resources for my program/unit.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

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