# 2020
## ANNUAL REVIEW OF PROGRAM DATA

## Disability Services

UNIVERSITY of HAWAI'I®

KAUA'I
COMMUNITY COLLEGE

# 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.

**What is the target student or service population?**

Our target student population is current and potential students with disabilities.

# 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).**

**Demand Quantitative Indicators:**
Disability Services (DS) experienced a vacancy in full time staff during March 2019. In the interim, the Hawaiian Studies academic advisor accepted the duties to oversee student accommodations. In August 2019, a new Student Support Counselor was hired to provide Disability Services and Veterans Support Services. Due to the vacancy and change in staff, data was not reviewed for academic year 2018-2019.

Data collected for academic year 2019-2020 has provided baseline information for Disability Services moving forward. Disability Services has provided services to a total of 91 students during the Fall 2019 (50), Spring 2020 (38), and Summer 2020 (3) semesters. Students request services of the DS office at all times throughout the semester. The decreased number of students requesting services in the Spring was a direct result of COVID-19 in March 2020. There was a significant decrease in requested services once classes transitioned to remote learning. Services became focused on outreach and crisis management at that time rather than academic accommodations. As the Fall 2020 semester began with the online learning platform student requests seemed to increase once again.

The total number of students requesting academic accommodations was 76 during the Fall 2019 (42), Spring 2020 (31), and Summer 2020 (3) 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. At this time, only requested academic accommodations are being tracked manually through the DS office.

The total number of appointments recorded for the Disability Services office was 271. This number is not accurately obtained due to a system change that took place in May 2020 from My Success to Star Balance. Adjustments for accurate data collection of appointments has since been evaluated and implemented through the new Star Balance system.

**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 Services has affected the amount of time that is allocated to Disability Services on campus. Another aspect that affects the efficiency of Disability Services 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. This has been discussed, but not officially requested due to current funding restrictions. Obtaining an electronic case management data system may be an area of consideration in the future.

**Efficiency Quantitative Indicators:**
Since DS data was not reviewed for the academic year 2018-2019, baseline data was collected in the following areas to determine the effectiveness of disability services:
- % Fall to Spring Persistence
- % Fall to Fall Persistence
- % Completed at least one class
- Average Cumulative GPA
- % Average Completion
- % Completion Success

In summary, the department continues to strengthen by creating stability and continuity in service delivery. With baseline data being obtained, the goal is to effectively increase services provided with increased rates of efficiency.

**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.**

The hiring of FTE position in August 2019 was instrumental in creating stability and ensuring that all required services were being provided through the DS office. The fact that the position is also shared with Veterans Services has affected the amount of time that is allocated to Disability Services on campus. The lack of case management software has also affected the amount of time that is required to manually provide services. Data collection, instructor communication, and documentation are all done manually in several different data management systems or through hard copy files.

COVID-19 has also played a monumental role in impacting services provided through the DS office. Services were provided remotely (via phone, email, zoom) and the learning platform was

altered which directly affected student accommodations. As of July 2020, in-person appointments are available for students who are unable to meet remotely. The online learning platform along with COVID-19 continues to negatively affect students in multiple ways who require services through the DS office. As faculty and staff continue to work remotely, effective electronic communication continues to be difficult without a secure and confidential data management system for DS information. The DS office has been utilizing the use of the S Drive, UH File Drop System along with student consent for email communication.

| DEMAND | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|---|---|---|---|
| Headcount of Students Receiving Disability Services | No data | 91 | | |
| Headcount of Students Requesting Accommodations | No data | 76 | | |
| Total Number of Student Appointments | No data | 271 | | |
| **EFFICIENCY** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| Number of Full-Time Disability Services Staff | 1 | 1 | | |
| **EFFECTIVENESS** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| % Fall to Spring Persistence | No data | 83% | | |
| % Fall to Fall Persistence | No data | 67% | | |
| % Completed at least one class | No data | 73% | | |
| Average Cumulative GPA | No data | 2.6 | | |
| % Average Completion | No data | 74% | | |
| % Completion Success | No data | 62% | | |

# 3.  Program Student Learning Outcomes or Unit/Service Outcomes

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

1.  PLSO #1: Assist 100% of self-identified students with disabilities in receiving at least one service provided through the Disability Office. A full assessment was not made during the current APRU cycle due to previous data not being available. Baseline data obtained to allow for a full assessment next APRU cycle.

2. PLSO #2: Arrange for and ensure that students receive the reasonable accommodations they require to be successful at Kaua`i Community College each semester. Not assessed during the current APRU cycle due to previous data not being available. Baseline data was obtained to allow for a full assessment next APRU cycle.

# 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.**
\* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

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:
- 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)

With the FTE position being hired in August 2019, consistency and required service delivery have been ensured. According to baseline data gathered, it appears that valuable information regarding program effectiveness will be available in future academic years. The DS office will continue to identify data that is required to effectively increase services provided with increased rates of efficiency. 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 continues to be a focus.

The next CPR will be completed in Fall of 2021. 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, DS data was not reviewed with program goals. New goals have been created to assist with effectively assessing DS program services.

**Goal:** Arrange for and ensure that students receive the reasonable accommodations they require to be successful at Kaua`i Community College (KauCC Priority 1,5).
**Activity:** Develop a baseline statistic for students who utilize DS services by accurately documenting self-identifying students with disabilities and accommodations that are being requested each semester. Identify that each student request has been assessed and services have been provided.
**Unit of measure, benchmark and goal:** The unit of measure will be the headcount of students receiving disability services, the headcount of students requesting accommodations and the Fall to Fall persistence rate. The headcount of students receiving disability services was 91, the headcount of students requesting accommodations was 76, and the Fall to Fall persistence rate was 67%. The program goal is to meet or exceed each count for 2020-2021.

**Goal (implemented 2020-2021):** DS Coordinator will provide outreach to students with disabilities in High Schools to ensure that students are aware of specific opportunities that KCC provides (KauCC Priority 17,18).
**Activity:** Develop a baseline statistic for outreach to high schools in the community by manually collecting information on all outreach activities.
**Unit of measure, benchmark and goal**: Total number of outreach activities to community high schools will be the unit of measure. Benchmarks will be obtained in next APRU cycle. The desired outcome is to obtain benchmark data from AY 2020-2021 and then assess future goal for AY 2021-2022.

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.

# 5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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