Program/Unit/Area Name: Kako‘o “Ike Program (KI - Support for Students with Disabilities)

Assessment Period: August 2013 to May 2016

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission:
The Mission of the Kako‘o ‘Ike Program (KI) Program is to ensure that all student with disabilities (SWD) can freely and actively participate in college life. In accordance with the ADA and Section 504 of the Rehabilitation Act of 1974, we provide classroom accommodations for SWD to enable them to maximize their educational potential in order to develop their independence to the fullest extent possible. We also consult with faculty to increase awareness among all members of the college community so that SWD are able to perform at a level limited only by their abilities, not their disabilities. The goal of the program is to provide the appropriate accommodations and services for SWD who have made contact with our office.

Part I. Executive Summary of Program Status
Include a response to previous program review recommendations. This section can include the response to the previous year’s ARPD.

Part II. Program Description
• History:
  Leeward Community College once had 2 programs to serve the needs of students with disabilities. One program served students with learning disabilities, the other served students with physical and psychiatric disabilities. In 2002, these programs were combined to form the Kako‘o ‘Ike Program (KI), serving students with learning, physical and psychiatric disabilities.

• Program goals/Occupations for which this program prepares students:
  The Mission of the Kako‘o ‘Ike Program (KI) Program is to ensure that all students with disabilities (SWD) can freely and actively participate in college life. In accordance with the ADA and Section 504 of the Rehabilitation Act of 1974, we provide classroom accommodations for SWD to enable them to maximize their educational potential in order to develop their independence to the fullest extent possible. We also consult with
faculty to increase awareness among all members of the college community so that SWD are able to perform at a level limited only by their abilities, not their disabilities. The goal of the program is to provide the appropriate accommodations and services for SWD who make contact with our office.

- Program Student Learning Outcomes (PLOs)
  - Provide classroom accommodations so that SWDs can access their course materials and demonstrate what they know.
  - Provide information and support to faculty regarding classroom accommodations (rationale, strategies and procedures).

- Admission requirements:
  No admission requirements, however, students must self-report if they want accommodation services.

- Credentials, licensures offered:
  None

- Faculty and staff:
  While the KI Program has two faculty positions, in October 2015, one position was vacated and remained unfilled until March 2017. Additional office support is provided by KI paraprofessionals (student employees).

- Resources:
  KI resources include:
  - Low-distraction study stations equipped with computers and scanners.
  - Computers are equipped with accessibility software, available for student use.
  - Training for Dragon Naturally Speaking and Kurzweil.
  - Consistent support for SWD at LCC Pearl City and Waianae.
  KI regularly interacts with:
  - IselInterpret and/or Hawaii Interpreting Services (for American Sign Language services),
  - the Department of Vocational Rehabilitation (DVR),
  - Ho’opono (the Division of DVR that serves individuals who are blind),
  - Access Text Network and various publishers (for our alternative text needs).

- Articulation agreements:
  KI cooperates with other Disability Support offices within the UH system. Our intention is to streamline the process of obtaining accommodations for SWD who enroll in courses at multiple UH campuses.

- Community connections, advisory committees, internships, Coops, DOE connections
  KI has ongoing connections to transition teachers at several area high schools (Campbell, Waipahu, Mililani, Leiluhua, Aiea, Moanalua). These high schools routinely bring students for a tour of our Leeward campus and the KI Office in particular. These connections aid in the student’s transition to postsecondary education.
• Distance delivered/off campus programs, if applicable.
  KI is responsible to provide accommodations to students enrolled in all Leeward Community College courses whether they are offered in-person, online, or at alternate locations (dual-enrolled high school students).

Part III. Quantitative Indicators
*Data gathered using Banner and TutorTrac software.

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tr>
<td>Indicators</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Total KI students</td>
<td>217</td>
<td>186</td>
<td>194</td>
<td>226</td>
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<tr>
<td>KI Population by disability category</td>
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<td></td>
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<tr>
<td>Learning Disorder</td>
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<tr>
<td>Physical</td>
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<td>---</td>
<td>61</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>65 [*9 ASD]</td>
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<tr>
<td>Student visits</td>
<td>976</td>
<td>1028</td>
<td>1031</td>
<td>1184</td>
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• Computer Usage/Study  371  232  265  429  476  398  367
• Testing/COMPASS     113   110  106   64    194   178   169
• Paraprofessional Help  257  383  364  358  413  544  407
• Visits to professionals  235  303  324  331  302  193  237

*ASD = Autism Spectrum Disorder

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<tr>
<th>EFFICIENCY</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<td>Indicators [filled/requested]</td>
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<tr>
<td>Note Takers Requests</td>
<td>(22/46)</td>
<td>(30/46)</td>
<td>(36/41)</td>
<td>(26/29)</td>
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<tr>
<td></td>
<td>48%</td>
<td>65%</td>
<td>87%</td>
<td>89%</td>
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<td>Alternative Text Requests</td>
<td>(8/9)</td>
<td>(8/9)</td>
<td>(12/12)</td>
<td>(10/11)</td>
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<tr>
<td></td>
<td>89%</td>
<td>89%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>American Sign Language (ASL) Interpreter Requests</td>
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<td>(3/3)</td>
<td>(3/3)</td>
<td>(4/4)</td>
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<tr>
<td></td>
<td>100%</td>
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<tbody>
<tr>
<td>Student Survey Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KI Office paraprofessionals (student employees) are</td>
<td>71%</td>
<td>73%</td>
<td>75%</td>
<td>77%</td>
</tr>
</tbody>
</table>
KI professionals (faculty) are helpful and responsive to my needs.  
|          | 75% | 81% | 78% | 83% | --  | --  | 83% |

My overall experience with KI has been positive.  
|          | 94% | 90% | 89% | 92% | --  | --  | 85% |

I am satisfied with the services I receive through the KI Program  
|          | 95% | 89% | 86% | 88% | --  | --  | 87% |

**Part IV. Analysis of Program/Area/Unit**

**Indicator: KI Enrollment**

- During Fall 2013, the total number of students served is 217. Our population fluctuates, but has generally been increasing. The total number of students enrolled with KI for Fall 2016 was 252.

- There are *more students* in number and students who require *more support* than in past years. Individuals with Autism Spectrum Disorder (ASD) are increasingly attending postsecondary institutions, including Leeward. This population often requires more direct contact and direct support than most other SWD. This means that a professional is taking more time to assess the needs of these individuals and will take more time to help the students with their accommodations. This also means that KI professionals will consult with their instructors on how to accommodate these students in the classroom.

- In Spring 2015, KI served 9 students with ASD; in Fall 2015, 15; in Spring 2016, 13; and in Fall 2016, 15. Because we noticed an increase in students with ASD, we included this information in our Quantitative Indicators and will continue to track our population by disability category.

- Sometimes, students with ASD will attend classes with an aide/coach/personal assistant who is hired by the family of the student. While these aides are not employees of KI, course instructors may be under the impression that they are. For this reason, a KI professional meets with any person who may accompany a KI student into class, to establish a common understanding of the role and responsibility of that aide.

**Indicator: Student Visits**

- The KI population fluctuates depending on how many students self-identify as having a disability and their willingness to engage the services of the KI Program. After initial contact with our office, most students engage in regular contact with our office while others sometimes decide to attempt coursework without accommodations (having had special education services in high school, they want to ‘go it on their own,’ without anyone keeping tabs on them). This may account for some of the variations in the numbers of student visits.

- Each semester, the number of student visits to the KI Office increases, with the exception of Fall 2016. By this time, KI had been operating with one faculty instead of two. This could also account for the drop in student visits for that time period.
• Student visits fluctuate throughout each semester. The number of visits is dependent upon the number of students we currently serve and the needs of these students. Visits to our office center around students inquiring about our services (paraprofessional visits), computer usage/study, taking tests/quizzes, and Intake appointments.

• A large – and generally increasing – number of services are provided by student paraprofessional staff each semester. Our student employees are trained to receive students with varying disabilities and assist them by making appointments for student to meet with a faculty member, proctoring a test, or helping with our computer programs. This emphasizes the need for a knowledgeable, dependable, well-trained presence at our front desk.

Indicator: Note Taker requests
• ALL Note taker requests must be filled. KI has not filled 100% of note taker requests in the last four semesters. The note taker job is open on the SECE website and we interview candidates throughout the semester. The challenge is finding students who can serve as note takers in all of our available assignments. Several students who are interviewed to be note takers are not available to work during the class times we need them because they are attending their own classes.

• In addition to paid note takers, KI also solicits help from Volunteer Note-Takers (VN). VNs are students who are registered in the same class/section as the SWD; they receive a small stipend for sharing their notes. One positive is that the VN is a student in the class, invested in the course material because they will be taking the same exams and doing the same assignments as the SWD who needs the class notes. The difficulty with this is when a VN decides to drop the course. This means that KI must find a replacement note-taker.

Indicator: Alternative Text Requests
• The number of Alternative Text Requests fluctuates each semester, depending on the number of students for whom this is an appropriate accommodation, the number of classes in which they enroll, and the number of REQUIRED TEXTS for each course. KI has consistently filled this need.

Indicator: American Sign Language (ASL) Interpreters
• The number of students who require ASL interpreters also fluctuates each semester. Typically, students who are hearing impaired contact KI in order to make arrangements ahead of time. KI currently has a working relationship with two agencies which helps us to promptly schedule these services.

Part V. Curriculum Revision and Review (if required)
Minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate.

**KI is a non-instructional program, part of Academic Services.

Part VI. Survey Results
1. Student satisfaction
● To address the drop in satisfaction levels with KI services, it is important to consider these factors:

  o Modification of the student survey: In Spring of 2014, ‘Not Applicable’ was added as an option to the survey. Before this, in the case where a student did not meet with a KI professional, they might have rated their satisfaction as low (having no other option). This may have affected survey results thus skewing satisfaction levels. It is possible students during that semester met only with paraprofessionals and did not make contact with either faculty member. For example, a student who may have not requested accommodations but continued to use the study rooms or computers or to request information about the program may have interacted only with paraprofessionals throughout the semester. There are also students who are enrolled in the KI Program who did not receive any services or did not use the KI study rooms for the semester but completed the online survey and rated the services low because they didn’t use any. In Fall 2016, the lower scores in the two questions rating overall satisfaction with the program could be explained by the fact that, since Fall 2015, there was only one faculty member in the office so some students may have had longer waits to receive some services. In AY 2017-18, after the hiring of a second KI faculty member in Spring 2017, it seems likely that these satisfaction measures will improve.

  o Expectations of our clients: Student Intake Interviews are the initial contact we have with students who self-identify as having a disability. This initial interview is our opportunity to gather information about the student, the nature of their disability, their own perceived “blocks to access,” and the nature of the services/accommodations they require. At times, there is a discrepancy between the services students may have received in the high school setting and what they anticipate in the college setting. For example, as part of a special education plan, a student may have received assistance with note-taking while in the K-12 school setting. However, while KI provides note-taking accommodations for students who are unable to take notes, we do not provide note-taking accommodations for students just because they cannot take “good notes.” This difference between services may be a surprise and disappointment to students who transition from the high school to the postsecondary educational setting.

● Data not available for Fall 2015 and Spring 2016 as KI student satisfaction surveys were not administered.

2. Occupational placement in jobs (for CTE programs) n/a
3. Employer satisfaction (for CTE programs) n/a
4. Graduate/Leaver (if appropriate) n/a

Part VII. Overview Analysis of Program
• Alignment with mission
The Mission of the Kako’o ‘Ike Program (KI) is to ensure that all student with disabilities (SWD) can freely and actively participate in college life. In accordance with the ADA and Section 504 of the Rehabilitation Act of 1974, we provide classroom accommodations for SWD to enable them to maximize their educational potential in order to develop their independence to the fullest extent possible.
Indicator: Student Visits

• Strengths and weaknesses based on analysis of data
Strengths:
The population of KI students continues to grow. KI continues to fill all Alternate Text Formats and ASL interpreter accommodations. This is due in large part to our collaboration with third party agencies.
Weaknesses:
Currently, KI employs paraprofessionals (student employees) to staff our front desk. The number of paraprofessional visits in Spring 2016 (544) is the highest yet. Because it is important that we have a consistent presence at our front desk and since we are often subject to student employee schedules, in our Leeward ARPD 2014-2015, KI made a request for an APT position for additional support.

• Evidence of quality
Efficiency and effectiveness indicators have been relatively high (80% and above) for several years. Of course, the goal is always to continue to improve these measures.

• Evidence of student learning
KI’s mission is to provide SWDs with equal access to education; thus, evidence of program effectiveness focuses on providing students with appropriate accommodations that give them the same opportunity to succeed as other students.

• Resource sufficiency
KI operates within our budget on a regular basis. The only time we seek additional funds is to cover the costs of ASL interpreter services for students who are hearing impaired. Provision of this particular classroom accommodation comes with a pretty hefty price tag (approximately $13,500 per semester for one full-time student).

• Recommendations for improving outcomes
  o KI will offer more systematic outreach to faculty to ensure they are well informed about KI program services and goals. This may take the form of in-person presentations by KI faculty, informational emails to the campus, and possible development of online presentations. We will use feedback forms and surveys to assess faculty response to these services.
  o KI professionals will revisit the intake interview process and subsequent contacts with students to determine whether there are ways to help new students acquire more accurate expectations of the accommodations/supports available to them in the college setting. We will continue to encourage the development of self-advocacy skills that can increase students’ independence.
- VN and NTKR info sheet @ intake. One way to recruit VNs is to have the student select a classmate whose notes are suitable. If the classmate is willing to share their notes, KI compensates VNs by offering a stipend for shared notes. KI professionals will continue to encourage students who need a note-taker to reach out to a classmate and will provide an information sheet to guide them in securing their own VNs. This may be a quicker way to secure this needed accommodation.

- Since we are still experiencing difficulty in recruiting sufficient note-takers to fill all requests, KI professionals will make direct contact with course instructors in which a note-taker is requested. This will be an email communication, requesting volunteer note-takers from the respective course sections. KI will follow up with phone or personal contacts as needed.

- Both KI faculty members will attend the AHEAD (Association on Higher Education and Disability) conference in July 2017. This significant professional development experience will provide both professionals with enhanced practical skills and information on current trends and issues in the field; it will also give them a shared knowledge base that will facilitate future collaboration and program planning.