**PART A: Please provide 1-2 significant or major examples of how your unit’s activities, programs, services, etc., substantively/meaningfully contributed to achieving each of the following:**

2. UH Hilo’s strategic priorities ([http://hilo.hawaii.edu/strategicplan/](http://hilo.hawaii.edu/strategicplan/)); and/or
3. The UH System’s strategic priorities ([http://www.hawaii.edu/ovppp/uhplan/](http://www.hawaii.edu/ovppp/uhplan/))? Please be sure to identify/reference specific priorities and provide specific examples and sufficient detail.

The UHH Disability Services (DS) supports six areas within the Division of Student Affairs Operating Principles, and they are: 1) focus on student learning, engagement and development as central items of import to our purpose; 2) commitment to sustaining an inclusive campus climate and to ensure equitable access and opportunity for all students; 3) values based guidance by integrity, honor, courage, excellence and the aloha spirit in all that we do; 4) dedication to forging genuine collaborations and coalitions in support of our work; 5) remaining informed by evidence-based analysis (quantitative and qualitative) in our planning and decision-making; and, 6) continually being open to leveraging of technology and other strategies to increase efficiency, effectiveness and excellence.

UH Hilo DS also commits itself to the DSA goal of Priority Action 4.3 as defined: *Implement a comprehensive plan to cultivate, sustain and reflect diversity in the academic and social activities of UH Hilo. Ensure UH Hilo addresses the unique responsibilities of the state to students of Native Hawaiian ancestry.* To achieve this goal, DS personnel have actively participated and promoted to students with disabilities events sponsored by the UH Hilo DSA student health and wellness programs and activities; had participated in outreach events (i.e., Resource Fair and Open House) sponsored by the UH Hilo Admissions Office and New and Transfer Student Orientation; had provided alternative services to support deaf students and community members participating in the annual Ocean Day event sponsored by the UH Hilo Pacific Aquaculture & Coastal Resources Center and community partners; had provided awareness and training activities on current trends/best practices in the field of disability services, including the use of technology and reasonable accommodations, national employment patterns for persons with disabilities and service animals on campus; had conducted ADA training with RISO student leaders, DSA Directors, Mookini Library staff, Kilohana Tutorial staff, College of Pharmacy and UH Hilo faculty.
Additionally, DS began an outreach program to target connections and support to first year freshmen students as part of the DSA Goal: Improve the academic and social integration of first-year students, and its related DSA Strategy of 1.2 (Increase the quantity and quality of activities/events/programs which contribute to a sense of student community and to student engagement during the mid-day, in the evenings and on weekends. The strategy-related measures used to determine success of this goal was to record the retention rate of first- to second- semester retention rate for students with disabilities within this particular groups of students. In 2012 there were 28 Freshmen entering the DS program, and in 2013, the retention rate for this Freshmen group was 36 %. Continued tracking with be done with these 28 Freshmen students as they progress through the UH Hilo system to see the percentage that continue onto graduation. A note should be made that according to the most recent national survey conducted by the U.S. Department of Education, National Center for Education Statistics, the national retention rate for students with disabilities enrolled in postsecondary institutions was 1.5 %.

To address the UH Hilo Strategic Plan, DS office efforts focused on the implementation of Goal 4: Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i. Specifically, under priority action 4.3 Implement a comprehensive plan to cultivate, sustain and reflect diversity in the academic and social activities of UH Hilo. Ensure UH Hilo addresses the unique responsibility of the state of students of Native Hawaiian ancestry. Similarly to the freshmen students, an effort was made to target connections and supports to distance learning students with disabilities, to support them with a feeling of “aloha,” and to help them to feel a sense of being part of the larger DS ohana (a Hawaiian word for “family”). As a record of such efforts, over the past 2 years, the DS office has served 9 Distance Learning students with disabilities and has a graduation success rate of 33 %; a rate which is most similar to the UH Hilo on-campus average for students without disabilities graduating on a 5-year graduation rate.

In order to assist UH System to achieve its agenda of supporting and demanding top performance of enrolled students—(as demonstrated that) more students will advance and attain their educational objectives, and of the System Goals of Educational excellence and student success, and investment in faculty, staff, students, and their environments, the DS office invested time and fiscal allocations to providing the appropriate reasonable academic accommodations to students, faculty and staff with disabilities. This was done with the intent to promote an equal opportunity for persons with disabilities to perform in their respective roles and responsibilities as UH Hilo employees, or as students enrolled in UH Hilo classes. Since 2012, DS office has served 4 faculty, and 360 students with disabilities with their school or job environments with an average annual combined operating and supplemental budget of approximately $ 122,000.

The University, in the budgeting for this office, has historically apportioned adequate funding to address the needs of our students, faculty and employees with disabilities. This was particularly evident for the 2012 through 2014 Fiscal Year, even with the institutional budget cuts experienced during this time.
### PART B: Please list and describe your unit’s 2-3 priority areas for focus to improve outcomes or enhance positive impact for students or the constituents you serve. How will you know if you have achieved your desired outcome or impact? Note that both quantitative and qualitative measures are acceptable.

The priority for the DS office has been to address the disability related needs of students, faculty and staff with disability in terms of the reasonable accommodations required for residential, academic and employment situations. The consequences of putting less than a full commitment to this effort is to put the institution at risk, thus this remains as the singular focus of the DS office efforts.

To properly address this important campus need and the satisfaction of the services provided, the DS office instituted two levels of surveying student need and status. One of the surveys included Quality Assurance (QA) measures. The first level was conducted on an informal basis via e-mail inquiries targeting students who are new to the DS program, and students who have experienced challenges in achieving services at other institutions of higher learning. The second level was conducted on a more formal basis using a 3rd party DS Evaluator hired to do independent phone evaluations to inquire of DS services to pre-identified students receiving DS academic support services. The results of the calls indicated a 45% response rate of 10 students participating in the survey out of 22 calls made. The 10 students reported an average of 74% satisfaction rate of services received, and a Mean Value of 7.3 out of scale of 10, with 10 being completely satisfied with all services. A detailed description of the results for the phone call responses is available from the DS Director, upon request. Using the results as a measure of student satisfaction/dissatisfaction of DS services, DS office staff will conduct staff retraining for the DS staff working in the field, and to pro-actively pre-hire for courses that have been historically difficult to find suitable note taking staff (i.e., Mathematics). QA assessments will be done on a regular basis at the beginning of the semester to determine if efforts of staff training are effective.

### PART C: How are you reallocating your fiscal, human, facility, technology and other resources to support your priorities?

Being mindful of the continued need to be fiscally prudent in the use of the limited state funds, and the incremental decreases to the University's budget from both the system and the Legislature, the DS office continues to exert conservative efforts in how the office utilizes and administers accommodation services to students and faculty with disabilities. Such conservative efforts will not override, nor contradict, any existing legal requirements to meet the institutional requirements in fulfilling its legal mandate to any of the disability related rules and laws.

Prior efforts were made to down size the internal DS office staff; however, the consequences to the downsizing did not have the positive effects that the office staff perceived. This was in large part due to the transient nature of the student staff, constant need for monitoring of services being delivered, and the need for implementation of QA measures to assure that both
services and confidentiality of student records were not being breached.

After discussions with DS internal office staff, a plan was developed to systematically improve office operations without impacting student services, and to address the internal staff challenges mentioned above. The plan included implementing 2 levels of training for staff, required entry into a Google project tracking system in which project status could be easily tracked and Director feedback could be provided daily to the respective student worker, to develop a better system to cross-train student staff, and to instill a deeper sense of team commitment and desire to be of support to each other. Expenses to implement this plan have been minimal to the DS operating budget since the DS office staff creatively determined the best digital method to achieve this goal with the least amount of impact to DS funds.

At this time, the Alternative Services section of DS office, is looking into the improved use of technology to increase our office efficiency. One method will be to improve our alternative services by purchasing an appropriate scanner at a moderate price that will increase our efficiency, and will produce a higher quality document as an outcome. The placement of this new scanner will be housed on the same floor as the DS office and will be in easy access to the staff assigned to complete their scanning responsibilities. The option of an on-line student request system for alternative service requests is still under development. The Testing Services section of the DS office has been using the on-line testing request service with successful results.

The other method of decreasing our carbon footprint within the Division was to converting to a more paperless operation. Since most of the bulk of paper is having to do with student documentation, we decided to begin digitizing our documents over the past year, beginning Summer 2013. Since then, we have achieved about a 95% success rate of conversion. We also expanded our digitizing efforts to include student worker documents since we normally have about 35 - 40 students on the DS payroll to provide reasonable academic accommodations to our students. With the exception of the required hard copies of the federal and state tax forms, all of the student worker documents are now digital. For the confidential student with disability information, we use the Titanium system to store our student data, and for the student worker data, we store those documents on an external jump drive. Using these data storage methods and systems has freed up our computers’ hard drives for other functions and has appeared to have increased our work productivity within our internal office staff.

<table>
<thead>
<tr>
<th>PART D: What strategies have you implemented, if any, to either increase efficiency and productivity in your unit, reduce waste and unnecessary cost, and/or increase your access to alternative funding sources, including extramural funding? What new strategies do you have planned in the coming year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since 2012, the DS office staff have been exploring ways to improve efficiency in its communication with faculty and students with disabilities regarding the accommodation notices that are sent out with abundance at the beginning of each semester. To ensure efficiency, while maintaining confidentiality of student information, and to align office practices with the campus' decrease of carbon footprint, the DS office now sends all accommodation notices digital.</td>
</tr>
</tbody>
</table>
notices as electronic documents via the UHS file drop system. Each document is sent under confidential cover, and is only visible for faculty action within a four day open window period. This effort has proven to be the optimum delivery method for these documents that number in the hundreds each semester.

To reduce waste and unnecessary costs for the DS note takers, if the note taker is assigned to more than one student per class, the note taker is asked to scan and send the send copy via e-mail to the second assigned student for the class. For all students requiring audio recording of textbooks that DS staff transfer into audio format, all audio files are sent to the student via file drop system, thus no longer necessitating the need for CDs, as in the past.

The DS office also has been collaborating with other DSA departments in order to maximize campus room use for test proctoring purposes, and without incurring additional expenses for the use of these rooms. Such efforts have been extremely successful for the student, and for DS Testing Services. The DS office will continue to explore the use of these unused campus rooms, as it comes available throughout the semester. The Housing Director and administrative personnel have worked closely in dealing with issues that are of concern to both our departments. As such, the DS office has developed a good rapport with that Division office, and collaboration on joint funding of training will prove to be beneficial in impact of outreach and scope of shared knowledge on the topic of Assistance Animal for campus environments. Joint training on this important federal compliance matter will be occurring during the summer of 2014.

As a continuing measure that has been carried over from the prior biennium report, the status of the Hoa Lawehana project is as follows: prior efforts with Dr. Shawon Rahman to solicit extramural funding for continued development of Hoa Lawehana, a planning and support software, but this project seems to be facing a slight barrier at this time to secure additional funding beyond what has already been expended. Dr.. Rahman estimates that it will cost approximately $50,000 to complete this project to its completion including the formal testing process

PART E: So that we can better plan and prepare for future UH System biennial budget and supplemental budget requests, please indicate your most urgent resource needs (e.g., human, fiscal, facility, etc.) in the next several years and provide an estimate of the annual recurring funds required, i.e., base dollars, and justification for the need.

The DS office continues to see the most pressing need in the area of professional staff support for our DS office operations. The primary rationale for having this added position is to ensure that the office will operate in a professional manner while limiting possible problems with breach in confidentiality with students and others requiring information or service from the DS office. The situation of the increasing number of students with disabilities has led to an increasing load of data to process and store, including record keeping of time sensitive and highly confidential documents and coordination of test proctoring services.

The major purpose of this clerk will be to support the Director of Disability Services in the daily
operations and maintenance of student services, including student scheduling and processing of referrals, student worker employment data management (i.e., entry, storage, update and retrieval). Along with the DS Director, the Clerk would be the front line staff to which internal and external campus inquiries could be made, and further assistance could be provided.

At the present time, the DS Director is the only full-time staff allocated to this Department, and must rely extensively on student worker assistance for all aspects of the DS delivery system operations (e.g., office operations, assisting in the monitoring of campus compliance issues relating to the ADA, budget data entry and payroll processing, all aspects of exam administration including proctoring and schedule management, and student worker and student with disability data management, notifications and processing). The substantial number of exams that the DS office has increased from a baseline figure of 123 in Spring 2012 to 171 in Spring 2014; each semester shows an average increase of tests being proctored at the rate of 8.5%. This amounts to a total 34% cumulative increase in the amount of proctored exams, which translates to an increase of office staff time needed to coordinate such services as well as additional student proctors staff and testing room availability.

The Clerk position would address two of the Division expenditure priorities (promoting health and safety of the campus community and reduces likelihood of harm/risk to a broad sector of students, staff and faculty; ensuring direct compliance with an external mandate or regulatory requirement where non-compliance results in institutional exposure to civil or criminal liability, financial or other penalties, or endangers core mission of the University; demonstrably promotes health and/or safety of the campus community and reduces likelihood of harm/risk to a broad sector of students, staff and faculty.

The Clerk would also be part of the strategic planning team to develop and improve DS services to new and existing students with disabilities to the higher level of quality that can be achieved within the next biannual term of 2012 - 2014.

Not knowing the myriad of disability needs of each student, nor when the students with disabilities will be arriving to UH Hilo, it will be prudent to retain the current level of ADA reasonable accommodation budget (account code 2244842) to its present level of funding.

The estimate for a full-time Clerk (B-3, SR-8, Step C) would be $ 26,000 (base salary only).

**PART F: (if applicable)** Please describe at least one learning outcome that you intended to achieve for students who interface/interact with your unit’s functions, programs, and/or services for the coming year. How will you measure student learning relative to this outcome? (For units who are exempt, please note what efforts you made to assess program outcomes, e.g., conduct self-study using CAS standards. Units may conduct both learning and program assessment.)

A realistic learning outcome for our student population is that they will utilize the services of the DS Office to improve their academic goal(s), make tangible strides towards graduation,
and/or develop a deeper understanding of themselves as a person with disability and its culture.

In 2012, data was gathered from the students with disabilities to determine whether the quality of services on campus, within the context of the Division of Student Affairs and in other campus service delivery areas. In revisiting the value of students with disabilities choosing to complete the DS survey, it was decided to administer two different types of surveys at different times throughout within a years’ time for the 2014 version.

The first of the 2014 survey offered opportunities for students with disabilities to provide reflective responses on student success areas of self-efficiency, community connectedness, leadership and employment skills. The data was first analyzed using standard methods for descriptive data. For the non-descriptive data, it will be analyzed using commonly referenced terms found within each question and comparing to the matrix of contextual, cognitive and cultural variables. This framework of analysis is similar to the Social Cognitive Career Theory that recognizes the dynamic and fluid nature of the interactional processes between self, culture, peer, society and environment. The concept of student retention and success found within the 2014 survey includes constructs derived from theories of educational psychologist A. Bandura (1993) noted for his work in self-efficiency, A. Byars-Winston, Y. Estrade and C. Howard (2008) of the University of Wisconsin-Madison Center on Education and Work for their research on identifying factors to increase STEM retention for underrepresented students, A. Sanoff (2006) on the perception of college preparedness, Business Faculty J. Kouzes and B. Pousner (2012) and B. Newman and P. Newman (2012) on their developmental theories of adult learners, employment readiness, and motivations, L. Muraskin and J. Lee (2004) for their identification of aspects of college support and campus environment that were contributors towards low-income students graduating, and, L. Dean and colleagues (2009) of the Council for the Advancement of Standards in Higher Education in their recognition of the need for DS Providers to be aware of the developmental profiles of this unique student population.

The second survey was conducted by formal contact via phone interviews to only the students who were actively receiving accommodations in the form of alternate formatting of materials, note taker supports, or proctored examinations. This second survey was designed to be more of a QA type of survey. A reiteration of Part B is mentioned here to summarize the findings of the second survey:

"The results of the calls indicated a 45 % response rate of 10 students participating in the survey out of 22 calls made. The 10 students reported an average of 74 % satisfaction rate of services received, and a Mean Value of 7.3 out of scale of 10, with 10 being completely satisfied with all services. A summary of the results for the responses from the phone calls is available from the DS Director, upon request."

In 2014, the DS office modified the 2012 survey and administered it in the form of an on-line survey that the students could self-select to participate using a provided access code. The survey software that is available to UH system departments is called Surveyshare and provides
basic data analysis that can be re-configured into another data analysis system. For DS purposes, both Surveyshare and SPSS will be used to analyze the data. Students with disability enrolled in the DS program were offered an opportunity to participate in the survey with an added incentive to be entered into a pool to win one of five food gift certificates from Sodexho. The gift certificates were provided through donations made by parties not related to the survey developers. The survey was conducted late in the Spring 2014 semester with 22 respondents who agreed to take the survey. The data is currently being analyzed to identify the areas of concern and interest as it relates to student self-identified barriers to personal success in achieving academic, personal and career goals. Research results on survey may be available upon request.

We are also looking into the possible future use of a survey that is within the Titanium software program that will allow respondents to determine their resilience levels. Through Titanium, there will be an added value component when students do this survey in that Titanium offers the participants with a Resilience Plan as a hard copy document that incorporates their unique needs, skills and desires.

**PART G: How can the Office of the Vice Chancellor for Student Affairs better assist with or support your unit’s mission, goals, priorities, etc.? Examples might include helping to change/update a policy, establishing a pathway for better communication with another unit on campus, receiving information about a particular issue, etc.**

I believe that the Office of Vice Chancellor has been extremely support over the years to students with disabilities, and my wish is that this level of Division support, and Institutional support continue in the years to come. If the item mentioned in PART E could be somehow realized and implemented, that would be the one item that this office has needed over the most recent years.

As a relayed request from students in the DS program who actively use our services, it is suggested to the Office of the Vice Chancellor that the Administration help advocate for our students who take the DL/DE courses on-line and are needing tutoring to help them in these courses. This is not a unique need just for students with disabilities, but it is still a need that should have an equal standing as to what is offered to students who attend the same classes on campus. At this time, I am not aware that these tutorial services are offered through any department to our DL/DE students. Although some faculty offer some support via Laulima, tutoring often involves more than Laulima conversations.

Our office would like to see the campus have a Testing Center located on the main UH Hilo campus that offers full service to all faculty needing support for make-up testing, distraction free testing, and a secured venue for professional tests. This Center should not be co-mingled in purpose as to be considered a quiet study area. A more recent Testing Center at Windward Community College is an example of a possible model for such a center. However, I would suggest if that model were to be used, that more distraction free testing rooms be provided. The DS office would strongly support the creation of such a Center, and will be able to provide the hard data to substantiate such a need.
**PART H: Are their additional comments or information you wish to provide?** List attachments included with your submission.

The following are demographic highlights that may be of interest to the reader for a quick "snapshot" of student trends and patterns leading to a clearer understanding of the student landscape at UH Hilo:

**Total number of student with disabilities services by year:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>21</td>
</tr>
<tr>
<td>2013</td>
<td>21</td>
</tr>
<tr>
<td>2014</td>
<td>22 (estimate based on current SP 201 figures)</td>
</tr>
</tbody>
</table>

**Top four disability categories serviced by year (a more detailed bar graph of all disability categories may be found in the Appendix):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Psychiatric Disability</th>
<th>Learning Disability</th>
<th>Multi-Disability</th>
<th>Health Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>128</td>
<td>26</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>2012-2013</td>
<td>129</td>
<td>35</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>2013-2014</td>
<td>123</td>
<td>30</td>
<td>36</td>
<td>33</td>
</tr>
</tbody>
</table>

**Students Jointly Serviced by SSSP and DS, by year:**

<table>
<thead>
<tr>
<th>Year</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>27</td>
<td>27</td>
<td>28</td>
</tr>
</tbody>
</table>

**Top three Majors enrolled in by students with disabilities since 2012:**

1. Psychology
2. Marine Science, Pharmacy, Communication
3. Agriculture, Art, Sociology

The remaining portion of this section will address what DS has identified as future concerns for our students at UH Hilo.
For future transition needs of the upcoming students with/without disabilities, I would like to strongly suggest that more emphasis be placed on developing college prep skills to improve student success. Specifically, note taking skills for subject rich courses, how to conduct research for peer reviewed articles using internet based searches, how to effectively work in teams and corroboratively work on projects to achieve project success, how to create a Powerpoint and present information from the Powerpoint to a large group of people.

For the special education students, if college course work is the immediate goal after high school, then planning and skills development for that goal should occur beginning from the 8th grade, and not from either the Senior or Junior year which tends to be the pattern of intervention that I am seeing at the entry point for these students.

Appendix

![Bar chart showing students with disabilities at UH Hilo by type and year](chart.jpg)

### References


Please submit report electronically to your cluster leader (if applicable) with copy to the VCSA by Friday, June 30th at 5:00 PM HST. Additional sheets may be attached. All reports will be posted online.