

COMPREHENSIVE

REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I

HAWAI'I

COMMUNITY COLLEGE



July 1, 2019 through June 30, 2022

**Submit this Review document in WORD via the
[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)**

<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Description

Hawai'i Community College (HawCC) is committed to providing a barrier-free campus and academic accommodations to ensure that Students with Disabilities (SWD) have equal access to their education. Under the Americans with Disabilities Act (Title II) of the Rehabilitation Act of 1973 (Section 504), "No qualified individual with a disability shall, on the basis of their disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance."

The Disability Services office ensures that SWDs at HawCC have protections against discrimination and are assured equal access it's to programs, services, and activities by providing accommodations and modifications to any student who self-identifies as having a documented physical, learning, psychological, or sensory disability which may limit their ability to fully participate in any course of study and/or campus activity at HawCC.

Per the section 504 of the ADA, postsecondary institutions who are recipients of federal funding must provide reasonable accommodations and modifications to ensure that SWDs have equal access to all its programs and activities. The process to determine accommodations can be a lengthy and includes self-identification, collection and analyzation of disability-related reports and information, consultation with outside resources regarding their recommendations, and engaging in an interactive process with SWDs to discuss their challenges and barriers. During this collaborative process, accommodations and modifications are determined. Following the initial intake, the process can evolve and be modified especially for SWDs struggling in their education. Therefore it is important that students are monitored and evaluated through frequent check-ins, advocacy and support, and re-visiting accommodations to ensure that the student can adequately access their education.

2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data \(VARPD\)](#)

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 ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics for the period of this Review. Include a discussion of relevant historical-trend data on key measures (i.e., last three years). Provide an explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures over the period of this Review.

Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program during the period of this Review; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the last year of this Review period.

Discuss significant program or unit actions and activities over the period of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Instructional programs must provide relevant attachment(s) and URLs for ARPD data tables from the previous three years, or from the full period of this Review if more than three years; non-instructional units must provide relevant attachment(s) or URLs for unit-specific data discussed in this Review from the previous three years, or from the full period of this Review if more than three years.

During this reporting period this unit has experienced a lot of changes and other factors that has impacted the program.

In April 2019, the Disability Services program re-banded the Student Support position from an APT-A to an APT-B, increasing this position's responsibilities to include additional specialized duties required for working with SWDs and supporting the Mental Health Counselor. It is imperative that individuals working with SWDs have a specific skillset to adequately support this population because of their high levels of anxiety and service-dependence which makes self-identifying and advocating for themselves extremely difficult. Therefore, this position took 6 months of training for them to fully perform at their capacity and included an emphasis on the importance of oversight of student employees, provision of exemplary customer service and ensuring timely contact. It is believed that the staffing and adequate training of this position was evident in the Fall 2019 where the data portrayed that SWDs were better identified and that staff was able to connect, provide information, and assist with intake which may have contributed to the increase of numbers of SWDs.

In March 2020, all student traffic abruptly came to a halt due to the COVID-19 pandemic and forced SWDs to quickly adapt to an online learning environment. This created a steep learning curve and the need for increased support to assist SWDs with the successful transition. To fully support SWDs, the Disability Services program staff immediately reorganized service delivery and began aggressive outreach by Peer Mentors to assist with the transition. The increased outreach efforts by the Disability Services program resulted in 84% of SWDs successfully persisting, transferring, or matriculating at the end of the Spring 20 semester.

The aggressive outreach by the Student Support Specialist and Peer Mentors decreased SWD appointments with the Disability Services program Coordinator/Counselor and visits to the Assistive Technology Lab, however, the shift mid-way of modalities almost tripled the amount of faculty/staff collaborations resulting in the Disability Services program Coordinator/Counselor to

change the focus of outreach to assisting faculty/staff with addressing SWDs needs with the implementation of accommodations in the new virtual environment.

In July 2020, the Student Support Specialist position was abolished due to UH budgetary issues from the COVID pandemic. As a result, the Disability Services program now operates solely by the program coordinator.

Staffing was a concern during the 2020-2021 academic year while this unit operated 3 student employees under the supervision of the Disability Services Coordinator/Counselor. Although the numbers of students identified with the Disability Services Program has continually declined, it was a challenge to provide oversight, scheduling, and weekly check-ins with the students which were provided primarily virtually by just 3 Peer Mentors. The Peer Mentors did their best to ensure that students at all of Hawaii CC's locations were provided outreach and support to access resources and the Disability Services Coordinator/Counselor.

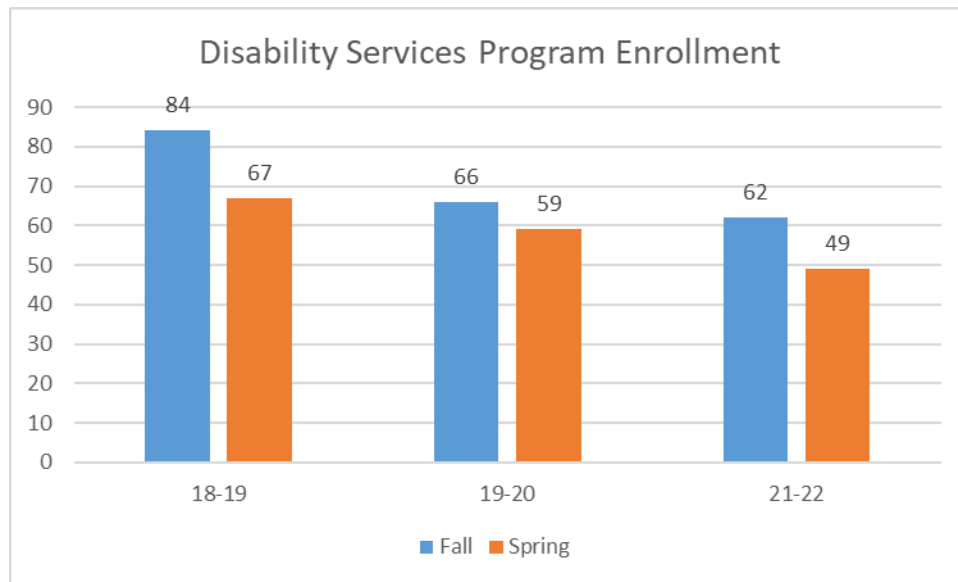
After the loss of the APT position and the shutdown of the campus due to the COVID pandemic, it was decided to move the program to a smaller space closer to the Counseling and Advising office and consolidate offices with the Mental Wellness & Personal Development Office. With the change of location, support from Counseling and Mental Wellness are closer in proximity can be provided. Consequently, the new location is half the size of the previous location and due to COVID safety guidelines, the assistive technology lab could not safely maintain distancing and remained closed for the academic year.

In the 2021-2022 academic year, this unit and Mental Wellness office moved locations again to ensure they had the capacity to provide services once the offices reopened. The move was difficult, starting with the Disability Services Coordinator/Counselor moving to another building while the main office/traffic remained in the previous location. This created a supervision and communication difficulties which ultimately impacted services to students. Eventually all of the unit made the move to the new space leaving a few logistical issues that have yet to be resolved. As a result, the Assistive Technology lab has not yet reopened due to electric and networking issues for all the computers in the center. Hopefully there can be a remedy to this issue soon.

In Spring 22, this unit was able to hire 1.0 FTE APT position to support the Disability Services and Mental Wellness & Personal Development Offices. The responsibilities of this position is to provide support for both this unit and the Mental Wellness and Personal Development program. The hire of this APT changed some of the operations of both programs so in collaboration with Mental Wellness and Personal Development, it was decided to create a center that houses both units and will provide overall oversight of daily operations of the center. The oversight includes support, the coordination of intakes/scheduling and front facing service to students accessing both programs. Once the Assistive Technology Lab reopens, this position will oversee its daily operations.

A name request was submitted and to the Ka 'Īkoi Leo committee and it was chosen to be Kānanaola; from the "Kūlia e Uli" chant which documents the "recipe" for healthy landscapes as well as a supplication for life. It also translates to healing or the program acts as the **kānana** (*sieve, strainer, conduit*) for the **ola** (*life, health, wellbeing*) in order for students to **kulia e (i) Uli** → to be

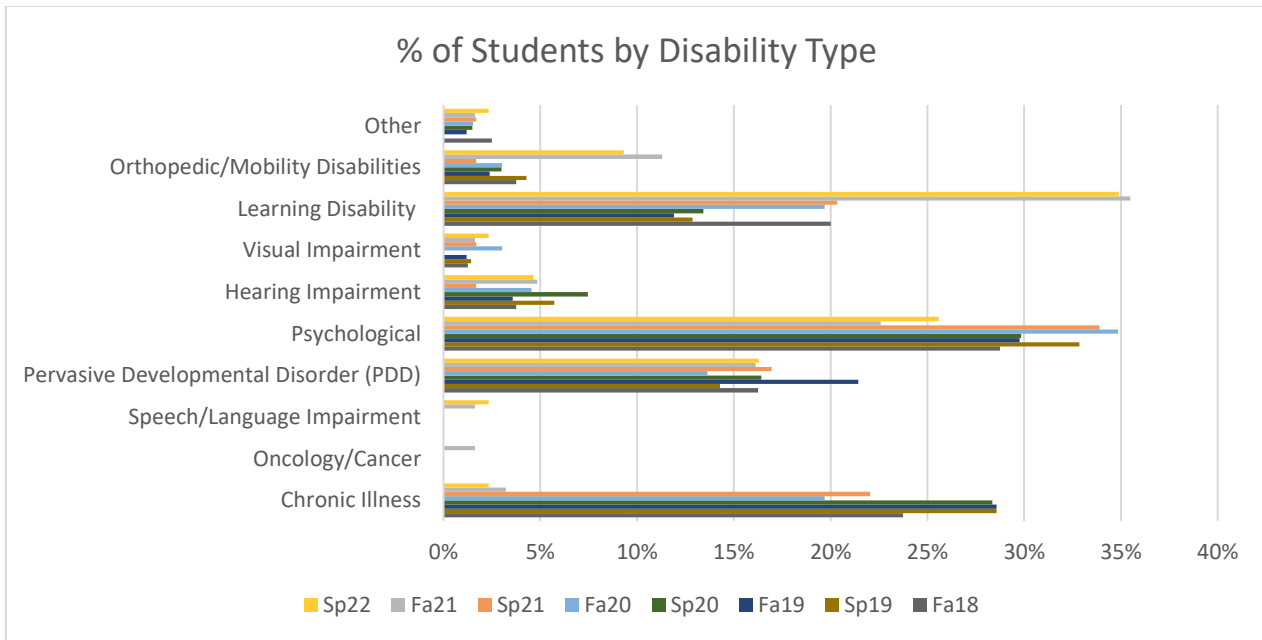
in prime/optimum health. In addition, this unit requested and was approved to change the unit name to Disability Services after analyzing the relevance of its previous name, the Hā'awi Kōkua Program because historically it was brought to this unit's attention that the name was awkward and did not translate correctly to the purpose and intent of the services that this unit provides.



The above graph represents the number of students who have self-identified themselves with the Disability Services Program over the past 3 years. There continues to be a downward trend of students that identify themselves with Disability Services. This trend has been historically relevant to overall enrollment and could also be indicative of the switch to the increase of online instruction so students have a variety of modalities that may be a better fit for their learning style.

When looking at historical data, it could be a possibility that one of the contributing factors to the downward trend of identified SWDs could have been staff turnover. The Disability Services program APT position is tasked with providing support to the Disability Services program Coordinator/Counselor, overseeing student employees, managing the Disability Services program Assistive Technology Lab, providing information to students/community/faculty/staff about the program, and ensuring communication between the Disability Services program and the greater community. This person is responsible for ensuring a positive initial interaction between SWDs and/or their support members and the Disability Services program by providing information and assisting with the intake process. Once SWDs are established with the Disability Services program, this person “bridges the gap” between the initial determination and implementation of accommodations and ongoing oversight and management of SWDs.

It is hoped that by gaining the position back, outreach efforts can begin again.



Per the section 504 of the ADA, postsecondary institutions must provide reasonable accommodations and modifications to ensure that SWDs have equal access to all its programs and activities. Determining accommodations can be a lengthy process and includes self-identification, collection and analyzation of disability-related reports and information, consultation with outside resources regarding their recommendations, and engaging in an interactive process with SWDs to discuss accommodations and modifications based on their challenges and barriers. Following the initial intake, the can process is ever evolving especially for SWDs struggling in their education. This is monitored and evaluated through frequent check-ins, advocacy and support, and re-visiting accommodations to ensure that the student is adequately able to access their education.

Despite the number of students enrolled, the Disability Services program has maintained the proportion of students by disability type. As shown in the graph above, the percentage of SWDs with psychological disorders, chronic illnesses, Pervasive Developmental Disorders (Autism Spectrum Disorders) and Learning Disabilities is fairly consistent. As shown in the graph above, the ration of SWDs with remain fairly consistent. This unit primarily supports students with psychological disabilities and chronic illness. The barriers for these students are very individualized for each person because of their ability to cope with their own situation. Therefore, it is important that there is someone who understands their needs to be able to assist them individually.

There also has been a drastic increase in the number of students with Learning Disabilities. These include those with ADHD and other processing disorders. These students typically receive intensive services while in the DOE resulting in a difficult transition to post-secondary education where these supports are not provided

3. Program Student Learning Outcomes or Unit/Service Outcomes

Program Unit Outcomes:

- a) Through participation in Disability Services (Hā'awi Kōkua), our students will be able to self-advocate and seek and utilize college and community resources.
- b) Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Disability Services (Hā'awi Kōkua) staff.

The unit will assess both program unit outcomes listed above:

Assessment Results

Unit Output of Services: Measures

Staff will collect and report the following data:

	Sp 22	Fa 21	Sp 21	Fa 20	Sp 20	Fa 19
Identified SWD	49	62	59	66	67	84
Note Taking	1	1	16	48	17	18
Recording of Lectures	21	31	26	30	45	52
Testing Accommodations	50	69	49	47	55	68
ASL	1	1	0	0	0	0
Other	45	63	42	38	34	30
# of Accommodation Letters provided to instructors	62	43	56	59	61	77
Appointment Types						
Accommodation Appointments	19	50	14	25	25	73
Personal Counseling	0	0	0	0	1	1
Registration/Advising	0	0	0	0	0	0
Other	0	0	4	14	6	11
# of visits to Assistive Technology Lab	0	0	0	0	327*	488

** The Assistive Technology Lab closed to student traffic in 3/2020 until present

Unit Outcomes: Measures

Student and faculty responses to the effectiveness of this unit's services will be collected through targeted surveys sent to all SWD and faculty with SWD enrolled in their classes. All surveys were scored on a 5 -point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Students were asked to report if their accommodations and other services assisted with their learning and student success.

Do you feel your accommodation contributed to student success and your opportunity to learn?

	21-22	20-21	19-20
5	44%	55%	58%
4	33%	15%	38%
3	11%	23%	4%
2	0%	7%	0%
1	11%	0%	0%

Did you utilize the Assistive Technology Lab?

	21-22	20-21	19-20
Utilized the Assistive Technology Lab	NA	NA	58%
Did not utilize the Assistive Technology Lab	NA	NA	38%
Was not aware of the Assistive Technology Lab	NA	NA	4%

** The Assistive Technology Lab closed to student traffic in 3/2020 until present

Did you feel welcomed in the lab when you first walked in?

	21-22	20-21	19-20
5	NA	NA	NA
4	NA	NA	NA
3	NA	NA	NA
2	NA	NA	NA
1	NA	NA	NA

** The Assistive Technology Lab closed to student traffic in 3/2020 until present.

Do you feel you got the information you needed in a timely manner?

	21-22	20-21	19-20
5	33%	55%	38%
4	11%	23%	25%
3	33%	7%	13%
2	11%	0%5	8%
1	11%	15%	17%

Do you feel the technology available assisted you with your learning?

	21-22	20-21	19-20
5	NA	NA	30%
4	NA	NA	11%
3	NA	NA	26%
2	NA	NA	0%
1	NA	NA	33%

** During the 20-21 year, the Assistive Technology Lab remained closed to student traffic.

Please rate your overall satisfaction with the Disability Services (Ha'awi Kokua)

	21-22	20-21	19-20
5	55%	62%	67%
4	44%	15%	29%
3	0%	23%	4%
2	0%	0%	0%
1	0%	%	0%

Faculty/Staff were asked to report if the accommodations provided contributed to student success and their opportunity for learning.

	21-22	20-21	19-20
5	33%	29%	37%
4	33%	27%	20%
3	11%	22%	24%
2	22%	18%	14%
1	11%	4%	4%

Unit Output of Services: Measures

Staff will collect and report the following data:

- a) log and track all staff outreach activities and direct advocacy

	21-22	20-21	19-20
Collaboration/Outreach/Advocacy	19	23	25
Consultations with Faculty/Staff	82	67	75

Unit Outcomes: Measures

Disability Services (Hā'awi Kōkua) will provide broad outreach to the entire campus to increase all kauhale members' awareness of HK services and the needs of Students with Disabilities.

Participants in HK surveys will report increased awareness of Disability Services (Hā'awi Kōkua) services and the needs of SWDs.

Selected programs and participants will report increased awareness of Disability Services (Hā'awi Kōkua) services and the needs of SWDs.

	20-21	20-21	19-20
5	33%	31%	28%
4	33%	20%	18%
3	11%	24%	25%
2	11%	18%	7%
1	11%	7%	6%

2018-2019 Comprehensive review Action Plan

- 1) Provide outreach, education on resources and assistive technology, and creation of welcoming environment for SWD through supervision and customer service training of all Disability Services program staff.
- 2) Update faculty and staff training videos for relevancy and updated information. Seek out online resources that offer free training videos.
- 3) Provide training and support for SWDs on Assistive Technology. Ensure frequent contact with SWDs who utilize Assistive Technology resources to offer assistance.

HGI Action Strategy 2:

Implement structural improvements that promote persistence to attain a degree and timely completion.

The above action plan addresses HGI Action Strategy 2 by supporting SWDs to promote persistence to attain a degree and timely completion.

The above data shows a shift in the amount of testing accommodations and notetaking services provided. The increase in testing accommodations is largely due to the shift in instructional modalities and how tests are administered and also to the increase in the number of students identified with Learning Disabilities. The significant decrease in notetaking is also caused by the shift to online learning and also because hiring of notetakers continue to be a barrier. This unit has made a shift to utilizing online notetaking software and smartpens. This provides the students with the flexibility and reliability to attain their notes in a timely manner.

Staffing struggles have been a consistent theme during this reporting period, there has been little training that was provided because the lack of staff employed by this unit. It is suspected that staffing has impacted the outcomes/outputs of the unit evident in the responses to evaluation data (shown above).

Training videos provided by Disability Services were updated during the COVID pandemic and 3 trainings were offered to faculty/staff. Despite requests for training, only a total of one participant attended. Evaluation was not requested from this one participant because anonymity could not be provided. Online training videos were researched, however, the changes that the COVID pandemic has brought to servicing SWDs and providing accommodations has been overwhelming. The barriers that SWDs are not experiencing, the evolving changes in the legalities of ADA/504 and the technological resources that are now available are constantly being researched and developed impacting how SWDs are serviced.

This unit has almost completed shifted from utilizing in-person services to the use of assistive technology resources. Through HEERF funding, this unit attained several laptops that were available for SWDs to utilize during the pandemic and now have trained students who would previously have used notetaking services to the use of smartpens. Peer Mentors have been tasked with doing weekly outreach with SWDS in assisting and supporting them in the transition to online learning and the use of technology utilized in their classes.

4. Action Plan

This unit would like to propose a change to its outcomes.

Proposed new unit outcome:

Through participation in Disability Services, our students will successfully complete their chosen courses and transfer/graduate.

While looking at SWDs self-reporting of their satisfaction and how the services contribute to their ability to learn is important. This unit has attempted several strategies to increase response with little success. This unit will continue to send out program evaluations to gather information on ways to improve, however, would like to focus on student retention and completion. This unit will collect and report on persistence and completion rates of SWDs, type/number of accommodations provided.

Continued unit outcome:

Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Disability Services (Hā'awi Kōkua) staff.

This unit will also continue to equally focus on provided support, education and awareness to the campus and greater community. Trainings and evaluation response from faculty/staff have also been a struggle for this unit because of little to no participation. This unit will continue to work on this outcome, but will focus on individual consultations instead of trainings.

5. Resource Implications

*** Special Resource Requests not included in operating "B" budget ***

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are not included in your regular program or unit operating "B" budget.

*Note: 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.

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 1 (Annually) (4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your Resource Request as part of your Review document submission via the

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

✓ **Item Description**

✓ **Justification**

✓ **Priority Criteria** (must meet at least one of the following):

1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
3. Expand our commitment to serving all segments of our Hawaii Island community through Pālanui and satellite centers
4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

CATEGORY	Category-Specific Information Needed
----------	--------------------------------------

Professional Development	Annually	Y	<p>AHEAD (Disability Services) Annual Conference Amount varies based on location of conference.</p> <p>AHG (Assistive Technology) Annual Conference Amount varies based on location of conference.</p>	<p>Due to Federal Compliance guidelines and mandates, it is imperative to continually maintain current knowledge of evolving updates and changes. It is also highly beneficial to stay abreast of updated technology resources available to increase efficiency, effectiveness and cost savings in providing accommodations to students.</p>
---------------------------------	----------	---	--	--

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 NOT requesting changes to the SOC codes/occupations listed for my program.

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

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.