

ANNUAL

REPORT OF PROGRAM DATA

2023

A photograph of a campus landscape featuring a winding paved path, green grass, and modern buildings in the background. The image is overlaid with a semi-transparent purple filter and white geometric lines forming a diamond shape.

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

July 1, 2022 through June 30, 2023

Disability Services

Submit this Review document in WORD via the

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

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

1. Program or Unit Mission

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 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 analysis 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. Program Student Learning Outcomes or Unit/Service Outcomes

Program Unit Outcomes:

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

Assessment Results:

Unit Output of Services: Measures

Unit will report the 3 of students served, # of each accommodation offered and # of each type of appointment offered by the Disability Services Coordinator.

	Sp23	Fa22	Sp 22	Fa 21	Sp 21	Fa 20
Identified SWD	60	70	49	62	59	66
Note Taking	1	1	1	1	16	48
Recording of Lectures	26	34	21	31	26	30
Testing Accommodations	65	68	50	69	49	47
ASL	1	1	1	1	0	0
Other	58	59	45	63	42	38
# of Accommodation Letters provided to instructors	59	68	62	43	56	59
<u>Appointment Types</u>						
Intake Appointments	16	39				
Monitoring Appointments	11	9				
Personal Counseling	5	1	0	0	0	0
Other	0	1	0	0	4	14

Unit Outcomes: Measures

Unit will report the # of students that have successfully completed (earned at least 2.0 GPA) the semester, transferred or graduated.

	Sp23	Fa22					
Successfully Completed	82%	90%					
Did Not Successfully Complete	18%	10%					

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 staff.

Unit Outcomes: Measures

Unit will log and track all staff outreach activities and direct advocacy

	22-23	21-22	20-21
Collaboration/Outreach/Advocacy	35	19	23
Consultations with Faculty/Staff	102	82	67

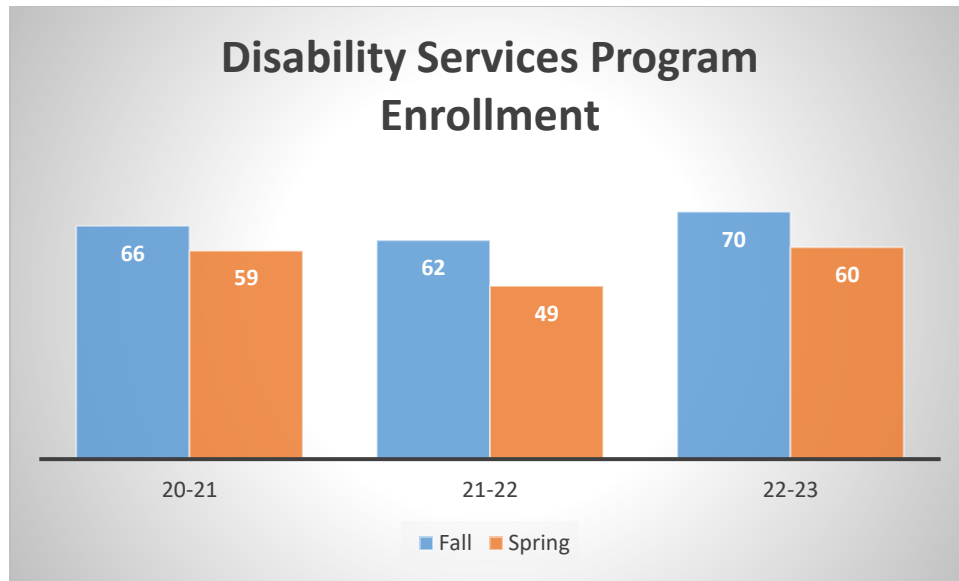
Unit will report visit and views of instructional videos online

At this time the APT – Disability Support is researching and evaluating the best tools for our campus. This unit continues to offer the online videos that are located on our faculty and staff resource page. There were very little “hits” on those videos.

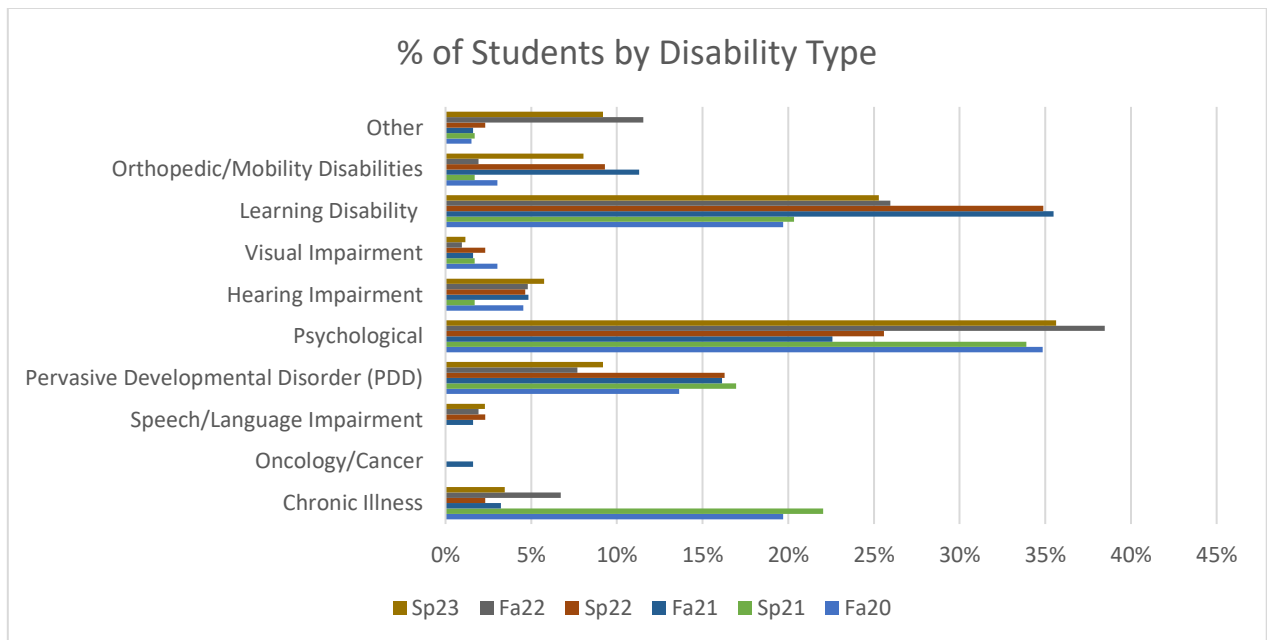
As requested, 3 trainings on working with Students with Disabilities were offered by the Disability Services Coordinator during the 22-23 academic year, but there were no participants.

3. Analysis of the Program/Unit

In the 2022-2023 academic year, Disability Services operations have seemed to stabilize with staffing and operations. In March 2023, the electric and networking issues were resolved so that the Assistive Technology lab was able to re-open to students. This allowed students to utilize reduced distraction individual cubicles and specialized programs that are housed on the computers. The reduced distraction area for testing was also re-opened to allow for the center to proctor exams in the space. At the end of this reporting period on June 13, there was a network breach on campus shutting down the use of all computers and the computer lab remained closed for the remainder of the academic year.



The above graph represents the number of students who have self-identified themselves with the Disability Services Program over the past 3 years. Despite the decrease in overall enrollment at Hawaii CC, the Disability Services office has seen an increase in the number of students served. It is apparent by the # of intakes completed in Fall 2022 that the increase is very likely a result of students returning to campus.



Based on the data above, there has been a significant increase of students with psychological disabilities and those who suffer from chronic illnesses. These students require more care, special accommodations and are typically more “involved” needing more check ins and coordination of services.

Contributing to the increase in the # of identified students with disabilities, the Disability Counselor highly suspects that students were greatly impacted by COVID restrictions and isolation and as a result is seeing an increase in the amount of anxiety that students with disabilities are experiencing. This is evident through the # of students who are self-identifying with mental health disorders (anxiety & depression).

The Disability Counselor has seen that students with disabilities are reporting more anxiety with time management issues, which is also apparent when reviewing the types of accommodations that were offered and the increase in the # of testing and “other” accommodations. Majority of the “other” accommodations are deadline extensions and performance related issues (speaking in front of class, turning off cameras in Zoom classes, etc.). These accommodations are individually assessed and offered within reasonable constraints to ensure that Hawaii CC is meeting the needs of the students while adhering to the ADA guideline prohibiting “fundamental alteration” of courses.

Despite the struggles that students with disabilities are experiencing, this unit found that a significant number of students are making progress and successfully completing each semester. In Fall 2022, 90% of the students maintained a 2.0 GPA dropping a little in Spring 2023 to 82%. This the first year that this unit is reporting on these outcomes and will use this as a baseline to assessment future semesters.

This unit offered three trainings to faculty and staff with no participants. There are requests from faculty and staff for training, however, when trainings are offered there is no participation. This unit also offers online training on the faculty and staff resource webpage, however, there was also very little hits on each video this academic year.

There was an overall increase in individual faculty consultations by this unit, this continues to be the trend and most efficient and effective way to work with faculty/staff. This unit will continue this practice.

4. Action Plan

This unit requested to change its outcomes which were just recently approved. The data used in this review will serve as the baseline to analyze in future reviews.

This unit has historically struggled with training and efforts to find efficient, creative strategies have been assigned to APT. Will continue to assess how this unit my meet the needs of the faculty and staff.

The post-COVID era has proven to be difficult to navigate and manage and assistive technology, resources and best practices are constantly changing. As this unit must ensure that the college adheres to federal guidelines and mandates to decrease the potential for discrimination complaints violations, it is important that this unit be constantly aware of changes and developments with the ADA.

5. Resource Implications

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

☐ 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.)

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✓ **Item Description:** AHEAD (Association on Higher Education and Disability) Annual Conference and AHG (Accessing Higher Ground) Assistive Technology Annual Conference

✓ **Justification:** 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.

✓ **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 Pālamanui 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	2x/year	Varies based on location	Highly beneficial to ensure compliance and decrease liability.