

2024 Annual Report of Program Data Disability Services



1. Program or Unit Mission

Hawai'i Community College is committed to a barrier-free campus and provides accommodations to ensure students with disabilities have equal access to education. The Disability Services provides assistance to a student who self identifies as having a documented physical, learning, psychological, or sensory disability (either permanent or temporary) which limits the ability to fully participate in course study and campus activities at Hawai'i CC.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation Act of 1973 (Section 504) individuals with disabilities have protections against discrimination and are assured access to programs, services, and activities. '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.'

Students who can provide documentation that indicates the existence of a disability as well as its substantial impact in limiting one or more major life activities, including learning, are eligible for services. The documentation should indicate whether the absence of special accommodations would limit or deny equal access and, thus, result in discrimination.

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

	Sp24	Fa23	Sp23	Fa22	Sp 22	Fa 21
Identified SWD	59	71	60	70	49	62
# of Accommodation Letters provided to instructors	54	68	59	68	62	43

Disability Services

<u>Appointment Types</u>						
Intake Appointments	14	24	16	39		
Monitoring Appointments	12	6	11	9		
Personal Counseling	0	2	5	1	0	0
Other	0	2	0	1	0	0
Visits to Assistive Tech Lab	116	138				

Unit Outcomes: Measures

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

	Sp24	Fa23	Sp23	Fa22		
Successfully Completed	80%	77%	82%	90%		
Did Not Successfully Complete	20%	23%	18%	10%		

The data shows that the same number of students this unit remains constant, but suggests a decline in the number of counselor appointments. The results could be due to the fact that after being closed since COVID in 2020, the assistive technology lab has reopened and support staff is available to assist students with walk-in inquiries which decreases the need for 1:1 counselor appointments.

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

	23-24	22-23	21-22
Collaboration/Outreach/Advocacy	27	35	19
Consultations with Faculty/Staff	126	102	82

The data shows that this unit continues to work with faculty/staff on a one-to-one basis and are both beneficial and effective. Through a 1:1 consultation, faculty/staff is able to discuss the individualized needs of a student and get best practice interventions/strategies that would be helpful in working with particular students. This unit struggles to find a “one fits all” strategy to working with individuals with disabilities as each person’s needs are different so the best outcome for both the student and faculty/staff has been through consultation.

3. Analysis of the Program/Unit

The Disability Services unit functions status quo with the data showing that there has been no significant change in the number of students served, student success rate or utilization of services. Going forward this unit has chosen not to report the % of students by disability type as

Disability Services

it no longer has relevance to the outcomes of this unit. Instead, the unit will primarily focus on the success of the student population served and strive for our students to have a positive educational experience at Hawaii CC.

The most significant highlight of this reporting period has been the re-opening of the Assistive Technology Lab. Our center which is home to the lab has seen student traffic and we are hopeful to see an increase in the upcoming years. We are pleased to now be able to offer screen reading software to all students and serve as a location for students with disabilities to utilize their testing accommodations while the Hawaii CC Testing Center is closed for renovations.

This unit's purpose and mission is based on complying with the American with Disabilities Act (Title II) of the Rehabilitation Act of 1973 (Section 504) which states that, "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." Hawaii CC must fulfill an obligation for students to have equal access to their education by providing reasonable academic accommodations/modifications. Any failure to do so may find Hawaii CC liable for discrimination.

An increasing challenge for this unit has been developing strategies to meet the increased needs of the students while they are navigating different online platforms, campuses, modalities, teaching styles and environments. This unit has been striving to work collaboratively with students, faculty/staff and providers on determining and implementing accommodations/modifications without any "fundamental alteration" of a course within the limited resources available. However, understanding the barriers/challenges of both the student and faculty/staff have often times left this unit struggling to ensure compliance. These constraints have forced this unit to be stretched thin and utilize strategies that may be more costly to the institution or put more burden on the faculty and staff to ensure that we are not in violation of any federal guidelines. Due to the current climate, this unit is becoming a little more concerned about continuing to be able to meet the needs of the institution, students, faculty/staff in the coming years.

There is a need for more collaboration and networking amongst Disability Service Offices across the system and also through professional organizations and professional development to meet the needs of our students, maintain compliance and avoid the cost of liability. The Association on Higher Education and Disability (AHEAD) offers annual conferences which Disability Services personnel are able to come together and learn about the any updates on Disability Law, what the current trends are from the Office of Civil Rights and learn from other professionals about how to best serve students with disabilities. This professional development is such a great opportunity to look at what is going on at different institutions around the nation and learn from OCR complaints & litigation and how they were settled to avoid repeating the same error within our own institutions. The conference also provides access to all of the assistive technology vendors to be able to research and most times be able to use resources that may be more cost effective for our institution,

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your last Comprehensive Program/Unit Review's action plan(s)? What changes are you making to your action plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Specify how the action plan(s) aligns with the College's [Mission](#) and the [Ka'ao Ka'ika'i Strategic Plan](#). Be sure to list resources that will be required, if any, in section 5 below.

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

This unit will continue to provide support services to students with disabilities in compliance with section 504 of the ADA. This unit also work to educate faculty/staff on their responsibilities to students with disabilities, however, offering training continues to be an obstacle. There has been a greater response to working individually with faculty/staff through consultations.

As discussed in the previous section, PD is vital to ensuring that this unit stays abreast of best practices to navigate and manage and assistive technology and resources for students. 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.

This unit will continue to work with students and implement modifications/accommodations to reach a goal of at least 80% of the students served will successfully complete, transfer or graduate with a 2.0 GPA or better. This will be completed by this unit fulfilling its obligation by engaging in collaborative discussions about the students needs, developing appropriate accommodations/modifications that will not fundamentally alter or place undue burden on the institution and overseeing any changes that student may require as their needs change. This unit will seek and request funding to attend an annual Professional Development to learn and understand how similar size institutions are meeting the needs of their students and to learn different strategies/resources that are available. PD is also incredibly important in understanding the possible legal and liability issues that are becoming a trend in the field to ensure that our institution is maintaining bet practices and avoiding potential liability.

The action plan aligns to Hawaii CC's mission by ensuring that students with disabilities, who are a part of the kauhale, have equal access to their education and gain the maximum potential to achieve academic success.

In alignment with the strategic plan, this unit ensures Hawaii CC's commitment as much of the number of students served are Native Hawaiian and/or from the Big Island. They come from families who find difficulty in navigating the system outside of the Department of Education which creates numerous challenges for these students. Furthermore, the lack of community resources and access to care for these students are minimal, creating additional barriers for the students and their families to truly become focused on their education. However, in attempt to achieve student success, this unit strives to create creative solutions within the parameters

required for Post-Secondary Institutions under the ADA so students with disabilities are able to be successful in their education, access all it's programs and activities and create and sense of community for these students within the Hawaii CC kauhale.

5. Resource Implications

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

*Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans. *Note that 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 (4 items max.)

- ✓ **Item Description:** Travel to annual AHEAD conference (site rotates)

- ✓ **Justification:** It is less costly to attend the conference annually to gather information and research resources than if there are Civil Rights/Discrimination complaints should arise.

- ✓ **Alignment to the [Ka'ao Ka'ika'i Strategic Plan AY2023 - AY2029](#):**
 Each resource request must align with one or more of our Strategic Plan Core Commitments:

Ka'ika'i Kuleana	Fulfill kuleana to Native Hawaiians and Hawai'i Island. To ensure that we are fulfilling our obligation by creating a barrier-free education to all of our students by ensuring they have equal access to their education.
Ka'ika'i Haumāna	Develop successful students for a better future. Section 504 of the ADA ensures that students with disabilities are more likely to successfully access and complete their education, this unit does so by offering modifications/accommodations to students with disabilities.
Ka'ika'i Oihana	Meet Hawai'i Island's workforce needs of today and tomorrow. Studies have shown that individuals with disabilities are valuable assets to the workforce and through successful completion of their education, individuals with disabilities are able to enter the workforce with the necessary skills needed to become highly employable.
Ka'ika'i Noi'i	Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.

Disability Services

<p>Ka'ika'i Kauhale</p>	<p>Build and Maintain the Wellbeing of the College Kauhale.</p> <p>This unit does so by ensuring equal access and creating supports so that students with disabilities will have a positive experience at Hawaii CC, faculty/staff are willing and able adequately and appropriately support students with disabilities in various learning environments and to decrease the possible liability that may occur if students are denied access.</p>
--------------------------------	---

ALLOWED CATEGORIES	Category-Specific Information Needed			
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #