Student ACCESS Program Review ‘11-‘12

Program Description
The Student ACCESS center provides services to students with disabilities enrolled at Honolulu Community College. We are tasked with authorizing, coordinating, and implementing all academic accommodations at HCC. To comply with applicable laws (ADA/504), Student ACCESS works with the eligible participants in developing and authorizing reasonable academic accommodations to fairly level the playing field for the student with a disability.

As service to all individuals with disabilities that come to campus to participate and/or utilize other entities at HCC, we also provide comprehensive disability accommodations for participants of Apprenticeship, PCATT (training and testing services), the Childcare Centers (both on and off campus), and programs such as graduation.

Mission
Student ACCESS is committed to assuring equal access to Honolulu Community College facilities, programs, activities, and services for students with disabilities.

Goals
1. To provide reasonable accommodations to qualified students.
2. To promote an informed and hospitable learning community.
3. To advocate for campus-wide ADA/Section 504 compliance.

Operational Policies and Procedures for accessing disability related accommodations can be found in the Guidebook for Academic Accommodations at HCC both in hard copy (located in various departments/divisions, including the library) and posted on the Honolulu Community College Disability Access website http://www2.honolulu.hawaii.edu/disability/

Program Outcomes
Disability Service Providers will:
1. Produce user-friendly information and services for students.
2. Create relevant training opportunities for campus faculty and staff.
3. Implement reasonable options that improve accessibility on campus.
4. Make program improvements based on ongoing assessment and evaluation.

Students who receive disability accommodations through Student ACCESS will be able to:
1. Follow specified procedures and timelines.
2. Use accommodations effectively.
3. Exhibit self-advocacy skills.
4. Learn about their condition(s), strengths and weaknesses, and relevant disability laws.
5. Demonstrate academic responsibility.
**Program Data Sources**

1. Disability documentation
2. Accommodation request forms
3. Academic reports in Banner
4. Midterm progress reports
5. Surveys
   - student surveys
   - webpage users survey

**Concerns**

The primary concern for Student ACCESS for the 2011-2012 AY has shifted from one of location to that of outreach to students enrolled in developmental math and English courses, and accessibility and accommodations for Distance Education courses. Student ACCESS was successfully moved to building 5, Room 107b. The office was setup with confidentiality in mind in working with students with disabilities while creating an open and friendly environment. Though there were some operational and logistical concerns we had to work through, the feedback from students has been positive. Students also prefer this ground floor location rather than having to navigate through building 7 and through the learning lab to get to our office.

Focus has now shifted to the underprepared student (or more accurately, those students that may need services but are not aware they exist,) and to students in Distance Education courses who are seeking accommodations. A noticeable pattern of students who enter HCC after completing their high school diploma through the special education classes also place into the development math and English courses. These students historically have had the most difficulty in learning the material and passing the courses. Additionally, there have been many instances in which instructors of the developmental math and English courses consult with Student ACCESS over their concerns that there are more students in the class who may be struggling not only because of unfamiliarity with the content, but because of underlying learning difficulties. Student ACCESS is therefore beginning to put a framework in place of assessing this problem and determining if additional outreach efforts to these courses may result in more students obtaining services and getting the academic support they need.

The number of Distance Education (DE) courses being offered is increasing, along with the number of students with disabilities who choose to take Distance Education courses. The University of Hawaii system is also unique in that there are many different on-island and off-island campuses that offer DE courses, and a student within the UH system can take any of these courses. In addition to providing more education to the instructors regarding the need for accessible online materials, Student ACCESS must make more testing arrangements for students taking an HCC course but have a different home campus, or for HCC students who are taking an online course from a different home campus. More coordination is required to approve the accommodations as well as make the testing arrangements as a result of the increase in DE courses.
A final concern for Student ACCESS will be the funding of sign-language interpreters, as the UH system informed ACCESS that interpreter funds will not require a proposal and that the Perkins will be available on an as needed basis. Will need to secure information on how to access this.

Measure of Efficiency

1. Number of FTE staff
   - 1 APT and 1 Faculty with designated disability related responsibilities. New APT hired in the Summer of 2011. Former Educational Specialist returned as a casual hire to fill the Disability Specialist/ACCESS coordinator position as the permanent Disability Specialist/ACCESS coordinator was temporarily reassigned to the interim Dean of Student Services.
   - Of note, in the academic year 2011, the APT was on maternity for Fall 2010. In Spring 2011, she decided not to return and submitted her letter of resignation. In the later parts of Spring 2011, we received notification allowing Student ACCESS to hire, we convened a committee, screened applicants, and made our recommendation to the VCAA. The VCAA approved and hired the applicant who is scheduled to start in July 2011.

2. Gate Count Contacts (# of contacts)
   451

3. Budget Allocation
   A. General
      - Notetakers and in class assistants: $6515
      - Operational (including sign language interpreters): $19,350
   B. Perkins
      - Notetakers and in class assistants: $15,000
      - Office manager and mobility assistants: $6,000
      - Sign language interpreters: $19,500

4. Cost of program
   A. General
      - Note takers and in class assistants: $2463
      - Operations/Sign language interpreters: $14118
   B. Perkins (spent total of 27,132.46)
      - Note takers and in class assistants: $633
      - Sign language interpreters: $26,500
Fall 2011 – Spring 2012 (includes Summer Session 1)
Student Tracking Annual Summary

**Count:**
- 203 Students (numbers include the elevator/parking only students)
- 75 Students came to Student ACCESS to discuss service, conduct an intake, but did not require/request services

**Programs:**
- 82 Liberal Arts
- 109 CTE/Apprenticeship
- 12 OTHER

<table>
<thead>
<tr>
<th>Types of Disability</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>Attention Deficit (Hyperactivity) Disorder</td>
<td>17</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>4</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>4</td>
</tr>
<tr>
<td>Developmental – PDD – Aspergers - Autism</td>
<td>20</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>39</td>
</tr>
<tr>
<td>Medical</td>
<td>12</td>
</tr>
<tr>
<td>Orthopedic/Physical/Mobility</td>
<td>5</td>
</tr>
<tr>
<td>Psychological/Psychiatric</td>
<td>40</td>
</tr>
<tr>
<td>Visual/Blindness</td>
<td>1</td>
</tr>
<tr>
<td>Dual Diagnosis</td>
<td></td>
</tr>
<tr>
<td>Mobility Physical Access</td>
<td>18</td>
</tr>
</tbody>
</table>

**Disability Categories**
- ADHD/Dev/LD/MIMR (Learning/Acquisition) 83
- Physical/TBI/Medical/Mobility 70
- Sensory/Deaf/Hard of Hearing/Visual Impaired 10
- Psy/Psychiatric/Substance 61

**Number of Accommodations Issued**

**FALL 2011**
- # of classes that accommodations were requested for = 155
- # of accommodations approved for classes = 495
- # of students requesting parking/elevator only = 18
- # of parking/elevator accommodations approved = 18
- # of students counted through intake process and parking and elevator requests = 91
- # of accommodations approved for classes and parking/elevator only = 513
SPRING 2012
# of classes that accommodations were requested for = 131
# of accommodations approved for classes = 357
# of students requesting parking/elevator only = 31
# of parking/elevator accommodations approved = 31
# of student counted through intake process and parking and elevator requests = 87
# of accommodations approved for classes and parking/elevator only = 388

Use of Testing Rooms
Fall:
Spring: 78

Break-Down of Services/Accommodations for Fall 2011 – Spring 2012

<table>
<thead>
<tr>
<th>Type of Service/Accommodation</th>
<th># Students Approved for Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notetaker</td>
<td>39</td>
</tr>
<tr>
<td>Extended Time on Tests</td>
<td>99</td>
</tr>
<tr>
<td>Quiet Room for Testing</td>
<td>96</td>
</tr>
<tr>
<td>Interpreter</td>
<td>4</td>
</tr>
<tr>
<td>Equipment Use</td>
<td>14</td>
</tr>
<tr>
<td>Alternate Formats for Text</td>
<td>12</td>
</tr>
<tr>
<td>Reader</td>
<td>3</td>
</tr>
<tr>
<td>Scribe</td>
<td>3</td>
</tr>
<tr>
<td>TTY</td>
<td>0</td>
</tr>
<tr>
<td>Alternative Desk</td>
<td>1</td>
</tr>
<tr>
<td>PC Test</td>
<td>12</td>
</tr>
<tr>
<td>Registration Assistance</td>
<td>39</td>
</tr>
<tr>
<td>Emergency Evacuation</td>
<td>5</td>
</tr>
<tr>
<td>Counseling</td>
<td>82</td>
</tr>
<tr>
<td>Elevator</td>
<td>29</td>
</tr>
<tr>
<td>*Other</td>
<td>7</td>
</tr>
<tr>
<td>Parking</td>
<td>26</td>
</tr>
</tbody>
</table>

Total # of Accommodations Granted: 557

** The accommodations included in the “Other” category include: faculty consultation and preferential seating.

Student Count, Frequency of Disability, and Accommodations are counted per semester.

Graduates
- 10 Graduates
  - 2 Liberal Arts
  - 7 CTE Associates Degrees

O:\MyDocuments\Program Reviews\11_12\program_review11-12B.doc
o 1 CTE Certificate of Achievement (continuing on for AS degree)

### Evaluation of Student ACCESS Services – Fall 2011 Spring 2012

J:\Eval Forms and Results\Fall11-Spring12\Fall 2011EvalResults.doc

The survey used for the fall 2011 semester followed the same format as the surveys from the past five years with slight modification to reflect the current practices and goals of the office. One modification was remittance of the question asking students if they preferred a different location for the Student ACCESS office as this is no longer a concern. The other modification was to add the question “Are you enrolled or planning on enrolling next semester?” which was added to identify the persistence of students who have used Student ACCESS services. Persistence is an overall concern of the campus and any additional method of evaluating persistence trends would be helpful in understanding the needs of students.

The survey was mailed out to students enrolled in the fall 2011 semester who received academic accommodations. Of the surveys mailed, 10 responded using the pre-stamped envelopes provided.

A break-down of the responses are detailed below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do you know what your disability is</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are you aware of your academic strengths and weaknesses</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>5. Disability documentation requirements were clear to me</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Disability service providers were helpful in setting up my accommodations</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Accommodations were set up in a timely manner for me to use</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My accommodations contributed to my academic progress.</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>9. Student ACCESS promoted a positive/realistic attitude towards my academic participation</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Overall satisfaction and quality of services provided by SSD staff**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1%</td>
<td>6%</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Are you enrolled or planning to enroll in the upcoming semester? (If no, please share why and what will you be doing?)**

- Yes 89%
- No 6%
- Undecided 5%

- Majority of issues stem around delays in Financial Aid and not being prepared for college work

**What are the most important things that contribute to your success at HCC? (highlights)**

- Dedication, not missing class
- Doing my work and asking for help if needed
Knowing there was a program called ACCESS that I could turn to when my disability began to act up and wouldn’t attract my academic achievements.

- Assistance with ACCESS.
- My enthusiasm
- Having good grades, good GPA and studying really hard.
- Math tutors, teachers in all of my classes, they are very informative, intelligent, and very helpful.
- I was alone to replay my tapes on my lectures, to study. I also made flash cards for review before tests.

What are the biggest obstacles to your success at HCC? (highlights)
- Anxiety.
- In high school I try my best to turn in work get good grades and graduate on time to be in college as HCC this past year.
- My disability is my only obstacle.
- Not having accommodations for Hawaiian language class.
- Focusing
- The finals and the mid-terms.
- Need more college support programs to help structure health disabled students and more assistance ensuring our success.

In what ways can HCC improve its disability services to students? (highlights)
- More staff and individual counseling when needed from a student with an appointment
- I would like to thank you guys for helping us students to success in college this semester now.
- Keep ACCESS funded.
- Nothing. I appreciated all the help and was completely satisfied with Student ACCESS.
- Student ACCESS is great.
- Good use of learning skills.
- Have students be able to borrow laptops to be able to do homework on weekends.
- No idea.
- They are doing an excellent job already

SUMMARY:

The responses did not produce any noteworthy suggestions or concerns from the students. Overall, students were satisfied with services, with all 100% of respondents answering “Good” to “Excellent” in terms of the overall service Student ACCESS provides. 80% of the students will be returning for the spring semester.

60% of respondents were from CTE programs and the other 40% were from Liberal Arts. This offered nicely balanced feedback in terms of students seeking accommodations in the different academic programs. Something that has consistently been noted throughout the semesters and remains true in these responses is that the students believe that their disabilities, or features of their disability, are the biggest obstacles to their success. 60% of the responses regarding obstacles to success had to do with their disability. Interestingly, only 30% of the responses regarding the biggest contributions to success had to do with receiving Student ACCESS services. This assessment supports the overall purpose of the accommodations, in that they do help to level
the playing field, but they alone will not guarantee success. Using the accommodations, along with other study strategies and campus resources will increase the level of success a student achieves.

**Activities and Accomplishments Academic Year 2011 - 2012**

The academic year of 2011-2012 was an interesting time for Student ACCESS and one of continual transition in terms of staffing as previously mentioned in the section “Measure of Efficiency.” The focus of efforts during this time was not so much of beginning new initiatives, but rather maintaining the level of services to the best of ability given that staffing was either new or temporary. The primary concerns such as outreach to developmental courses and ensuring accessibility in DE courses were initially addressed and will be expanded and refined in the next academic year when staffing is again stabilized.

- Met with all of the area DOE High School Special Education Transition Coordinators to facilitate transition plans and raise student awareness about the rigors of a college education and the differences between high school and college.
  1. Provided brief on-campus overviews of the Student ACCESS program to interested high school students whenever asked.
- Conducted outreach to approximately 73% of all remedial and developmental math and English courses in efforts to establish a framework for evaluating if more students in those classes are eligible for services.
- Attended Disability Service Provider meeting at UH Manoa to stay on top of trends and practices, updated information regarding laws of service animals and students using Other Powered-Driven Mobility Devices and made available on the intranet and through email to faculty and staff.
- Subscribed to participate in a Workforce Recruitment Program which will develop more in the Fall 2012 semester.
- Finalized information to provide to the students and campus in terms of assisting students with disabilities evacuate in an emergency, submitted to the Emergency Planning Committee and CODA for review.
- Created a personalized Student Evacuation Plan for students when asking for assistance in evacuating.
- Added signage to cafeteria doors to direct people to the front of the building where the accessible doors are located.
- Created signage for Building 2 to direct students to preferred evacuation exit, as well as emergency landing.
- Test screen reading software on Apple Computers.
- Continue to work with Administration to secure available funding for interpreting services now that Perkins funding will no longer be available.

**Analysis of Unit**

- Overall assessment of Unit health is Healthy. Student ACCESS has been able to successfully meet it’s goals and objectives, though there continues to be room to improve and grow in years to come. We have been fortunate to have a very supportive administration that have provided resources for providing services, positions, and operations. We have been able to reach out to our entire campus (including our non-credit, apprenticeship, and off campus programs). We are actively involved in campus committees, faculty and staff training (as requested), and many other various campus activities.
**Plans for Academic Year 2012-2013**

- Refine the process for counting the number of students who visit the office, as well as the number of students who seek services based off of outreach efforts to developmental courses.
- Continue to educate faculty about making class resources and materials accessible.
- Make efforts to have all campus-generated online videos and course content accessible through captioning.
- Continue to meet with transition counselors and prospective students on an as needed basis.
- Post the guidelines for emergency evacuation procedures for students with disabilities.
- Begin having students develop their personalized evacuation plans developed by Student ACCESS.
- Expand Service Survey to address in more detail the Service Learning Outcomes (see below)
  - Are you more aware of your disability since receiving services through Student ACCESS?
  - Are you more aware of your academic strengths and weaknesses since receiving services through Student ACCESS?

**Resource Implications**

- We will need to work with our VCAS regarding the potential for additional funding as Perkins monies which was once available to assist in paying for some disability related services for CTE student has been modified. To our general understanding the funding is still available, though access to the funds have been modified. We are awaiting reply regarding the process to access such funds – however in the mean time, the college may need to provide additional resources to cover projected expenses for services.