*Review for AY 2009-2010

1. Honolulu Community College’s Mission Statement
   • Serve the community as an affordable, flexible, learning-centered, open-door comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community, and
   • Serve the Pacific Region as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

2. College Skills Center’s Mission Statement
   The College Skills Center provides access to the skills necessary for students to become responsible, self-directed learners.

3. College Skills Center’s Program Outcomes
   • Students demonstrate skills required to meet all student learning outcomes in basic math and English courses in a supportive learning environment.
   • Students and faculty will receive high quality testing services that meet their academic support needs.
   • Eligible students with disabilities will receive equal access to HCC’s programs and services.

4. History
   The College Skills Center (CSC), originally called the Learning Assistance Center (LAC), began with city funds, and in 1981 was fully funded by Title III federal funds. Academic support services included drop-in tutoring in various subjects and testing. The Center has since converted personnel positions to general-funded positions and has expanded to include academic accommodations for students with disabilities; distance education, placement, and fee-based testing; and the delivery of entry-level math and English and college study skills courses.

5. Staff
   1. coordinator (11-month faculty)
   2. math instructors (11-month faculty)
   1. English instructor (11-month faculty)
   1. English instructor (9-month faculty)
   1. disability specialist (11-month faculty)
   4. educational specialists (testing, English and math)
1 educational specialist (disability)
1 .50 IT specialist (Academic Support)
1 clerical staff
Lecturers
Student assistants (20-30)

6. Computer Purchase Replacement Plan
Since the College Skills Center has a large inventory of student and staff computers, it is necessary to establish a computer purchase replacement plan. Based on recent purchases and considering the warranty purchased on these computers, consultation with the IT specialist and IT specialists in the College, the following is a recommended timeline for computer replacement:

2011 – Replace 25 student computers and update software for testing area
2012 – Replace 20 student computers and update software for ENG 20 classroom, and security cameras for testing area
2013 – Replace 12 student computers and update software for lab area

2012 – Begin replacing 13 staff (including faculty) computers and updating software at about 4 per year
I. Testing Services

A. Testing Data (for system program review of academic support services)

Demand

1. Campus Enrollment (FTE)
   AY FTE 2,482*
   * calculated using (SSH for Fall ‘09 and Spring ’10) / 30

Efficiency

2. Hours of operation per week
   44 - 48 hours per week/year around

3. Number and description of staff (2009-10)
   .90 FTE educational specialist
   .10 educational specialist
   .10 FTE educational specialist
   2 – 3 student assistant proctors per shift (Student Assistant does not work more than 20 hours per week.)

4. Student assistant hours per week
   118 - 128 hours per week depending on semester and year

5. Number of placement tests administered per year
   The sum of all UHCC Compass placement tests, UH placement tests, and non-UH placement tests that are administered in a year (July 1 – June 30)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2,279</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,931</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,767</td>
</tr>
</tbody>
</table>

6. Number of Distance Learning tests administered per year
   The sum of all tests for DL courses originating at your campus, tests for UH courses not originating at your campus, and tests for non-UH-system courses administered in a year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2,373</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,779</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,600</td>
</tr>
</tbody>
</table>

7. Local campus tests proctored per year
8. Testing seats per student (2009-10)
Number of testing desks in the testing center divided by AY FTE (#1)

   a. 25 computer seats for computerized testing (Laulima, COMPASS, local
       campus tests, & fee-based testing)
   b. 29 seats for pencil/paper testing (DL, local campus tests, & fee-based
       tests)
   c. 4 computer seats for disability accommodations testing (DL, Laulima,
       COMPASS, & local campus testing)
   d. 5 seats for disability accommodations pencil/paper testing (DL, Laulima,
       & local campus testing)

Ratio: Total # seats / FTE (2009-10)
Ratio: 63/2,482 = .025

9. Testing Budget/College Budget (Testing Budget includes personnel, equipment,
   supplies, and COMPASS units.)

   $105,690/ $26,641,750 = .0040

Outcomes

10. Satisfaction measurements: Common Survey Questions

Rating: 1- Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4 – Agree, 5 – Strongly
     Agree

<table>
<thead>
<tr>
<th>The Testing Center staff is friendly and helpful</th>
<th>Ave.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 2009 = 0</td>
<td>Fall 2009 = 0</td>
<td>Fall 2009 = 1</td>
<td>Fall 2009 = 27</td>
<td>Fall 2009 = 80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2010 = 0</td>
<td>Spring 2010 = 0</td>
<td>Spring 2010 = 2</td>
<td>Spring 2010 = 26</td>
<td>Spring 2010 = 81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The hours at the Testing Center meet my needs.</th>
<th>Ave.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 2009 = 0</td>
<td>Fall 2009 = 1</td>
<td>Fall 2009 = 5</td>
<td>Fall 2009 = 34</td>
<td>Fall 2009 = 68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2010 = 0</td>
<td>Spring 2010 = 1</td>
<td>Spring 2010 = 5</td>
<td>Spring 2010 = 32</td>
<td>Spring 2010 = 73</td>
</tr>
</tbody>
</table>

| The atmosphere at the                           | Ave. | 1 | 2 | 3 | 4 | 5 |
|                                                 |      |   |   |   |   |   |

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>4,359</td>
</tr>
</tbody>
</table>
Testing Center is conducive to testing.  

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>= 0</td>
<td>= 0</td>
<td>= 5</td>
<td>= 31</td>
<td>= 72</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>25</td>
<td>82</td>
</tr>
</tbody>
</table>

The services at the Testing Center are satisfactory  

<table>
<thead>
<tr>
<th></th>
<th>Ave.</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.7</td>
<td>= 0</td>
<td>= 0</td>
<td>= 2</td>
<td>= 4</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

My test/exam was administered in a timely and efficient manner.  

<table>
<thead>
<tr>
<th></th>
<th>Ave.</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.7</td>
<td>= 0</td>
<td>= 1</td>
<td>= 0</td>
<td>= 32</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Evaluation: Satisfaction Surveys  
For the 2009-10 surveys administered, since all items averaged above 4.5 on a 5.0 rating scale, students have indicated that they are satisfied with the testing services provided and no further evaluation is needed. If the average score is below 4.0, scores would be reviewed to determine if changes should be implemented to improve satisfaction. Given the increase in demand for placement and distance learning testing, satisfaction averages still remained high.

B. Actions, Evaluation, Plans  

2009-10 Action Plans From Annual Assessment 2008-09  

Action 1: Collection of system data elements for testing - System data collected will be reviewed and changes, if any, determined.

During 2009-10, testing coordinators from the community colleges system wide continued to develop common data elements, decided on these elements and began collecting the data. Some CSC testing services data have been compiled for several years and are provided. Subsequent system meetings will reevaluate and revise data elements and eventually determine health indicators.

Action 2: Implementation of online testing for entry-level math instruction - Because of requests for online testing from entry-level math instruction, testing services will be
piloting online testing for several math classes in the Fall 2009 and evaluate the feasibility to continue it in future semesters.

Because of changes in the implementation of the revised entry-level math curriculum, online testing was not part of the resulting evaluation component. However, the classes continued to utilize the testing room for paper/pencil assessments to measure student progress.

**Action 3: Increased security to deter cheating -** Because of reports of more cheating in testing centers system wide, better security measures will be implemented, especially for online/DE testing.

Additional security cameras were purchased and installed for better monitoring of the testing area. In addition, revisions to security procedures were implemented resulting in timely actions regarding minor issues related to compromises in testing.

**Plans for 2010-11 –** Refer to Section V. Action Plans for 2010-2011
II. Tutoring Services

A. Tutoring Data (for system program review of academic support services)

Demand

1. Campus Enrollment (Fall FTE)

<table>
<thead>
<tr>
<th>Fall Year</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2.573</td>
</tr>
<tr>
<td>2008</td>
<td>2.354</td>
</tr>
</tbody>
</table>

2. Hours of operation per week
   49.5 hours

Efficiency

3. Number and description of staff
   Include professional staff, part-time staff, tutors and volunteers
   1.00 FTE educational specialist
   .90 FTE educational specialist
   .90 FTE educational specialist
   .10 FTE educational specialist
   1 – 3 student assistant English tutors per shift (Student Assistant does not work more than 20 hrs. per week.)
   1 – 3 student assistant math tutors

4. Tutor paid hours
   Including hours you pay students to be on call, include all paid tutors regardless of funding source
   3,236.5 hours

5. Number of students tutored (Unduplicated)
   623 students

6. Tutor contact hours (including volunteers, workstudy, etc.)
   Approximately 4,650 hours
   All tutoring hours are averaged to the nearest ¼ hour.

7. Usage: Student contact hours/tutor paid hours
   144 %
   Usage number above 100% is due to group tutoring that occurs during program support sessions.
8. Tutoring Budget/College Budget (Tutoring budget includes professional staff and tutor costs only) per year
   $216,633 / $26,641,750 = .0081

Outcomes

9. Student learning outcomes measurement (in common with other CCs):
   
   a. Students will pass (or receives a grade of A, B, or C) their tutored course at the same rate as or higher than non tutored students (all students who are tutored at least once compared to students in the same course, i.e. students tutored for Eng 22 compared to students in Eng 22 who were not tutored)

   * All students in entry level English and math classes receive tutorial services. Ratio is therefore 1/1.

   b. Students will reenroll (persistence) at the same rate as or higher than non tutored students

   * Same as above.

B. Actions, Evaluation, Plans

2009-10 Action Plans From Annual Assessment 2008-09

Action 1: Improve Tutor Training - Evaluations of past tutor trainings are being reviewed and improvements made.

In Fall 2009, tutor training evaluations were conducted. Overall, the evaluations were positive. However, areas to improve included keeping to the schedule since some sessions went beyond the allotted time, having better organization, and reducing technology glitches during presentations.

For the Fall 2010 tutor training, knowledge surveys were administered pre- and post-training. Statements covered included CSC services offered, testing services offered, Math 98M, Student ACCESS, CRLA tutor certification, and sexual harassment. The percentage of correct answers increased from 21% (pre-training) to 82% (post-training). In addition, Fall 2010 training followed the printed schedule, and there were no significant technical delays as in the previous training. Tutor training continues to be improved based on previous evaluations. Evaluations conducted indicated that student trainees thought the material covered was valuable and understood key concepts.

In 2008, the CSC received certification of its tutor program through the College Reading and Learning Association. In Fall 2009, tutors receiving additional training totaling 10
hours and tutoring a minimum of 25 hours received this nationally recognized certification. In the Fall 2010 training, 20 tutors received the CRLA tutor certification.

**Action 2:** Tutor Evaluation - In the past, there has been little evaluation of tutors and their effectiveness. Plans for next year include an effort to conduct tutor evaluations to improve these services.

Evaluations of tutors by students receiving services was very positive. Average satisfaction scores on 7 statements on a 5.0 scale was 4.7 or higher.

Self evaluations of the tutors indicate they are very satisfied with their knowledge of the subject area (4.5), ability to communicate (4.75), level of patience (4.75), ability to motivate (4.74), support provided (4.5) and know what is expected as a tutor (5.0). However, areas of self perceived areas of needed improvement include recording tutor activities (3.75) and need for more effective trainings (3.75). Computerized logging of tutor activities is being researched and will be implemented in 2010-11 to provide more accurate data of tutoring services. Tutor trainings have been improved as stated in Action 1 above and continuous assessments will continue to monitor effectiveness.

**Action 3:** Offer Additional Tutoring - Plans are in place to offer drop-in tutor services for 2009-10. A combination of general, non-general, and vocational educational funds have been allocated to support this endeavor.

Tutoring in various subjects was offered during the 2009-10. Peer student drop-in tutoring was offered in upper level English and math courses as well as subjects CTE-related courses such as Chemistry and Physics. Faculty and staff also volunteered to tutor in their areas of expertise.

**Plans for 2010-11** – Refer to Section V. Action Plans for 2010-2011
III. Student ACCESS

Introduction:

Program Description

Student ACCESS 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 by 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.

Concerns
Primary concerns from student are consistent from the previous academic years when Student ACCESS was moved from a discrete location (2-409) to 7-319. The issue with 7-319 is due to fact Student ACCESS is located in the College Skills Center’s learning lab. Students who need to utilize our services need to walk through the learning lab to enter. Students have continued to mention being uncomfortable in entering our current location and have voiced their concerns to us regarding the physical location. Students also have stated to the faculty that they did not want to come to our office for the same reason and we have had to meet students in alternative locations. Students with disabilities though may learn uniquely, often times do not want to seen as different or treated uniquely. And though full integration is beneficial in most instances for individuals with disabilities, having our office integrated in a learning lab is seen as a detriment to the students with disabilities for which many just want to be like every other student and fade into the crowds without labels.

Measure of Efficiency
1. Number of FTE staff
   - 1 APT and 1 Faculty with designated disability related responsibilities.
2. Gate Count Contacts (# of contacts)
3. Budget Allocation
   A. General
      • Notetakers and in class assistants: $5,015
        Transferred $1500 in May 2010 to add to the allocation – expended the $5015
      • Operational (including sign language interpreters): $19,350
   B. Perkins
      • Notetakers/in class assistants: $15,000
      • Office student assist/mobility assistants: $8,000
      • Sign language interpreters: $19,500
        Additional Perkins funded received in April 2010: $12,000

4. Cost of program
   A. General
      • Note takers and in class assistants: $
      • Operations/Sign language interpreters: $
   B. Perkins
      • Note takers/in class assistants: $
      • Office student assist/mobility assistant: $
      • Sign language interpreters: $

Outcomes

Fall 2009 – Spring 2010 Student Tracking Annual Summary
Student Total = 206
   Includes: ETC Students = 13
   Other Services = 7 events in which disability related accommodations were provided (Alani Child Care Center, PCATT [Apple Institute, Testing Accommodations]

Programs: 90 Liberal Arts
         96 CTE/Apprenticeship
         20 OTHER (ETC, Senior Net, Other Services not included in total student count)

<table>
<thead>
<tr>
<th>Types of Disability</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit (Hyperactivity) Disorder</td>
<td>17</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>6</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>9</td>
</tr>
<tr>
<td>Developmental – PDD – Aspergers - Autism</td>
<td>9</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>42</td>
</tr>
<tr>
<td>Medical</td>
<td>16</td>
</tr>
<tr>
<td>Orthopedic/Physical/Mobility</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>Secondary Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit (Hyperactivity) Disorder</td>
<td>7</td>
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<tr>
<td>Traumatic Brain Injury</td>
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<tr>
<td>Deaf/Hard of Hearing</td>
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<tr>
<td>Developmental – PDD – Aspergers - Autism</td>
<td></td>
</tr>
<tr>
<td>Learning Disability</td>
<td>8</td>
</tr>
<tr>
<td>Medical</td>
<td>5</td>
</tr>
<tr>
<td>Orthopedic/Physical/Mobility</td>
<td>2</td>
</tr>
</tbody>
</table>
### Academic Year Fall 2009 – Spring 2010

#### Number of Accommodations Issued

**Fall 2009**
- # of classes that accommodations were requested for = 174
- # of accommodations approved for classes = 421
- # of students requesting parking/elevator only = 34
- # of parking/elevator accommodations approved = 34
- # of students counted through intake process and parking and elevator requests = 109
- # of accommodations approved for classes and for parking and elevator = 455

**Spring 2010**
- # of classes that accommodations were requested for = 141
- # of accommodations approved for classes = 388
- # of students requesting parking/elevator only = 30
- # of parking/elevator accommodations approved = 28
- # of students counted through intake process and parking and elevator requests = 88
- # of accommodations approved for classes and for parking and elevator = 416

#### Use of Testing Rooms

In Spring 2010 we started to track the use of the accommodated testing rooms – something we will continue in Semesters to follow.

**Spring 2010**: Used 78 times for testing

#### Graduates

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>5</td>
</tr>
<tr>
<td>CTE</td>
<td>5</td>
</tr>
<tr>
<td>Certificates</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Evaluation of Student ACCESS Services – Academic Year 2009 – 2010

**Fall Semester 2009**

The evaluation for the Fall 2009 Semester was the same evaluation used for the Fall 2008 – Spring 2009 Academic Year. Student ACCESS decided to solicit feedback regarding services on a semester basis, rather than once a year. Since the number of students and services is tallied at the end of each semester, it was thought that also collecting feedback
on those services at the end of each semester would provide more consistency in the practice. The format of the evaluation used from last academic year proved very useful and therefore was kept the same for the Fall 2009 term.

One of the goals from the previous year was to help students become more aware of their disability and the strengths and challenges that are brought on by their condition. This goal continues through this academic year, with very thorough intake conversations occurring between the student and the Disability Specialist, Wayne Sunahara. Even returning students using Student ACCESS services continue to refine their approach to learning and accommodations in order to better enhance their academic experience. They become more and more familiar with how their disability impacts them academically and often share this with our office. We use this information to share with other students in similar situations. This is mostly relevant to the students with learning disabilities, as most of the students with physical disabilities have very concrete needs in terms of their accommodations.

The evaluations were distributed in the office, and also through a mailing at the end of the Fall 2009 semester. Most of the students indicated use of an accommodation that was relevant to their coursework, such as notetaking, testing accommodations, alternative text, etc. One student only used an accessible chair, and another student did not indicate use of any form of accommodation.

SUMMARY:
Overall Student ACCESS scored very well when it came to students’ overall satisfaction of services, having 83% of survey respondents mark their satisfaction as excellent, and the other 17% rating it as good. In terms of improvements, there were really no improvements that were recommended directly for Student ACCESS, but two comments worth noting were that students could benefit from instructors who have developed ways of teaching to the different learning styles, and having tutors accustomed to tutoring students with learning disabilities would also be helpful.

Another area that should still be considered is the actual physical location of the Student ACCESS office. 42% of the respondents felt that it would be better if Student ACCESS was located in a more private location. It would make them more comfortable coming to the office if it was not located in such a busy center, and it would also make it easier to get to for students with mobility impairments.

Finally, another interesting observation from this survey is that students saw their disability as the primary obstacle to their success at HCC. It seems that for the most part, everything else is in place for them to do well; the excellent teachers, their accommodations, and other supports, they just have to figure out how to work with these things in combination with their disability. For example, a person with dyslexia has a notetaker, uses extended test time and a quiet room, uses the alternative technology available, has teachers willing to help, but still struggles with getting through the courses because of their learning difference. This goes back to Student ACCESS original goal of helping students fully understand their disability, how it impacts their learning, and how
to use the accommodations and other resources in a way that complements their learning style the best.

Spring Semester 2010

Since the conception of Student ACCESS in summer 2006, we (Student ACCESS) have revised the evaluation of services in minor ways to reflect the goals of our office. In any new office on a college campus, it may take several semesters before the goals for that office become more clearly defined. As we became more in tuned to the needs of the students, some of the goals that developed were to conduct a more in-depth intake process, to provide a more detailed training and orientation regarding the accommodation process, and to help the students better understand the impact of their disability in the learning environment. We tried to incorporate these components of our service in the evaluation by asking simple questions such as;

• “do you know what your disability is”
• “are you aware of your academic strengths and weaknesses,”

and having them evaluate certain things such as;

• “Student ACCESS promoted a positive/realistic attitude towards my academic participation,”
• “my accommodations contributed to my academic progress,”
• and “disability documentation requirements were clear to me.”

The evaluation has remained the same for the past two academic years in order for Student ACCESS to understand the effectiveness of services over a longer period of time. This is the second semester that Student ACCESS focused solely on mailing the survey, as opposed to having it available for students to complete in the office. The response rate seems to be higher and the students may feel more inclined to offer honest feedback as it would be completely anonymous. Included in the letters was an addressed and stamped return envelope.

SUMMARY:
This group of surveys gave the Student ACCESS office a lot of information and feedback from the students regarding their experiences at HCC. The majority of the respondents were Liberal Arts students. This could be an interesting observation because many times once students with learning disabilities get into the programs that are more hands-on and technical in nature, they often do not need to use their academic accommodations as much. However, those that remain in more traditional classroom settings with a lot of reading, writing, and traditional style test-taking, situations that are prominent in Liberal Arts courses, these students may still need to use the academic accommodations with more regularity.

The most utilized accommodations of those that responded were the testing accommodations such as extended test time and use of a quiet room, followed by the use of a tape player/recorder, and the use of a notetaker. In regards to their accommodations, when students were asked what the most important contributions to their overall success was, they referred to either their accommodations, or the help they received from the
Student ACCESS office as playing a significant role in their success. This provides a solid demonstration of how these accommodations and associations with the Student ACCESS office can give the students the support they need and create that level playing field, minimizing the impact of their disability in their academic studies. This will be very useful information to pass along to incoming students as a way to encourage them to consider services through Student ACCESS if they are eligible.

Student ACCESS received varying responses from students regarding their biggest obstacles towards success and their suggestions for improvement of Student ACCESS services. There didn’t seem to be a common theme in the obstacles they experienced, except for the individual nuances they may experience from their disability, and how these can impact their learning experience (i.e., concentration, memory, drawing, slowed ability to learn, etc.)

Equally varying in responses were those suggestions for improvements to services. Those that did offer suggestions had quite specific ideas, making it difficult to focus on overall areas of improvement for the coming semester. Some interesting suggestions that we have not seen in the past include the need to do more outreach, the desire to have Student ACCESS participate in the insurance process, and to help students find courses that can teach them how to use their assistive technology software. These are all very individualized responses and experiences, but offer a new perspective on what students may be experiencing while navigating the educational process. Some of this information can be shared with students during the orientation process of utilizing Student ACCESS services. In terms of outreach, Student ACCESS has tried to have more of a presence during the New Student Orientations, as well as conducting summer workshops open to any interested student, and offering to be available to present information to other informational workshops on campus.

Overall Student ACCESS scored very well when it came to students’ satisfaction of services, having 24% of survey respondents mark their satisfaction as good, and the other 76% rating it as excellent.

It should be noted that the information provided by students, and the analysis done by the Student ACCESS office, is mostly centered around those students with learning disabilities and those students receiving academic accommodations that support some type of learning, cognitive, and/or mental health disability. There are many students that may come to the office one time to secure an elevator key, a parking pass, or to ensure they have the appropriate accessible desk in a classroom. We often see these students only one time per semester and their accommodation is rather specific and can be set-up quickly. We wanted to focus on improvements to the accommodation and service process for those that have such disabilities that may take a lot of involvement from instructors, as well as guidance from the Student ACCESS office.

**Program Outcomes**

Disability Service Providers will continue to:
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. Set appropriate short-term and long-term goals.
6. Use study skills effectively.
7. Demonstrate academic responsibility.

Program Data Sources
1. Disability documentation
2. Accommodation request forms
3. Academic reports in Banner
4. Midterm progress reports
5. Surveys
   - Evaluation of Services Survey
   - webpage users survey

Activities and Accomplishments Academic Year 2009-2010

- To support our mini Assistive Technology lab, we are in the process of securing an updated version of Kurzweil 3000 that is portable and is able to use on several computers. This will prove to be extremely helpful in times where there is more than one student wanting to use the technology. We found the more individuals are interested in using this software and that it was become very effective during testing in which students can use the technology to have information read to them.
- In review of the ADA Act Amendments, it does not necessary call for major revision and the Guidebook to Academic Accommodations. We’ve made some minor changes to the posted version on our website but we did not see the need to do revisions to all of the Guidebooks across our campus.
- We have successfully run a Summer Workshop for all new incoming students in the Summer of 2009. We covered the following topics: Transitioning to College, Self Advocacy, Learning Styles Assessments, Effective Notetaking, and introduction to Assistive Technologies. We are in the process of collecting names of new incoming students to run a similar workshop in Summer 2010.
- We had successfully ran a presentation for Faculty and Staff during October 2009.
- Successfully re-organize Service Request Form. As part of the service request form there will be self-assessment of needs. The self-assessment will be used as the spring board of discussion during the intake appointment.
• Successfully development of a Service Request Form and self-assessment of needs for our continuing students. This form will be used to streamline the process for our students who are continuing their support services in Student ACCESS.

• COMPASS Testing Accommodations. Secured accommodations to the COMPASS test. Obtained several alternative copies of the ASSET (the accommodation to COMPASS). Have secured Braille version, taped version and a print enlarged version to accommodate our students with disabilities.

• Successfully integrated Zoom Text 9.1 including the speak option into the COMPASS placement test for individuals who are blind and low vision to utilize.

• TTY/TTD Machines (Voice-text)

  Student ACCESS reviewed the listed numbers on campus that have a TTY/TTD machine. All of the numbers were called and offered training to update the users on how to work the machine. Wayne is looking into whether or not all numbers should continue to have the TTY machine, and if not, what key areas should continue to have a TTY. Currently, Wayne is thinking of Admissions, Student ACCESS, Security, and the Health Office as key areas. No permanent decisions have been made so far – will wait for input at next CODA-H meeting for additional feedback from other members.

• Thresholds built up for entrances to Student Life and the Student Lounge - completed during the Summer of 2009

• The restroom Braille signs in Building 7 were brought back down to proper height of 5’. Some signs received Braille directions instructing users to go either left or right towards to the restrooms.

• Emergency Evacuation Form: A new form was created for the students who may need assistance evacuating during an emergency. Typically Student ACCESS is notified of these students when they sign-out a Disability Parking Form or Elevator Key form for Building 7. However, there are probably students on campus who do not need either a disability parking pass or an elevator key. Therefore, Student ACCESS created a form specifically for this group of students and will also post this request on the website.

• Professional Development Related to Students with Disabilities –

  o Student ACCESS attended a day-long workshop by Dr. Jane Jarrow, (March 30, 2010). President of Disability Access and Information Support (DAIS) and Disability Compliance by Colleges in Online Learning (DCCOL), former president of the Association of Higher Education and Disability, and overall national leader and consultant for disability-related issues in higher education. She focused her discussion in three areas:

    ▪ Changing laws in disability services in higher education.
    ▪ DE Learning and accessibility challenges
    ▪ Emerging conditions in higher education

  o Documentation – What Do We Really Need to Know – Scott Lissner (February 18, 2010)

    ▪ Information and guidance regarding types of documentation that is necessary and required to provide reasonable accommodations.
Highlighting the value of self report and clinical judgments in providing accommodations.

- Reflection on past litigations and outcomes.
  - Alternative Text Workshop presented by UHCC System by Ron Steward – Chair AHEAD E-Text Group (October 13, 2009)

Plans for 2010-11 – Refer to Section V. Action Plans for 2010-2011
IV. Entry-Level English and Math Courses

A. Data

1. Enrollment and Completion Rates in English 20E

<table>
<thead>
<tr>
<th>Semester</th>
<th># of students enrolled</th>
<th>% completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>203</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>172</td>
<td>44%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>161</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>138</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>144</td>
<td>62%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>107</td>
<td>48%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>93</td>
<td>42%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>92</td>
<td>42%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>75</td>
<td>64%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>99</td>
<td>53%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>15</td>
<td>80%</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>19</td>
<td>89%</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>15</td>
<td>93%</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>18</td>
<td>83%</td>
</tr>
</tbody>
</table>

Data is presented for the last module of the ENG 20 series, ENG 20E, since completion of this course determines eligibility of students to progress to the next level of English. Enrollment and completion data have been separated by semesters since the numbers can be more accurately compared, and the demand for courses vary between semesters.

The completion rate for Fall 2009 increased to 62% compared to the previous Fall 2008 rate of 44%. In addition, the completion rate for Spring 2010 increased to 48% from the previous Spring 2009 rate of 42%. With careful review of classes, the faculty and staff have focused on improving delivery and completion rates and this seems to have resulted in positive gains for 2009-10.

Summer classes have traditionally maintained higher completion rates. Possible reasons are because students take just one course that meets everyday so they are able to focus their studies on the one course.

2. Enrollment and Completion Rates in Math 20D

<table>
<thead>
<tr>
<th>Semester</th>
<th># of students enrolled</th>
<th>% of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>324</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>306</td>
<td>41%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>306</td>
<td>33%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>302</td>
<td>42%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>329</td>
<td>45%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>268</td>
<td>38%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>217</td>
<td>38%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>215</td>
<td>34%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>210</td>
<td>44%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>188</td>
<td>49%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>59</td>
<td>76%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>43</td>
<td>67%</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>68</td>
<td>72%</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>54</td>
<td>87%</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>68</td>
<td>78%</td>
</tr>
</tbody>
</table>

Data is presented for the last module of the MATH 20 series, MATH 20D, since completion of this course determines eligibility of students to progress to the next level of English. Enrollment and completion data have been separated by semesters since the numbers can be more accurately compared, and the demand for courses vary between semesters.

Because of the College’s commitment to serve underprepared students, the entry-level math curriculum and delivery is undergoing changes to increase its completion rates and math competencies.

B. Actions, Evaluation, Plans

2009-10 Action Plans From Annual Assessment 2008-09

**Action 1**: Obtain additional classroom space

In Fall 2009, the CSC offered 14 Math 20 classes each at 2.5 hours twice a week and 9 English 20 classes each at 3 hours twice a week using one classroom each for Math 20 and English 20 and a lab for all these students. In the Fall, when classes are running at full capacity, the lab (7/313), the English 20 classroom (7/320), and the Math 20 classroom can barely accommodate the students. During a regular academic year, the CSC services over 1000 math and English students. Also, in English 20 Satisfaction Survey, 2 of the lower marks are for “noise level in the classroom” and “noise level in the lab” which is an indication that space is an issue and may have a negative impact on students.

At the end of summer 2010, three additional classrooms were added for math classroom instruction. Administration supported the request for additional classroom space to better
address the needs of underprepared students, new policies and approaches to the delivery of the entry-level mathematics course.

**Action 2:** Upgrade and expand electrical system to support growing needs for computers and accompanying equipment

At the end of summer 2010, electrical needs were increased for the new math classrooms.

**Action 3:** Purchase chairs for the English classroom and lab

In an effort to improve the study and learning environment in the English classroom (7/320) and CSC lab (7/313), the CSC replaced damaged and unsafe chairs. A total of 129 chairs were replaced at a cost of $7,251.60 from non-general funds.

Changes – Several major changes occurred at the end of 2009-10 which resulted in additional action plans for the CSC.

**Additional Action 1:** Entry-level Math Curriculum Changes

At the end of the Spring 2010 semester, administration supported major curriculum and policy changes to address underprepared students in entry-level math. As noted in the plans above, three (3) more math classrooms were secured for these courses and administrative policies were developed to positively impact outcomes.

Related to this matter are the costs associated with the development of the revised curriculum and set up of computerized classrooms. Below are some of the costs incurred:

- **$6,892** Classroom furniture, cables, surge protectors, etc.
- **5,280** Instructor equipment including LCD projector, sympodium
- **6,488** 4 laptops, software licenses, etc.
- **97,829** Student desktop and laptop computers for classrooms
- **17,713** Student ALEKS units for Spring 09 and Fall 10
- **33,552** Release time and stipends for course development
- **$163,854** TOTAL (not including tutor costs)

Of this total approximately $60,000 was covered by the CSC’s non-general funds.

**Additional Action 2:** Moving Entry-level Math and English Curricula and Faculty to Math and Language Arts Departments

Prior to the start of the Fall 2010 semester, the Underprepared Student Taskforce developed recommendations and a memo from Chancellor Michael Rota which referenced the work of the taskforce and informed the CSC that the English and math curricula and positions would be moved to the English and math disciplines in University College.
Because of this major change in focus for the CSC, discussions and meetings have taken place to evaluate the future plans for the Center. In consultation with the Vice-Chancellor of Academic Affairs, the Center plans to focus on the following academic support services.

Plans for 2010-11 – Refer to Section V. Action Plans for 2010-2011
V. Action Plans for 2010-2011

General CSC

- Review and update of CSC mission and program objectives
  Because of the move of entry-level math and English courses to the disciplines, CSC will explore other areas of academic support and therefore needs to review and revise its mission and objectives.

- Create a CSC Advisory Committee
  At recent CSC meetings which included reviewing Best Practices in Higher Education for Learning Centers, one recommendation is to have an advisory committee and because of anticipated in change of scope of services for the CSC, it is an opportune time to have the support of this body to provide input and review of CSC services and plans.

- Request for faculty and educational specialist positions
  In consultation with the Vice Chancellor of Academic Affairs, CSC is planning to expand academic support services to include distance learning, COMPASS preparation, tutoring in various subjects, and service learning. To support quality services in these areas, the following positions are to be requested:

  1 fulltime distance learning specialist (faculty)
  2 fulltime academic resource specialists (faculty) – testing services, COMPASS preparation non-credit classes, study skills credit classes, service learning, distance learning, assessment, academic support for students
  2 fulltime educational specialists (APT) – testing, expansion of tutoring, COMPASS prep, assessment data collection, service learning, distance learning, other academic support for students
  1 fulltime IT for Academic Support since services are necessary day, night, and on weekends

Testing

- Additional student assistant proctor coverage during peak periods
  From AY 2009 to AY 2010, there has been an increase in 942 tests (348 COMPASS placement and 594 DE tests) administered. Because of continued increased demands on testing, additional student assistant proctors should be scheduled to work during peak periods.

- Replace 25 student computers and update software for testing area
  This is part of the computer replacement plan detailed at the beginning of this report.

Tutoring

- Expand tutoring to various subjects and upper level English and math
Develop procedures and guidelines; create student assistant positions; offer services; collect and monitor counts; evaluate services.

- Implement computerized system for tutor contacts
  Written logs monitor current tutor contacts. In order to evaluate data more effectively, a computerized system is to be researched, chosen and utilized.

- Update Curriculum for Tutor Training and CRLA Certification
  Based on evaluations and guidelines for CRLA certification, update tutor training.

**Student ACCESS**

- Continue to provide timely and appropriate disability related academic accommodations as required by the Americans with Disabilities Act Amendments Act of 2009 (ADA Act Amendments of 2009) and Section 504.
- Run presentations to faculty and staff regarding Student ACCESS. Current plans are to do one live presentation in the Fall 2010 (on more than one day) and an online presentation during the Spring 2011 term.

- Participate in the New Student Orientation Session

- Door switches in Student Life area – Wayne
  Wayne would like to add an item to the access list that would add automatic door switches to the rooms belonging to Student Life (the media room, main office door, etc.) In the long-run, Wayne would like to have many more doors have the automated switch option, but will start first with the Library first-floor restrooms, and then the Student Life area.

- Access Plan - HCC has a temporary access plan in place to address how students with disabilities will exit or enter certain buildings if the elevators are down or in case of an emergency and in non-emergency situations. The plan also incorporates the steps for moving classrooms if one of the elevators goes down. It primarily addresses situations dealing with buildings 7 and 27.
  The goal is to create a more universal, whole campus, access plan. Investigating plans from other institutions and is particularly interested in California State University, Sacramento’s plan, which has a global access model for the campus, but also breaks down the evacuation needs based on the type of disability. The plan includes faculty/staff involvement, emergency tips and overviews, building and floor coordinators.

Courses

- Transfer entry-level math and English faculty and curricula to the Math and Language Arts disciplines in University College
  Per the directive from the Chancellor’s memo, the CSC is to help the transfer take place.

- Submit curriculum action for a 1-credit college study skills course to accommodate students in entry-level English and math courses.
  If underprepared students register for entry-level math and English courses, the total number of credits will be 11. If these students register for the 1-credit LSK course, they would then be registered as fulltime students and learn to improve their study skills.

Other Services

- As services in the CSC expand, develop plans to offer quality services in distance learning, COMPASS preparation, and service learning