Program Review
Services for Students with Disabilities

Program Description

Program Transition
Through the end of the 2005-2006 academic year, Honolulu Community College’s Services for Students with Disabilities program (SSD) was a coordinated effort by staff in two separate campus offices - the Student Health Office and the College Skills Center - to provide essential services in support of campus ADA/504 compliance. For both staff, the provision of disability services was one of many responsibilities assigned to them. Within the last year, as a result of successful program advocacy, the State Legislature granted HCC additional funding for two permanent full time disability positions. In the 2006-2007 academic year, SSD will undergo significant changes as a dedicated campus disability specialist and staff assistant take over responsibilities and operate out of a centralized office. They will chart the course for the future of the program. The current report reviews the program in its final year before these structural changes were implemented.

Mission
Services for Students with Disabilities (SSD) is committed to assuring equal access to Honolulu Community College facilities, programs, activities, and services by students with disabilities.

Goals
1. To provide accommodations that support student success.
2. To foster an informed and barrier-free learning community.
3. To promote ongoing campus-wide ADA/504 compliance.

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 SSD will be able to
1. Follow specified procedures and timelines.
2. Use accommodations effectively.
3. Exhibit self-advocacy skills.
4. Set appropriate short-term and long-term goals.
5. Use study skills effectively.
6. Demonstrate academic responsibility.

Program Data Sources
1. Disability documentation
2. Accommodation request forms
3. Academic records in Banner
4. Midterm progress reports
5. Surveys
   • online student survey
   • faculty/staff training needs survey
   • SSD webpage users survey
6. Service evaluation forms
7. Focus group feedback

Program Demand
1. Number of documented students: 162
2. Demographics:

**Majors 2005-2006**

<table>
<thead>
<tr>
<th>Major</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>48</td>
</tr>
<tr>
<td>Tech Occ</td>
<td>91</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
</tbody>
</table>

**Disabilities 2005-2006**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthopedic</td>
<td>89</td>
</tr>
<tr>
<td>LD</td>
<td>34</td>
</tr>
<tr>
<td>EBM</td>
<td>31</td>
</tr>
<tr>
<td>Chronic</td>
<td>28</td>
</tr>
<tr>
<td>ADHD</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
</tr>
<tr>
<td>Deaf</td>
<td>16</td>
</tr>
<tr>
<td>Developmental</td>
<td>6</td>
</tr>
<tr>
<td>Speech</td>
<td>6</td>
</tr>
<tr>
<td>Visual</td>
<td>4</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>4</td>
</tr>
<tr>
<td>Head Injury</td>
<td>3</td>
</tr>
</tbody>
</table>
3. Trends:

The most recent data available from the National Center for Education Statistics (NCES) indicates that 11.3% of students enrolled in post-secondary education during the 2003-2004 academic year qualified for disability status. Of that population, the two largest age groups were made up of students age 15 – 23 (45.8%) and age 30 or older (38.7%). At the college level, this trend indicates a need for well developed transition services for younger students served under current IDEA legislation with its special education rights and privileges that end with high school. For the older group who did not have the benefit of IDEA, readily accessible information to raise awareness about post secondary disability access laws and related services is also needed.

The majority of students in the NCES survey (66.5%) attended college part time which significantly lengthens the time needed to fulfill graduation requirements. It is important to note that many HCC students with disabilities take longer to complete their programs of study regardless of full time or part time status. Recent Services for Students with Disabilities (SSD) program review data show that the average student takes seven or more semesters to complete his or her requirements. These students frequently require accommodations and services for an extended period of time and may be expected to progress through their courses at a slower pace than their non disabled peers often having to repeat courses in math and/or English. Thus, the standard timelines used to measure the success of non disabled students cannot be applied as rigidly to disabled students.

NCES predicts that enrollment for all post secondary students will increase by 14% between 2004 and 2014. It is reasonable to assume that the population of students with disabilities will experience a proportionate increase. According to NCES, two year schools continue to be the institution of choice for students with disabilities. Community college open door policies and hands-on technical occupational programs provide better access for these students.

According to a 2005 study of 1913 students impacted by the Federal Workforce Recruitment Program for College Students with Disabilities, primary job choices fell into 18 categories. The top four choices in rank order were the
fields of administrative support, social service, computer applications, and administrative professional. In light of the findings in the workforce study, it is not surprising to see that the programs of choice at HCC for students with disabilities in 2005-2006 were the technical occupational majors of Human Services and Computer Electronics Networking Technology. Additionally, a large number of students selected Liberal Arts as their major.

Data from the HEATH Resource Center, American Council on Education for 2000 indicates that students with learning disabilities constitute the fastest growing segment of the disabled student population. In the decade from 1990 through 2000, students in that category nearly doubled from 17.6% to 40.4%. The same trend is being experienced locally.

Students at HCC during the 2005 – 2006 academic year filled the NCES disability groupings as follows (data includes students with multiple disabilities):

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>55%</td>
</tr>
<tr>
<td>LD and/or ADD</td>
<td>40%</td>
</tr>
<tr>
<td>Mental illness</td>
<td>19%</td>
</tr>
<tr>
<td>Health</td>
<td>17%</td>
</tr>
<tr>
<td>Visual or hearing</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
</tr>
</tbody>
</table>

The total number of HCC students with disabilities increased by 16% from 139 in 2004-2005 to 162 in 2005-2006. Students with mobility impairments continue to make up the largest group at 55% justifying continued college efforts to improve physical access on campus for this population. The population of students with learning disabilities, the second largest group at 40%, experienced a 41% percent increase since the last academic year in line with national forecasts.

In the National Postsecondary Student Aid Survey (NPSAS) for the 2003-2004 academic year, testing accommodations were the most requested service by students with disabilities. The second and third most frequently requested services were tutoring and registration assistance. At HCC, testing accommodations maintain the top spot as the most requested service. However, while the number of students requesting testing services increased by a healthy 25%, significantly larger increases were evident in numbers of students requesting other accommodations such as special counseling (+114%), registration assistance (+57%), disability parking (+51%), emergency evacuation and classroom modification (+50%), and disability assessment (+46%). The college has responded to previously identified needs by increasing the capacity and accessibility of the testing center and securing more funding for note takers and other assistants. The campus has undergone physical access improvements to elevators, restrooms and signage. Classrooms and labs have been equipped with emergency evacuation procedures and additional adjustable/ergonomic furniture, and auxiliary equipment.

Amidst the many significant improvements to campus access, several challenges remain. The college is straining to meet the counseling needs of a growing population of students with mental health issues and social skills.
deficiencies. In addition, due to the land locked nature of the campus, parking has been an ongoing concern for both disabled and non disabled students. Program administrators will need to examine ways to provide additional support for students’ counseling needs as well as ensure equal access to parking as the addition of a temporary lot is made to ease the parking crunch.

Retention and success of students with disabilities is a national concern. In a National Education Longitudinal Study (1988-1994), of all eighth graders who completed high school and enrolled in post secondary education by 1994, those with disabilities were more likely to be in need of remedial math and English, have lower GPAs, and be under prepared for college courses. In comparison with their non disabled peers, 11% fewer students with disabilities in the study had attained a degree or certificate by 1994. The barriers to success reported in the study include delayed post secondary enrollment, alternate high school credential, greater likelihood of dependents, and other unspecified experiences or circumstances that impede school attendance.

At HCC 50% of students registered in 2004-2005 persisted into 2005-2006, and 59% of Fall 2005 students continued in Spring 2006. Students successfully completed with a grade of “C” or higher 57% of their Summer 2005 classes, 67% of their Fall 2005 classes, and 69% or their Spring 2006 courses. In addition, May 2006 graduates took an average of 7.5 semesters to reach their academic goals (certificate or degree) at HCC.

Measures of Efficiency

1. Number of FTE staff
   1 APT and 1 Civil Service staff with multiple, non-disability related responsibilities

2. Staff to student ratio
   2: 116 on average per regular semester

3. Number of courses supported
   a. Summer 2005: 21
   b. Fall 2005: 270
   c. Spring 2006: 213

4. Number of students served
   a. Summer 2005: 9
   b. Fall 2005: 128
   c. Spring 2006: 103

5. Retention and success rates
   • 50% of 2004-2005 students (70/139) continued in 2005-2006
   • 59% of Fall 2005 students (76/128) continued in Spring 2006
   • Students passed 57% (12/21) of their Summer 2005 classes with a “C” or higher
   • Students passed 67% (180/270) of their Fall 2005 classes with a “C” or higher
   • Students passed 69% (147/213) of their Spring 2006 classes with a “C” or higher

6. Average time to completion of certificate or degree
• Mean: 7.5 semesters for 15 May 2006 graduates
• Shortest time: 3 semesters
• Longest time: 14 semesters

7. Budget allocation
   a. General
      • Note takers and in class assistants: $10,656 (CSC)
      • Sign language interpreters: $1,800 (HO)
      • Materials and supplies: $8,889 (CSC supplies & furniture for new personnel)
      • Equipment: $12,380 (CSC clarity deskmate & EMC Brailler)
   b. Perkins
      • Note takers and in class assistants: $17,972 (CSC)
      • Office manager and mobility assistants: $22,020 (HO)
      • Sign language interpreters: $5,890 (HO)
      • Materials and supplies: $1000 (HO)
      • Equipment: $10,000 (CSC CCTV, digital and cassette players, & Library video magnifiers)

8. Cost of program
   a. General
      • Note takers and in class assistants: $4,661.99 (CSC)
      • Sign language interpreters: $11,397 (HO)
      • Materials and supplies: $8049.43 (CSC), $6986.45 (HO)
      • Equipment: $11,817.66 (CSC)
   b. Perkins
      • Note takers and in class assistants: $14,156 (CSC)
      • Office manager and mobility assistants: $16,952 (HO)
      • Sign language interpreters: $30,890 (HO)
      • Materials and supplies: $0
      • Equipment: $6,807.02 (CSC)

2005 – 2006 Assessment

Background
During the 2005-2006 academic year, Services for Students with Disabilities (SSD) implemented three program improvements proposed in its 2004-2005 program review to support student retention and success. In order to encourage new and returning students to make earlier contact with SSD to allow for timely accommodation arrangements, SSD mailed procedures to returning students six weeks in advance rather than two weeks before the start of the semester. SSD also posted accommodation request procedures and deadlines online and revised the program brochure to provide improved guidance to new students. To better identify struggling students and implement interventions in a timely manner, SSD contacted faculty for student progress reports at the fourth week rather than eighth week of the semester and conducted immediate counseling sessions with students who received unsatisfactory performance evaluations. The impact of these changes is detailed below.
2005 - 2006 Program Outcomes to be Assessed

1. Students will follow specified procedures and timelines.
2. Students will use accommodations available through the College Skills Center effectively.

Subjects
The target population consisted of students with disability status who registered for Fall 2005 and Spring 2006 courses at HCC and received accommodations through the College Skills Center (CSC). 65 students fell into this category. Of the 65 students receiving services, 45 were enrolled in fall and 43 in spring. 23 were enrolled both semesters.

Measures of Effectiveness
1. P.O. 1: 75% of students will make contact with CSC disability service staff before the first week of school.
2. P.O. 2a: 75% of midterm evaluations will document that students are making satisfactory progress (“C” grade or higher) in their courses.
3. P.O. 2b: 75% of final grades will document that students have achieved satisfactory completion (“C” grade or higher) of their course requirements.

Methods of Assessment
1. Contact logs
2. Midterm progress reports
3. End of term grade checks

Activities in Support of Target Program Outcomes
1. Mail procedural letters to documented students six weeks before semester begins.
2. Send out midterm evals to instructors to document students’ performance at fourth week of the semester.
3. Evaluate completed midterm evals for red flags (students performing at C- or below).
4. Call red flag students in for immediate counseling and possible intervention strategies including referral to faculty tutoring.
5. Check end of term grade reports.
6. Keep records of accommodations requests, progress reports, and final grade reports.
7. Summarize results at end of academic year and include in program review report.

Resources to Support Designated Assessment Activities
1. One ream of paper and 100 envelopes
2. Photo copier access
3. Computer access (Word and Excel)
4. Designated phone lines (x272 and x282)
5. Email access
6. Access to grade reports

Assessment Results
The Disability Service Providers at HCC identified three measures by which to assess the effectiveness of the procedural changes implemented during the 2005 – 2006 academic year. The goal was to attain a 75% success rate for all three measures.

The first measure examined the timeliness of students’ accommodation requests after procedures and deadlines were mailed to returning students six weeks in advance of the start of the semester and specific deadline information was made available in brochures and posted online for new students. Results in Table 1 show that in Fall 2005, 29% of students contacted CSC before August 22, 2005, the first day of classes for fall, to arrange accommodations. In Spring 2006, 28% of students contacted CSC before January 9, 2006, the first day of classes for spring, to arrange accommodations. The results in Table 1A and 1B show there was no increase between the number of students who made early contact in the 2004-2005 and 2005-2006 academic years. In fact, the number of early contacts decreased when Spring 2004 and 2005 semesters were compared.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of documented students</th>
<th>Contacted SSD before first day of classes</th>
<th>Contacted SSD after first day of classes</th>
<th>Early contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05</td>
<td>45</td>
<td>13</td>
<td>32</td>
<td>29%</td>
</tr>
<tr>
<td>Spring 06</td>
<td>43</td>
<td>12</td>
<td>23</td>
<td>28%</td>
</tr>
</tbody>
</table>

Table 1B

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of documented students</th>
<th>Contacted SSD before first week of classes</th>
<th>Contacted SSD after first week of classes</th>
<th>Early contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 04</td>
<td>38</td>
<td>11</td>
<td>27</td>
<td>29%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>39</td>
<td>16</td>
<td>23</td>
<td>41%</td>
</tr>
</tbody>
</table>

In contrast, when the number of first week contacts for both academic years was examined (Table 2A and B), the percentage of contacts increased significantly for both academic years. While approximately one-third of students made contact with CSC before the first day of classes to arrange accommodations, over half had made contact by the end of the first week. However, approximately 40% did not make contact until late into the semester after course difficulties had arisen.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of documented students</th>
<th>Contacted SSD by the end of the first week of classes</th>
<th>Contacted SSD after first week of classes</th>
<th>First week contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05</td>
<td>45</td>
<td>28</td>
<td>17</td>
<td>62%</td>
</tr>
<tr>
<td>Spring 06</td>
<td>43</td>
<td>27</td>
<td>16</td>
<td>63%</td>
</tr>
</tbody>
</table>
Table 2B
First Week Contacts with CSC

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of documented students</th>
<th>Contacted SSD by the end of the first week of classes</th>
<th>Contacted SSD after first week of classes</th>
<th>First week contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 04</td>
<td>38</td>
<td>25</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>39</td>
<td>25</td>
<td>14</td>
<td>64%</td>
</tr>
</tbody>
</table>

The second measure assessed the progress students had made in their courses by the fourth week of the semester. Progress checks were conducted four weeks earlier than in 2004-2005 to enable earlier identification of students needing intervention and counseling. Results in Table 3A show that at the end of September 2005, fall students were earning a “C” or higher in 76% of their classes. As of early February 2006, spring students were scoring at a “C” or higher in 77% of their classes. The earlier progress checks identified a fairly consistent proportion of “red flag” courses (approximately one-fourth) in which students needed intervention for 2004-2005 (Table 3B) and 2005-2006 (Table 3A).

Table 3A
Progress Evaluations (conducted at 4 weeks)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total evals</th>
<th>Satisfactory course evals</th>
<th>Unsatisfactory course evals</th>
<th>Courses on track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05</td>
<td>62</td>
<td>47</td>
<td>15 (24%)</td>
<td>76%</td>
</tr>
<tr>
<td>Spring 06</td>
<td>47</td>
<td>36</td>
<td>11 (23%)</td>
<td>77%</td>
</tr>
</tbody>
</table>

Table 3B
Progress Evaluations (conducted at midterm)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total evals</th>
<th>Satisfactory course evals</th>
<th>Unsatisfactory course evals</th>
<th>Courses on track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 04</td>
<td>28</td>
<td>22</td>
<td>6 (21%)</td>
<td>79%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>41</td>
<td>29</td>
<td>12 (29%)</td>
<td>71%</td>
</tr>
</tbody>
</table>

The third measure focussed on students’ final course grades to determine whether earlier interventions affected student success. In Table 4A, end of semester grade reports show that fall students earned satisfactory final grades (“C” or higher) in 58% of their courses. Spring students earned satisfactory final grades in 74% of their courses.

Table 4A
Final Course Evaluations
Academic Year 2005 - 2006

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total final evals</th>
<th>Courses with “C” grade or higher</th>
<th>Courses below “C” grade</th>
<th>Course success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05</td>
<td>62</td>
<td>36</td>
<td>26</td>
<td>58%</td>
</tr>
<tr>
<td>Spring 06</td>
<td>50</td>
<td>37</td>
<td>13</td>
<td>74%</td>
</tr>
</tbody>
</table>

Table 4B
Final Course Evaluations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total final evals</th>
<th>Courses with “C” grade or higher</th>
<th>Courses below “C” grade</th>
<th>Course success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 04</td>
<td>28</td>
<td>23</td>
<td>5</td>
<td>82%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>41</td>
<td>28</td>
<td>13</td>
<td>68%</td>
</tr>
</tbody>
</table>

Analysis
The assessment results indicate that measures implemented in 2005-2006 to increase early student contact with CSC are still insufficient. 40% of students failed to contact CSC in a timely manner to request accommodations. Students with disabilities are not adequately prepared to self advocate and independently seek out services although program signs, brochures, and online information are readily accessible. To increase early contact, disability service providers may need to initiate outreach sessions in the high schools in the spring before graduating seniors leave and provide special fall orientation sessions for incoming students with disabilities.

Results also indicate that earlier intervention and counseling did not increase student success even with referrals to individual faculty/staff tutoring. A possible reason is that students were registered in classes for which they were not adequately prepared. The majority of failed classes were in remedial/developmental math and English courses which are required for all program majors at HCC. Many students may not be otherwise qualified for college level work but enter due to open access policies because few other educational options are available. The college might consider offering non-credit basic math and English courses that focus on the rudimentary skills not covered in the current credit math and English program. Students placing near the bottom on the community college placement exam could then be referred to these courses for the additional preparation they need before entering the credit courses.

2005-2006 students were more successful in their spring classes than in fall. This disparity may be due to the fact that many new students enter in the fall and have difficulty adjusting to their new responsibilities in college. By spring, they are better adjusted and familiar with the expectations of their teachers and as well as course requirements.

Planning
Based on the analysis of the assessment results from the 2005-2006 academic year, the following program improvements are proposed for the 2006-2007 academic year:
### Proposed Changes

<table>
<thead>
<tr>
<th>Proposed Changes</th>
<th>Responsible Person</th>
<th>Completion Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop college disability policy handbook.</td>
<td>SSD staff</td>
<td>End of 2006 – 2007 academic year</td>
</tr>
<tr>
<td>Develop outreach and orientation activities for new students.</td>
<td>SSD staff Administraiton</td>
<td>End of 2006 – 2007 academic year</td>
</tr>
<tr>
<td>Study feasibility of non-credit English and math options for students placing at lowest levels on COMPASS.</td>
<td>SSD staff Administraiton ENG 20/Math 20 faculty</td>
<td>End of 2006 – 2007 academic year</td>
</tr>
<tr>
<td>Develop contacts with outside agencies to improve referral options for students who are not otherwise qualified for college work.</td>
<td>SSD staff</td>
<td>End of 2006 – 2007 academic year</td>
</tr>
<tr>
<td>Explore ways to increase counseling support for students with mental health and behavioral issues.</td>
<td>SSD staff Administraiton</td>
<td>End of 2006-2007 academic year</td>
</tr>
</tbody>
</table>

### Conclusion

Continuing challenges for HCC’s disability program include establishing early student contact, supporting under prepared students, and seeking out referral options for students who are not otherwise qualified for college level work. These challenges may be met through outreach and orientation sessions for new students, creating non-credit courses in basic math and English, and advocating for increased options in the community for students who are not progressing in college credit courses but can benefit from other types of education, training, and counseling.

Decisive leadership and support for the disability program as it goes through a significant transition during the next academic year will be crucial. The new disability personnel will need to work effectively with administration to clarify college disability policy and encourage consistency in implementation by program faculty and administrators.
References


