Disability Services Office

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY OF HAWAI'I
LEEWARD COMMUNITY COLLEGE
1. Program or Unit Description

Program or Unit Mission or Purpose Statement

Leeward Community College once had two programs on campus to serve the needs of students with disabilities. The Program for Adult Achievement (PA’A) served students with learning disabilities and the Komo Mai Program served students with physical and psychiatric disabilities. In 2002, these programs were combined to form the Kako‘o ‘Ike Program (KI), serving students with learning, physical, and psychiatric disabilities. “Kako‘o ‘Ike” translates into Support for Learning, also known as the KI Office. Currently we serve students with physical, psychiatric, and learning disabilities. We are a two person office, with both positions classified as Faculty, and we rely on student workers (paraprofessionals) to receive visitors at our reception desk, serve as exam proctors, and who support our day to day clerical duties. In order to increase awareness among students and to be more aligned with other campuses within the University of Hawaii system, the KI Office changed its name to Disability Services Office or DSO for short in July 2021. We are hoping that the name change will make it easier for students to locate our office when they are seeking out classroom accommodations.

The Mission of the Disability Services Office is to ensure that all students with disabilities (SWD) can freely and actively participate in college life. In accordance with the ADA and Section 504 of the Rehabilitation Act of 1974, we provide classroom accommodations for SWD to enable them to maximize their educational potential in order to develop their independence to the fullest extent possible. We also consult with faculty to increase awareness among all members of the college community so that SWD are able to perform at a level limited only by their abilities, not their disabilities. The goal of the program is to provide the appropriate accommodations and services for SWD who have made contact with our office.

In order for students to receive services and/or accommodations they must self-identify with the Disability Services Office. The DSO maintained paper files on all students. Student files contained intake information, documentation of disability (evaluative reports that provide information and prognosis about individual students) and accommodation information. However, at the beginning of the Spring 2019 semester the DSO implemented an electronic workflow system which allows students to notify their instructors of their accommodations via email. Instructors now have the capability of viewing and approving student accommodations electronically. This eliminates the process of drafting a physical Letter of Accommodation, requiring the student to pick it up from the DSO, hand deliver it to their instructor to obtain their signature, and then returning a signed copy to the DSO. Our new software allows students to self-identify using our online self-registration form. Upon completion, students are prompted to contact the DSO to schedule an Initial Intake Interview. During the Initial Intake Interview, students will answer questions about their disability, and will have an opportunity to discuss the accommodations they are requesting. Once accommodations have been determined, students are given the opportunity to approve their accommodations and submit their Letter of Accommodations to their instructors via email. Since transitioning to an electronic workflow system, the DSO has been slowly purging hard copy files. The DSO student help has been going through files of inactive students and shredding documents that are 3 years old or older.
The transition to an electronic workflow system played an integral role in allowing the DSO to pivot to a remote delivery of their services as a result of the Covid19 pandemic. As of April 2020 the DSO has been conducting initial intakes, meetings, and proctoring exams virtually through Zoom in order to comply with health and safety requirements put in place as a result of the Covid19 pandemic. The DSO has also reached out to all active students to determine if they encountered any challenges since Leeward CC pivoted from on campus courses to distance learning. We contacted students initially through email, and followed up with phone calls. When appropriate we made changes to student accommodations based on their reports on how distance learning was affecting their learning.

Disability Services Office resources that are available for students with disabilities (SWD):

- Low-distraction study stations equipped with computers, AT software and scanners.
- Training for Dragon Naturally Speaking, Kurzweil, Sonocent Audio Notetaker.
- Consistent support for SWD at both Leeward CC Pearl City campus and Leeward CC Waianae Moku.

Disability Services Office regularly interacts with:

- Isle Interpret and/or Hawaii Interpreting Services (for ASL services.)
- The Department of Vocational Rehabilitation (DVR).
- Ho’opono (the Division of DVR that serves individuals who are blind).
- Access Text Network and various publishers (for our alternative text needs).

Articulation agreements:

DSO cooperates with other Disability Support offices within the UH system. Our intention is to streamline the process of obtaining accommodations for SWD who enroll in courses at multiple UH campuses. Community connections, advisory committees, internships, Coops, DOE connections, ongoing connections to transition teachers at several area high schools (Campbell, Waipahu, Mililani, Leilehua, Aiea, Moanalua). These high schools routinely bring students for a tour of our Leeward campus and the Disability Services Office in particular. These connections aid in the student’s transition to postsecondary education.

Faculty/Staff collaboration and training:
The Disability Services Office participates in system and campus wide professional development and training. DSO has begun presenting regularly at the HSSI conference about classroom accommodations and our electronic workflow system. DSO also participates in breakout sessions during Fall and Spring Convocation, and has held informational sessions for TGIF for faculty and staff interested in learning about current disability practice and classroom accommodations. DSO continues to partner with the EMC to provide training for faculty and staff on how to make online documents accessible.

**What is the target student or service population?**

The Disability Services Office is responsible for providing accommodations to students who self-identify with a disability (SWD). This includes students enrolled in all Leeward Community College courses whether they are offered in-person, online, or at alternate locations (dual-enrolled high school students), Leeward Wai'anae Moku. In addition, disability services for the newly created 5-week accelerated courses (online offerings across UHCC campuses) Leeward Cohort are the responsibility of Leeward DSO.

2. **Analysis of the Program/Unit**

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

**Key Demand Indicators are Cautionary**

<table>
<thead>
<tr>
<th>Key Demand Indicators</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who completed an initial intake appointment (First time applying for accommodations)</td>
<td>102</td>
<td>90</td>
<td>-11.76%</td>
</tr>
<tr>
<td>Number of new students who submitted an accommodation letter to</td>
<td>67 (65.68%)</td>
<td>57 (63.33%)</td>
<td>-14.92%</td>
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</tbody>
</table>
The number of students who completed an initial intake measures the number of new students who are self identifying and meeting with a DSO Disabilities Specialist for the first time. The number of initial intakes declined by 11.76% from 102 to 90 between the 2019 and 2020 academic year. We attribute this decline to several factors. The shift to online learning definitely affected the need for accommodations for some students. Also, some students may have chosen not to enroll in school due to financial reasons, and also health and safety reasons. We anticipate intakes to increase and trend upward as the University of Hawaii system slowly returns to normal operations.
When measuring the number of students who self identified for the first time and whether or not those students submitted accommodation letters the data shows that during the 2019 academic year 67 out of 102 students submitted an accommodation letter to their instructor, this equates to 65.68%. The number of newly identified students who submitted accommodation letters during the 2020 academic year equates to 57 out of 90 or 63.33%. Additionally, the amount of new students who submitted accommodations declined by 14.92% from 67 to 57 students.

The number of overall students who submitted accommodation letters also declined by 14.17% between the 2019 and 2020 academic year. The number of students who submitted an accommodation letter also includes continuing students, and this explains why the number of students who completed an initial intake is less than the number of students who submitted an accommodation letter.

Upon completing an intake appointment students do have the choice whether or not they want to forward their accommodation letters to their instructors. It is not uncommon for students to complete the intake process and later decide they would like to attempt the course without accommodations. Students who received special education services in the K-12 setting sometimes feel that they would like to attempt taking a course without accommodations because they feel that they have been receiving accommodations throughout the duration of their K-12 school years and would like to see if they can succeed on their own merit. A few of our students who register for our services may not always register for courses due to several factors, one being financial situations and this can also affect the percentage of students submitting accommodation letters.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of new students who submitted an accommodation letter to their instructor</th>
</tr>
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<tbody>
<tr>
<td>2019 - 20</td>
<td>67</td>
</tr>
<tr>
<td>2020 - 21</td>
<td>57</td>
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</table>
The number of exams proctored at the DSO testing rooms significantly declined by 98.22% from 281 to 5 between the 2019-2020 and 2020-2021 academic year.

We can make a strong assertion that the change in course modality and the limited access to in person services due to the pandemic significantly impacted the amount of students requesting services from the DSO. With the shift to online courses, the need to take exams in a distraction reduced setting decreased as most students were taking exams in the privacy of their own home. A significant amount of courses that were being offered online were also classified as asynchronous which may have further reduced the need to have exams proctored in a distraction redacted setting, as most asynchronous courses may have also offered exams that were untimed. It’s anticipated that face to face course offerings in the Spring 2022 semester will increase. If this holds true we anticipate an increase in foot traffic in our office, particularly relative to an increase in exams being proctored in our testing rooms.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total visits to the DSO Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 - 20</td>
<td>673</td>
</tr>
<tr>
<td>2020 - 21</td>
<td>77</td>
</tr>
</tbody>
</table>

The amount of general visits to the DSO office decreased significantly during the pandemic. This was expected as most of our intakes with students were done virtually. Also most faculty were teaching online and were not on campus during the pandemic which reduced the possibility of faculty visiting the DSO office to ask questions. Online classes also reduced the possibility of students coming to the DSO office to take exams, ask questions, and to use our study rooms. The campus itself had limited access to the general public which meant you had less people coming to campus to make inquiries about services.
Year | Paraprofessional Help
---|---
2019 - 20 | 130
2020 - 21 | 53

Our paraprofessionals play an important role in maintaining our front desk and welcome area. They are the first point of contact when visitors come into the DSO office. They field questions from potential students, parents, faculty and staff. They also carry out administrative duties such as scheduling intake appointments, and taking messages for DSO specialists. During the pandemic we reduced our staffing for paraprofessionals to reflect the reduced traffic in our office. As you can see the amount of individuals interacting with our paraprofessionals has also decreased. This can also be attributed to the pandemic and the limited access to our campus due to health and safety reasons. We anticipate interactions with paraprofessionals to increase as the campus opens up more to the public and we increase our face to face course offerings and services.

Year | Visits to the DSO Specialists (Physical visits)
---|---
2019 - 20 | 98
2020 - 21 | 5

During the pandemic both Disabilities Specialists in the DSO office were working from home. Even when Disabilities Specialists returned to work to provide a physical presence intakes continued to take place virtually through Zoom. This explains the significant decrease of visits to DSO Specialists from 98 to 5, which equates to a decline of 94.89%. Currently, intakes are still being conducted through Zoom, along with other meetings with staff, faculty, and students. We continue to participate in virtual meetings for professional development, training, and campus updates.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of ASD (Autism Spectrum Disorder) students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>5</td>
</tr>
<tr>
<td>2020-21</td>
<td>4</td>
</tr>
</tbody>
</table>

There are *more students* and students who require *more support* than in past years. Individuals with Autism Spectrum Disorder (ASD) are increasingly attending postsecondary institutions, including Leeward. This population often requires more direct contact and direct support than most other SWD. This means that a faculty professional is taking more time to assess the needs of these individuals and will take more time to help the students with their accommodations. This also means that DSO professionals will consult with their instructors on how to accommodate these students in the classroom.

Because we noticed an increase in students with ASD, we included information on this segment of our population and will continue to track our population by disability category. In the 2019 academic year DSO served 5 students with ASD. For the 2020 academic year this number fell slightly to 4 students. Students with ASD may have difficulty in social settings, and may experience difficulty in expressing their needs. As a result, they may be accompanied by parents or guardians during their initial interaction with the DSO Office. Although we encourage students to self-advocate and self-identify, we anticipate the challenges that students with ASD experience and will continue to work with parents or guardians and allow them to be a part of the intake process when needed.

Sometimes, students with ASD will attend classes with an aide/coach/personal assistant who is hired by the family of the student. While these aides are not employees of DSO, course instructors may be under the impression that they are. For this reason, a DSO professional meets with any person who may accompany a DSO student into class, to establish a common understanding of the role and responsibility of that aide.
Virtual Appointments During COVID

<table>
<thead>
<tr>
<th>Virtual Meetings</th>
<th>2019 - 2020</th>
<th>2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings (Includes intakes, meetings with staff, students, and professional development)</td>
<td>0</td>
<td>537</td>
</tr>
<tr>
<td>Phone Calls to check in on students during Covid</td>
<td>0</td>
<td>137</td>
</tr>
<tr>
<td>Phone Calls General</td>
<td>0</td>
<td>39</td>
</tr>
</tbody>
</table>

During the pandemic we continued to meet with students to complete initial intake appointments and to address any concerns students might be having as a result of the shift to online learning. We also continued to meet with colleagues, supervisors, and our counterparts across the University of Hawaii system of colleges. We also contacted our active students to check in with them, and to determine if any of their accommodation needs have changed as a result of the change in course delivery from face to face to online. We proctored exams through Zoom for those students who requested this service. We conducted Professional Development and Training for our colleagues and staff at Leeward CC. The Disability Services Office provided training on the Americans With Disabilities Act, and how to create accessible documents. All of our efforts were focused on our Wildly Important Goal or WIG of “Keeping the students we have”. The 2019 academic year data shows 0 virtual appointments which makes sense since the shift to distance learning didn’t occur until early 2020. We included the 2019 data to highlight our effectiveness to respond to the sudden shift in the delivery of services caused by the pandemic.

Wai'anae Moku Appointments

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wai'anae Moku</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Our Wai’anae Moku campus exists to meet the needs of students located on the Leeward coast of Oahu, which also happens to be home to many underserved communities. We currently don’t have a Disabilities Specialist office at Wai'anae Moku so in order to ensure that their students receive the appropriate classroom accommodations I currently hold office hours there during the Fall and Spring semesters. I began servicing students at Wai'anae Moku during the Fall 2017 semester and have held regular office hours there ever since. This is our first time including Wai'anae Moku data.
in our ARPD. We would like to increase our student population that apply for services at the Wai‘anae Moku campus. It’s a challenge because we do not have a consistent presence at the campus. Our Disabilities Specialist continues to work with Wai‘anae Moku faculty and staff to determine the best time to hold office hours in order to create visibility and awareness of our services. We tried different days of the week, going there every week, or every other week, and currently one Disability Specialist is there every week, one day a week on Mondays. The pandemic also affected our numbers as you can see we went from 4 appointments to 0 from the 2019 academic year to the 2020 academic year. We will continue to work with faculty and staff at Wai‘anae Moku to determine how we can increase the amount of students we serve there.

**Key Efficiency Indicators are healthy**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Note Taker Usage (Licenses Available/Licenses Used)</td>
<td>25/50 (50%)</td>
<td>25/25 (100%)</td>
<td>Amount of usage remains the same, licenses were reduced.</td>
</tr>
<tr>
<td>Text to speech software</td>
<td>7/10 (70%)</td>
<td>7/10 (70%)</td>
<td>0%</td>
</tr>
<tr>
<td>ASL Interpreters</td>
<td>1/1</td>
<td>1/1</td>
<td>0%</td>
</tr>
</tbody>
</table>

During the 2019 academic year we experienced a decrease in usage of our audio notetaker. We usually carry 50 licenses for our audio notetaker and in previous years all 50 licenses were utilized. Usage decreased in the Spring 2020 semester, which was the onset of the COVID pandemic. We attribute this decrease to the change in course delivery. Since most courses shifted to online from face to face students dependence on taking notes or capturing lectures has decreased. As a result of the decrease in audio notetaker usage we also decreased our licenses from 50 to 25, and this number has been sufficient to meet our students' needs. Text to speech software usage has remained constant at 7. In the past text to speech software utilization has been cautionary. We believe that low utilization of text to speech software can be attributed to our student population. Text to speech software is mainly utilized by individuals who are sight impaired, and those who have challenges in reading printed materials. Our population and the disabilities they present vary by semester and this affects the usage of our assistive technologies. Our ASL interpreters usage has been healthy and consistent. We have been averaging 1 request per semester for ASL services. This may increase as the pandemic continues. Any future increases in ASL requests will be discussed in future ARPD and CRE.
Key Effectiveness Indicators are healthy

<table>
<thead>
<tr>
<th>Indicators</th>
<th>FA 2019</th>
<th>SP 2020</th>
<th>FA 2020</th>
<th>SP 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) KI professionals (faculty) are helpful and responsive to my needs.</td>
<td>90.62%</td>
<td>73.33%</td>
<td>77.41%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2) My overall experience with KI has been positive.</td>
<td>84.37%</td>
<td>80%</td>
<td>83.87%</td>
<td>85.71%</td>
</tr>
<tr>
<td>3) I am satisfied with the services I receive through the KI Program</td>
<td>87.50%</td>
<td>93.33%</td>
<td>74.19%</td>
<td>71.42%</td>
</tr>
</tbody>
</table>

At the end of the semester, we send out satisfaction surveys to our students to solicit feedback about the services we provide and also to determine where we can make improvements. During the Fall 2019 semester we received 32 responses to our survey. Effectiveness indicator 1 has a healthy satisfaction rate of 90.62%, and effectiveness indicator 2 shows a healthy satisfaction rate of 84.37%, and effectiveness indicator 3 shows a healthy satisfaction rate of 87.50%. During the Spring 2020 and Fall 2020 semester our satisfaction rates for effectiveness indicator 1 is indicating a cautionary satisfaction rate of 73.33% and 77.41% respectively. We received 15 responses in Spring 2020, and 31 responses in Fall 2020. Effectiveness indicator 3 showed improvement in Spring 2020 at 93.33% and indicates a cautionary for Fall 2020 at 74.19%. In Spring 2021 only 7 students replied to our survey. Effectiveness indicator 1 is healthy at 87.5%, effectiveness indicator 2 is also healthy at 85.71%, and effectiveness indicator 3 is cautionary at 71.42%.

The decrease in our satisfaction rates took place during the height of the pandemic. Disabilities Specialists were working from home, and student’s needs were increasingly changing as a result of the pivot from face to face to online services. The Disabilities Services field experienced significant challenges in how to address the changing needs of the students that we serve and we were all attempting to learn new skills while simultaneously addressing the current needs of our students. We had to learn how to determine if a request for a particular accommodation was a result of a barrier to access that was being created by a diagnosed disability or if it was a result of the current health and safety guidelines that all individuals were faced with at the time. The changes in the delivery of services, along with having to deny accommodation requests that were not related to a particular disability, but rather a result of the current health and safety guidelines may have affected the response to our survey.

We are continuously faced with the expectations of our clients and how they understand classroom accommodations: Student Intake Interviews are the initial contact we have with students who self-identify as having a disability. This initial interview is our opportunity to gather information about the student, the nature of their disability, their own perceived “blocks to access,” and the nature of the services/accommodations they require. At times, there is a discrepancy between the services students may have received in the high school setting and what they anticipate in the college setting.
For example, as part of a special education plan, a student may have received assistance with note-taking while in the K-12 school setting. However, while the DSO provides note-taking accommodations for students who are unable to take notes, we do not provide note-taking accommodations for students who report they cannot take “good notes.” This difference between services may be a surprise and disappointment to students who transition from the high school to the postsecondary educational setting. In order to address these concerns the DSO office has increased its outreach to the DOE and has begun attending transition meetings coordinated by DOE transition counselors. Our expected outcome for participating in these meetings is to create awareness among the DOE community and rising seniors who are making the transition to college about how accommodations are determined at the college level.

3. Program Student Learning Outcomes or Unit/Service Outcomes

   a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
   b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
   c) Assessment Results.
   d) Changes that have been made as a result of the assessment results.

Service Outcomes

SAO 1 Students will participate in the intake process, which includes self-identifying, approving their accommodations, and sending out their accommodation letters electronically to their instructors.

Students are sending out their accommodation letters once they complete their intake appointments. Continuing students are also sending out their accommodation letters prior to the start of a new semester. Upon completing an intake, new students are encouraged to send their letters out immediately, and sometimes this occurs immediately after the intake with guidance from the Disability Specialists. Email reminders are sent out to continuing students prior to the start of the new semester.

SAO 2 Faculty will be familiar with the accommodations process and the role they play in providing accommodations to students with disability.

Faculty are approving and viewing accommodation letters in a timely manner. The DSO office runs a report at the beginning of each semester and continuously throughout the semester to determine if there are any outstanding letters that have not been viewed and acknowledged. The DSO office sends an email to instructors who haven’t viewed and acknowledged accommodation letters. The number of instructors that need to be reminded to acknowledge accommodation letters are low and
are not at a concerning level. This can be an indication that the current mechanisms in place to remind instructors appear to be working.

**SAO 3** Increase active students in DSO so that it equates to 5 percent of total enrollment

Currently the percentage of students actively utilizing classroom accommodations equate to 1.84% during the 2019 academic year, and 1.69% during the 2020 academic year. This number is considered low compared to most colleges who are in the 5% to 10% range. We would like to note that this number is based on students actively utilizing classroom accommodations. We have students who are registered with our office who choose not to use classroom accommodations but may choose to do so at any time they are enrolled in a Leeward CC course. Students who are registered with the DSO but choose not to utilize accommodations or do not send out their letters can impact the percentage rate of utilization of our services.

**SAO 4** Increase the number of accommodation letters sent out by new students so that it equates to 90% of the total number of new students who self identified for the first time.

Currently only 65.68% of new students in the 2019 academic year and 63.33% of new students in the 2020 academic year sent out their accommodation letters. Students certainly have a choice whether or not they want to utilize classroom accommodations even after completing an intake appointment with the DSO office. Students may also choose not to enroll in classes due to financial reasons, and possibly health and safety reasons as a result of the current pandemic. All of these factors can affect the percentage rate of letters that are sent out to instructors. We still would like to continue to make efforts to increase the number of students utilizing classroom accommodations regardless of the presence of other factors that may be beyond our control.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who sent out accommodation letters</td>
<td>120</td>
<td>103</td>
</tr>
<tr>
<td>Number of Instructors who approved and acknowledged accommodation letters</td>
<td>120</td>
<td>103</td>
</tr>
<tr>
<td>Percentage of new students who sent out accommodation letters</td>
<td>65.68% (67/102)</td>
<td>63.33% (57/90)</td>
</tr>
<tr>
<td>Percentage of active students in relation to total enrollment at Leeward CC</td>
<td>1.84% (121/6568)</td>
<td>1.69% (108/6363)</td>
</tr>
</tbody>
</table>

### 4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

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

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

Based on the data collected for this year’s ARPD, the DSO office would like to focus on increasing the utilization rate of our services, as well as increase our student population. We understand that student’s have the right to self identify with a disability and additionally have the right whether or
not to utilize classroom accommodations even after they self identify. It is our goal to foster independence and autonomy with our students, but we also understand that the student population that we serve come to us with varying degrees of aptitude and learning capacity. Which is why prior to the start of each semester all of our students are reminded via email messaging to send their accommodation letters out to their instructors. We plan to continue to send email reminders to students, and will also look at the timing of those messages and perhaps spread them out up until the midterm testing period. Furthermore, we set a goal this year to increase awareness of our services and to educate stakeholders on our process when it comes to requesting classroom accommodations. We plan to increase awareness by providing training to faculty and staff through various mediums. We would like to continue to participate in convocation breakout sessions, TGIF, HSSI, and other opportunities on campus that give us an opportunity to connect with our faculty and staff. We are also working on formalizing our training on ADA law and also on how to use our Clockwork software. We are considering live sessions, virtual sessions, and also pre-recorded videos that faculty and staff can access at any time.

Currently we are increasing our outreach efforts to the community and the DOE, especially to our feeder schools near and around our community. DSO specialists are participating in DOE transition meetings and parent nights in order to educate DOE personnel and potential incoming students on the difference on how accommodations are determined between K-12 and the college setting.

The Disability Services Office was formerly known as the Kakoo Ike program or KI for short. This past summer we changed our name to Disability Services Office in order to make ourselves more identifiable to students who may be seeking out our services. It is yet to be determined if this name change will contribute to an increase in our student population.

Our efforts are aligned with the current Leeward CC Mission since the services we provide contribute to the students ability to attain their goals through high-quality liberal arts and career and technical education. Although the purpose of the DSO office is to ensure equal access in accordance with the ADA, we recognize that without access first, success can not be achieved.

In providing classroom accommodations we work closely with the student, the student’s instructor, and when necessary we also communicate with other colleges including other UH campuses to obtain additional information and to discuss previous classroom accommodations that the student has received. When we reach out to our counterparts at other UH campuses and as we consult with our instructional faculty we are putting into action Leeward CC’s core value of “Community” where it states that “We value cooperation, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.

The students who self identify with the Disability Services Office are equipped with various capacities of learning. Our students have unique learning styles, and as a result we apply an individualized interactive process when determining appropriate accommodations for them. We take into account the differences that our students present to us and when appropriate we recognize those differences and reinforce their strengths when they demonstrate the ability to mitigate some of the barriers that they are experiencing based on their disability. Our interactive process demonstrates another Leeward CC core value, which is “Diversity and respect” “We value the
individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs, and perspectives.”

Our overall goal is to continue to provide our students with appropriate and reasonable accommodations. We plan to continue to participate in professional development to keep up with current trends in the field of Disability Services, and to increase awareness of our services by providing outreach and training to our stakeholders, and this includes students, faculty, staff, and collateral agencies.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional resources for my program/unit.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.