

Committee on Disability Access – Honolulu (CODA-H)
Report to FSEC, Fall 2008-May 1, 2009

Members

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Activities and Accomplishments

I. Access Map and Attachment

- a. The Honolulu Community College Access Map has been successfully completed. All accessible routes on campus have been highlighted. Information has been added to the map that includes contact information for key constituents throughout the college that students with disabilities may need to contact. Included on this list is information of the Mental Health and Wellness Counselor, the ADA/ Section 504 Coordinator for Students, the ADA/Section 503 Coordinator for Employees/Applicants, the Parking office, Student ACCESS, and the Vice Chancellor of Administrative Services.
 - i. Map has been posted on the Student ACCESS website.
 - ii. Map is used on the back side of Honolulu Community College Faculty and Staff Telephone Directory
 - iii. Map used on the back side of the schedule of classes for Summer/Fall 2009

II. Priority Access Issues

- a. Building 6: A lowered table was mounted next to the business office counter for individuals in wheelchairs to utilize.
- b. Building 5: Restroom doors (ground floor) – Tension on the door was checked to insure that individual has safe entrance/exit to the facility.
- c. Building 7: For safety of students with and without disabilities on campus at night, the light fixtures and bulbs of exterior lighting on the backside of (mauka side) of building have been repaired and/or replaced. This has made a significant different to the lighting of the sidewalks.
- d. Building 27: The light bulbs/fixtures in elevator have been replaced.
- e. Building 27: Repair ADA electronic door on the second level of building.
- f. Building 7: The restroom signs on the 4th, 5th, and 6th floors have been lowered to proper mounting height per ADAAG guidelines, which calls

for signs to be mounted at 60 inches above the finish floor to the centerline of the sign.

- g. Bldg. 28 – placed signage on door indicating the need to use intercom system to enter. Submitted maintenance request to repaint disability parking stall.

III. Disability Awareness

- a. In an effort to recognize October as Disabilities Awareness Month, Student ACCESS created an online knowledge quiz for campus members to complete instead of attending a workshop. 14 individuals completed the quiz, at which time they received a certificate from the Student ACCESS office. Overall comments were very positive, and because candidates were provided a link to Student ACCESS' website at the end of the quiz, they also went on to review the website which was also very positive.
- b. A resource shelf for students and employees was developed and is located in the Student ACCESS office in Building 7, Room 319. The shelf contains a collage of disability related information for interested individuals to reference and use.
- c. Student ACCESS developed a Certificate of Appreciation for Notetakers which will be provided to notetakers who successfully completed their notetaking responsibilities at the conclusion of the semester. Along with the certificate, the notetakers will receive a reference letter signed by Student ACCESS that they can include in job applications or keep on hand as a reference in case employers may ask for this. This seems to have been well received by the notetakers and will hopefully add to the appeal of the position as it can sometimes be difficult to secure a notetaker for each of the classes.

IV. Assistive Technology

- a. Student ACCESS received training on some of the assistive technology software that is available through the center which includes:
 - i. Kurzweil – text to speech software. Materials can be scanned and saved as a file, which Kurzweil would then read the text out loud to the student. An additional feature; Kurzweil can take files and convert into an MP3 format so that students can listen to the information on their MP3's.
 - ii. Dragon Naturally Speaking – speech to text software. Students are able to speak into the software and it would produce written text. This software is often helpful for students with reading/writing disabilities, or physical disabilities that make it difficult to type.
 - iii. Inspiration – visual learning/material organization software. Student ACCESS purchased this software that provides students who learn better visually to organize papers, notes, etc. It helps students with the brainstorming process that uses a method similar to mind mapping, and will then take this information and organize

it into outline form, making it easier for students to flesh out the material into a paper. Students in writing intensive courses may benefit from this software.

- iv. One of the CCTV's was shipped back to the manufacturer to repair one of the lights that was broken and has been returned.

V. Professional Development Related to Students with Disabilities – Activities made available to campus

- a. *Accommodating Students On-Line* (Thompson Interactive Presentation) (9/08)
 - i. Student ACCESS reviewed a recorded on-line presentation/discussion regarding accommodating students with disabilities who enroll in online courses. A handout with a description of the talking points of the presentation was shared with committee members. Some of the key points discussed were:
 - 1. How to identify students with disabilities enrolled in online courses
 - 2. The key legislation that provides the legal reference for institutions that have online courses requiring them to make the courses accessible (Section 504 of the Rehabilitation Act)
 - 3. Whose responsibility it is ensure online courses are accessible – Institutions are responsible for ensuring the course content is accessible, students are responsible for ensuring they have the appropriate technology to take the online course.
 - 4. Some functional limitations that may appear through online courses; ex., a student with visual difficulties may need a screen reader, therefore might not be able to access some information that is not accessible by a screen reader.
 - 5. Disability services providers may need to expand delivery of accommodation approval forms to email and pdfs.
- b. *Changing Laws and Regulations* (Thompson Interactive Presentation)
 - i. Ordered an interactive teleconference for any interested employee of HCC. We also invited individuals from UHM and other community colleges. With implementation of the ADA Amendments we wanted to obtain information of any changes to the law and how it would impact our services.
- c. *Tutor Training for Students with Disabilities*, (Thompson Interactive Presentation) Wednesday, February 25th 2009
 - i. Student ACCESS and the College Skills Center ordered an audio conference addressing tutoring for students with disabilities. The list of volunteer faculty/staff tutors were invited to attend, along with the members of the College Skills Center. It is likely that these tutors, and the tutors in the College Skills Center, may be working with students with disabilities. The audio conference will

address tips and strategies to incorporate into tutoring sessions that may benefit students with disabilities.

VI. Modification of service assessment

- a. As part of the program review that is developed each year, the Student ACCESS office disseminates a survey form to students to get feedback on the services provided. This survey is used as the assessment instrument and was modified to be more targeted on the services, and the quality of those services, the students received through our office.
- b. Through previous surveys it was also uncovered that many of students with disabilities were unaware of some important issues pertaining to themselves as individuals with disabilities. Student ACCESS, as part of the intake process, attempts to share information pertaining disability rights, laws, and advocacy skills. It is also a goal to try to assist the students in being more self-aware in regards to their individual learning style and understanding both their academic strengths and weaknesses. To support this effort, an informational fact sheet has been created and made available to all students coming through our office.

VII. COMPASS Accommodations

- a. Working with Compass to obtain an accessible version of the computerized compass exam. At this point, Compass is compatible with a screen enlarger, but not with a screen reader. Secured authorization to purchase Braille version, taped version and a print enlarged version to accommodate our students with disabilities.

VIII. On-Going Initiatives

- a. Getting necessary signage in Braille. Working with Glen Matsumoto from the print shop and CODA-H to develop a priority list of areas/buildings to address. The committee was asked to contribute ideas of higher priority areas that would benefit from signage. CODA-H is making a list of the suggestions and will determine which areas to pursue first.
- b. 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.
 - i. 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.

- c. Update of online interpreter service – Have been researching the use of an online interpreter service due to the lack of live sign-language interpreters. During the summer of 2009 we would like to arrange at test with the company. We would like to invite community members who are visually impaired as well as interested CODA-H members.
- d. Working with the Emergency Planning Subcommittee and the Emergency Action Plan to clarify language and procedures for student with disabilities.
- e. Organizing all of the disability professional activities Student ACCESS has participated in, cataloguing them, and making available for campus community.
- f. On-Going Access concern
 - i. Student Life, Student Lounge, Bookstore.
 - ii. Signage to designate service animal restroom area