

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Hā'awi Kōkua - Disability Services

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator:

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The Hā'awi Kōkua program services students with disabilities (SWD) attending Hawaii Community College both on the East and West Hawaii campus. Information about services are disseminated in a wide variety of means for current and prospective students. Student participation is voluntary and based on self-disclosure of their disability. Once identified, students are asked to complete an application and to provide documentation of their disability. After the proper information is attained, they are assessed and provided appropriate accommodations to allow them to overcome their barriers and meet their educational curriculum. All accommodations are overseen and evaluated by the department to ensure effectiveness and efficiency. Other technological resources are being constantly researched to find other means to meet our varying populations needs.

Hā'awi Kōkua has assessed and provided accommodations to the students who have a disability that warrants an accommodation and those who have a significant disability that wants their records on file should they need accommodations in the future. Hā'awi Kōkua provides increased support for all its students since their needs may be greater than the general population as well as intake and assessment of accommodations, collection of documentation and application for services, provision of accommodation letters to SWD who qualify for in-class accommodations each semester or within one week of completed assessment, note taking, ASL interpreters, and ECHO services. Equipment such as ECHO pens and digital recorders are lent to students if needed to accommodate their needs.

Hā'awi Kōkua also has an assistive technology (AT) lab located on the East Hawaii campus to meet the needs of SWD. There are 8 individual stations that are designed to promote a distraction free setting for SWD to utilize the AT software. SWD are provided training and assistance by the Educational Specialist of Student Assistants. The lab has been opened to allow other students to utilize the software as well, however, priority is given to SWD. The types of assistive technology in the lab are Low Vision CCTV, Sorenson Video Phone, Kurzweil Reader 3000, and Dragon Dictate. The staff in the lab are trained to provide services such as provision of general information and assistance with application process, supporting the needs of the students with navigation of resources, utilization of the assistive technology, as well as the proctoring of written and oral exams.

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Hā'awi Kōkua also works to assist faculty with information and support. They are welcomed and encouraged to discuss any concerns or questions regarding students with the counselor. New trainings are being researched and developed to assist instructional faculty and staff to better manage not only SWD and their specialized needs but also to handle difficult behaviors in the classroom.

Hā'awi Kōkua services funding are twofold. Services and supports provided to support students who are identified CTE majors are funded through Carl Perkins funds. General funds support students who are LBRT majors. For the upcoming year, a new resource at Hā'awi Kōkua will be the ability to do captioning in the lab that will be funded through Perkins.

Hā'awi Kōkua has undergone many changes over the past year with the changing of staff and practices. The East and West Hawaii offices functioned very differently so procedures were developed and implemented to ensure that both offices functioned similarly. Once both offices adopted similar practices, all current student files were reviewed for required documentation. Following the review, all students with missing documentation were contacted and were asked to provide them to the department. All files were updated and 100% of the students with a completed application and documentation of disability were assessed and provided with an accommodation letter if deemed appropriate.

With the separation of Hā'awi Kōkua from CASSC, the counselor provides less academic advising and general counseling activities. The disabilities counselor is now more available to concentrate on supporting students with their daily activities or stressors, providing guidance on self-advocacy skills such as speaking to their instructors, how to address and compensate for their barriers, mid-term monitoring, and oversight to ensure that the services provided are of good quality. Utilization of the lab was highly promoted and encouraged to be used by the students. Activities for the students were planned in the lab to expose students and encourage its use.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

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Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

Hā'awi Kōkua's mission is to provide an equal opportunity for individuals with disabilities to gain maximum benefits from their educational/learning experience by participating fully in their regular courses and activities that are offered at Hawai'i Community College.

Describe how this unit supports the College's mission.

Hā'awi Kōkua's mission is to encourage and provide supports to students with disabilities so that they can equally access their education, have full participation in their college experience, and reach their educational goals. We offer reasonable and fair accommodations in the least restrictive environment so that students with disabilities can achieve academic success.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

Hā'awi Kōkua supports its students by encouraging independence, self-determination, and advocacy skills. The staff encourages students to discuss their individual needs with others or access resources to assist with communication so that they are able to function in society.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

Hā'awi Kōkua encourages its students in becoming independent, responsible, and productive community members. The students are encouraged to seek resources in the community if needed for assistance in meeting their needs. They are encouraged to utilize appropriate coping and problem solving skills needed to make life and career choices. When students may require additional supports, the center acts as a support service to assist with problem solving or community navigation.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

Hā'awi Kōkua students themselves are part of a group that are discriminated against. Despite their shortcomings, they are encouraged to advocate for their needs and to be a functional member of society. Staff encourages self advocacy skills and the use of coping/problem solving skills to become as independent as possible and how to access resources that assists them. The hope is that our population of students will become less service dependent and more independent.

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Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Students involved with Hā'awi Kōkua - Disability services are self-identified and voluntary. Services are provided when requested by the student, assessed, and deemed appropriate. Hā'awi Kōkua provides intake and assessment of accommodations, collection and application for services, letters of accommodations that are provided to instructors, and the oversight of ASL interpreters, note taking services, ECHO services, special testing, and the loaning of digital recorders.

In Fall 2012, Hā'awi Kōkua identified and serviced 251 students. A total of 136 students were provided accommodations.

The following accommodations were provided in Fall 2012:

ASL Interpreters: 3

ECHO: 1

Note Taking: 11

Special Testing: 84

Digital Recording: 82

Access: 1

In Spring 2013, Hā'awi Kōkua identified and serviced 231 students. A total of 148 students were provided accommodations.

The following accommodations were provided in Spring 2013:

ASL Interpreters: 4

ECHO: 1

Note Taking: 15

Special Testing: 147

Digital Recording: 145

Access: 1

The Kōkua Technology Lab is available to students to accommodate them with assistive technology resources such as Dragon Dictate, Kurzweil, Low Vision CCTV, Sorenson Video Phone, and the provision of general information/assistance for students. During the 12 - 13 school year, there was a total of 814 visits to the lab.

Based on a general satisfaction survey sent to the students (36 responses), the following was reported:

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Did you utilize the Kōkua Technology Lab located in Building 388, Room 104: Yes - 23; No - 12; I did not know about this lab - 1.

The overall rating of the technology resources in the lab was 4.73 and the overall rating of the staff members was 4.92.

The overall rating of the Hā'awi Kōkua staff members/student workers in the Kōkua Lab is 4.92.

Efficiency -- Healthy

N/A

Effectiveness -- Healthy

For the 12-13 year, 100% of students who provided documentation were assessed for accommodations. Accommodations include services such as access, note takers, ASL Interpreters, digital recording of lectures, ECHO services, and special testing.

Evaluations were sent out to the students, instructors, and service providers to gauge the satisfaction of these services. The results are as follows:

Instructor Evaluation of ASL interpreters (9 responses)

100% of responses stated that they had a positive experience with the ASL Interpreters.

100% of responses did not report any problems with the ASL Interpreters.

The average rating for the ASL Interpreters by the Instructors was 4.7.

Instructor Evaluation of Note Taker Services (12 responses)

91.6% of responses stated that the note taker followed policy and did not participate or interact with students in the class.

100% of responses stated that the note taker attended class and arrived on time.

100% of responses stated that the note takers presented themselves in an appropriate and professional matter.

84.7% of instructors stated that note taking services increased the student's success in their class while 15.3% of instructors stated that they were unsure if note taking services improved the student's success in their class.

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Note Takers Evaluation of Students (25 responses)

80% of note takers stated that the students attended class regularly and on time, 16% responded sometimes, and 4% said no.

47% of note takers stated that they were provided adequate notice when a student was going to miss class, 47% were not provided adequate notice, and 6% said they were sometimes provided adequate notice.

96% of note takers stated that the students seemed to pay attention in class while 4% did not.

80% of the note takers stated it seemed the student benefitted from note taking services and 20% reported that they may have benefitted from the service.

The note takers overall rating of the students was 4.56.

Student Evaluation of Note Takers (11 responses)

90% of the students stated that the note taker came to class regularly and on time and 10% of them sometimes came regularly and on time.

100% of the students stated that the note takers paid attention during the lecture.

81% of the students stated that their notes contained all the information provided in class, while 18% stated that it sometimes contained all the information.

90% of the students stated that the notes were clearly labeled with course title, date, and page numbers and 10% responses stated that it was sometimes clearly labeled.

81% of students stated that their notes were easy to read and understand while 18% of the students responded that the notes were easy to read and understand.

The overall rating of the note takers is 4.5.

Students Evaluation of ASL Interpreters (4 responses)

100% of the students stated that their Interpreter came to class regularly and on time.

100% of the students responded that the Interpreter was easy to understand.

100% of the students responded that the Interpreter assisted them adequately.

The overall rating for ASL Interpreter services was 4.75.

Hā'awi Kōkua utilized an web-based training for faculty and staff in higher education. The results from the individuals who took the surveys: (43 responses)

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I believe that the "In Their Shoes" program improved my understanding regarding those with disabilities: Disagree - 1; Neutral - 1; Agree - 22; Strongly Agree - 10

I believe that the program improved my confidence level in assisting those with disabilities: Disagree - 2; Neutral - 5; Agree - 17; Strongly Agree - 10

I believe that the program provided a convenient mechanism for learning about students with disabilities: Disagree - 1; Agree - 19; Strongly Agree - 14;

I believe that the program provided a mechanism for learning that stimulated my interest: Disagree - 1; Neutral - 4; Agree - 19; Strongly Agree - 10

I believe that the program accomplished its stated objectives: Agree - 22; Strongly Agree - 12

I believe that the program was presented in an acceptable amount of time: Disagree - 2; Neutral - 2; Agree - 19; Strongly Agree - 11

Other Data

The trend of enrollment of students with disabilities decreases every year from the Fall to the Spring. The enrollment for students for the 12- 13 year decreased from 252 to 231. From the 71 students that did not return, 9 students graduated.

Students receiving other services were asked to rate it's effectiveness on our overall satisfaction survey. The following was found:

The overall rating for the use of digital recorders was 3.67.

The overall rating for Special Testing was 4.5.

The overall rating for Mid-Term Monitoring was 3.95.

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Hā'awi Kōkua to be separated out into an individual unit under DSA	Hā'awi Kokua was separated to an individual unit under the dirction of DSA. Two APT positions were created one in West Hawaii and one in East Hawaii to assist with servicing students with disabilities. The Disability Counselor oversees two APT

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	positions.
Provide training and resources to instructional faculty that will aid and inform them of disability awareness	Faculty training was provided by web-based "In Their Shoes" training. Will continue to gather feedback from instructional faculty and staff to develop additional training.

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. Newly hired Disabilities Counselor/2 APT Educational Specialists to replace Perkins funded positions.
2. Creation of procedures to ensure same practice in both East and West Hawaii.
3. Disability services separated into individual unit.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Students Served	100% of students who provided documentation were assessed for accommodations. In Fall 2012, a total of 136 students were provided with accommodations. In Spring 2013, a total of 148 students were provided with accommodations.
S2. Retention/Success Rate	For the 2012-2013 school year, of the total of 252 students identified and served in the Fall 72 % returned for the Spring and 4% graduated.
S3. Satisfaction of accommodations	A majority of students and instructors reported that they were pleased with the accommodations provided by Hā'awi Kōkua.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Faculty Involvement	Only a total of 43 individuals (including Hā'awi Kōkua employees) completed the online training "In Their Shoes" offered. "In Their Shoes" is an web-based training for faculty and staff in higher education.

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W2. Lack of Resources	From the demographic data, approximately 45% of the SWD population are diagnosed with Mental Illness. They typically require additional supports to overcome their barriers. It is also seen that the students serviced have poor coping and daily living skills that creates struggles for them to function in a higher education setting. The community greatly lacks outside Mental health services/providers which often times leaves our individuals with the lack of resources or inability to navigate the system.
W3. Funding	Hā'awi Kōkua depends on Carl Perkins funds to cover the expense of majority of the accommodations provided. These funds require annual proposals which may not be as stable.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities <small>(disregard if NA)</small>	ILO Alignment <small>(select up to 3)</small>	Strategic Plan Alignment <small>(select best alignment; max 3)</small>		UH System Collaboration
			Performance Measure	Action Strategy	

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For the upcoming year, to increase retention and student success, Hā'awi Kō kua will continue to provide support and accommodations and develop groups to teach learning strategies and study skills to our students.	Remediation	ILO 2	A2.3	f.	
	Graduation	ILO 3	A2.4	a.	
	None	None	None	None	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Identify SWD enrolled in Remedial Math and/or English classes
2. Develop groups in the same classes to create a "support group" with peers and staff members to facilitate.
3. Maintain regular meetings to encourage growth and natural supports who will be able to support each other not only during regular meetings but also during class.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Identify SWD in same math sections and identify groups. Schedule times and dates that they will meet. Invite students to participate in groups.	Fall 2013
Evaluate the success of students who participated in the groups vs. students who chose not to participate	Fall 2013
In addition to math, identify similar groups enrolled in English classes.	Spring 2014
Evaluate the success of students who participated in the group vs. students who chose not to participate	Spring 2014

Unit Action 2	AMP Priorities	ILO Alignment	Strategic Plan Alignment	UH System Collaboration
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	(disregard if NA)	(select up to 3)	(select best alignment; max 3)		
			Performance Measure	Action Strategy	
To develop trainings and resources for faculty to better manage and support students with disabilities in the classroom.	Underserved Popula	ILO 2	D.1	a.	
	None	None	None	None	
	None	None	None	None	

Narrative of New Action Strategy for Strategic Plan:

1. Gather feedback from faculty on issues or concerns they may be facing.
2. Find resources and develop trainings.
3. Implement at least 2 trainings per semester.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Gather feedback from faculty on issues or concerns they may be facing	Fall 2013
Find resources and develop trainings	Fall 2013
Implement at least 2 trainings per semester	Spring 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Hire 1 FTE Mental Health Counselor	Personnel	K60k	A1.1	g.		S2	W2
			B.1	b.		None	None
			B.3	c.		None	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

The presence of a Mental Health Counselor on the Manono Campus will be able to service the students on lower campus, act a resource to the students who require immediate attention, and be a resource to Hā'awi Kōkua to assist with attaining diagnosis and/or documentation needed for students to request accommodations. Mental health counselor could work in collaboration with Hā'awi Kōkua to make recommendations to what strategies and/or interventions would work best for specific students.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)	Academic Master Plan Alignment	Strength	Weakness

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					(select best alignment; max 3)		
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Additional Trainings/Resources	Personnel	\$10k	D.1	a.		S1	W1
			None	None		None	None
			None	None		None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Hā'awi Kōkua's staff is all relatively new and would benefit from additional trainings to meet the need of the ever changing SWD populations. In an effort to cut costs and increase efficiency, disability providers must stay abreast with the developments in assistive technology and resources. It would be greatly beneficial to attend annual trainings to learn about recent developments and strategies and to investigate cost effective resources that can better service the SWD population.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	Hā'awi Kōkua Program will increase campus awareness of disability issues, interventions, technology, and classroom strategies that promote student success.
2	<input checked="" type="checkbox"/>	Hā'awi Kōkua will provide support, workshops, activities, and accommodations to eligible

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		students to promote student success.
3	<input type="checkbox"/>	
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity
 UO #1 - During the Fall 2012 to Spring 2013 school year, a total of 43 individuals participating in the "In Their Shoes" training which teaches acknowledging and respecting people with disabilities. This program provides a convenient resource to faculty and staff in higher education with ADA based information and sensitivity training to enhance their understanding and comfort level in working with individuals with disabilities. The majority of individuals who participated in this training stated that they benefitted from this training.

The offering of the web-based training and response was "fair." It would be optimal if 2 different trainings would be offered per semester to increase awareness and resources to incorporate Universal Course Design and technological resources to benefit the entire student population. It is hoped that there would be at least 75% participation by faculty and staff.

UO #2 - 100% of students who provided documentation were assessed for accommodations. In Fall 2012, a total of 136 students were provided accommodations. In Spring 2013, a total of 148 students were provided with accommodations. For the 2012 - 2013 school year, of the total of 252 students were identified in the Fall, 186 (72%) students returned for Spring 2013. If the 71 students that did not return, 9 (4%) students graduated or transferred.

Hā'awi Kōkua would like the retention rate for it's students to increase to at least 85%. To increase the rate additional workshops on and activities to assist with coping skills and teaching learning strategies will be offered to it's students. Also, support groups for remedial classes in Math and English will be implemented to ensure that it's students are able to pass these "gateway" courses successfully and promoting student success.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Information gathered for data reporting came from demographic data collected from the student population. From the application/intake process and ongoing monitoring of students information such as disability type, type of accommodation, and # of students enrolled/retention rate is collected and maintained in their individual files as well as in a central database updated weekly.

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Information on the effectiveness and satisfaction of the accommodations provided/services rendered is collected through end of the semester evaluations sent to service providers, students, and instructional staff. These surveys are sent out following every semester to ensure that Hā'awi Kōkua is providing a high quality of service to it's students.

Data is also collected from the sign in computer recording the use of the technology lab. From this resource information about the traffic that moves through the lab can be maintained.

C) Results of Unit Assessment

Hā'awi Kōkua appears to be functioning "fairly" despite the changes in staffing and practices over the past semester. In addition, students who request accommodations/services are being assessed and evaluated. Data such as the average length of time it takes to receive accommodations are not yet reported but hoped to be reported in next year's annual report. It appears that SWD struggle with remedial classes in Math and English and based on verbal reports seems to create anxiety and poor confidence resulting in a choice not to return. SWD need to be reinforced and assisted with building skills and confidence so that they are able to be successful. Additional resources need to be developed to increase their success rates in these classes.

There has not been any additional training opportunities for instructional faculty/staff other than the web-based program. Even with this resource, it does not provide an ongoing evolving learning tool for staff to increase their awareness of disability issues. Additional trainings that are relevant to the instructional staff need to be researched and developed so that it can be implemented.

D) Other Comments – Include any information that will clarify the assessment process report.

E) Next Steps – Describe what the unit will do to improve the results.

#1 - Ensure that all eligible students who requested accommodations will be assessed for need and those who qualify will be provided appropriate accommodations. (Data will include # of students requested, # of students eligible, # of students received/granted accommodations.) To develop an academic support group for Math. (Data will include # of participants, math class breakdown, placement tests, success rate, duration of participation, and self reporting including what they learned and what they got out of it.

#2 - Collaborate with faculty and staff to assess training needs and areas for improvement (Data will include # of responses, areas of need, Faculty and Staff demographics including which departments and reported student need.