

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Hā'awi Kōkua – Disability Services

Date: January 16, 2019

**Review Period
July 1, 2017 to June 30, 2018**

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>Hawai'i Community College is committed to providing a barrier-free campus and academic accommodations to ensure students with disabilities have equal access to their education. The Hā'awi Kōkua Program provides assistance to a student who identifies as having a documented physical, learning, psychological, or sensory disability which limits the ability to fully participate in course study and campus activities at HawCC.</p> <p>Under the Americans with Disabilities Act (Title II) and the Rehabilitation Act of 1973 (Section 504) individuals with disabilities have protections against discrimination and are assured access to programs, services, and activities. 'No qualified individual with a disability shall, on the basis of their disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.'</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2016</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_haawi_kokua_comprehensive_unit_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>Recommendations from CERC's evaluation:</p> <p>Develop and exercise tighter controls of data.</p> <p>Explore other ways to assess students' satisfaction/completion of program evaluations. Perhaps utilize Peer Mentor's to engage SWDs to complete the evaluations.</p> <p>Continue surveys for 2 years for continuity and significant assessment.</p>

	<p>This unit has put forth more effort into the evaluation of services it provides. It has extended its evaluation process to the providers and instructors to gain a better overall understanding of its program and services. Data was moved to be housed with the coordinator to ensure that the data is not affected by staff which reduces the likelihood that any information is inadvertently deleted. This unit constantly faces the dilemma of student engagement. This population seems to be resistant to checking emails and/or correspondence. HK staff have been instructed to prompt all the students who frequently visit the Assistive Technology Lab to complete the survey upon arrival.</p>
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Unit Data: Analysis of ARPD Data and Other Quantitative Indicators

Unit ARPD data, if applicable, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the Unit’s ARPD data tables, if applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.

Analyze the Unit’s ARPD data, if applicable, and other relevant quantitative data for the review period.

Describe, discuss, and provide context for all 2017-18 ARPD and other data categories and indicators that are relative to the Unit’s provision of services. New data was not available for this unit’s review period, data from the 2016 – 2017 ARPD period was used.

Services for People With Disabilities
 (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)

	2012	2014	2016
Frequency	1.35	1.31	1.39
Satisfaction	1.94	2.12	2.14
Importance	2.25	2.20	2.24

ARPD data reflects that although there is a very small decline in enrollment, there is a slow increase in the frequency of use for Services for People with Disabilities. Through advocacy and outreach, SWDs are voluntarily identifying themselves with the Hā‘awi Kōkua program and utilizing its services. The interpretation of the data showing that the overall satisfaction and importance of services continue to slowly increase demonstrating that the quality of services have been benefitting SWDs.

The continued struggle is that the needs of SWD enrolled at Hawai'i Community College are very high and the services being offered are very limited. Due to the limited resources available in Hawaii County for Individuals with Disabilities and Hawai'i Community College's "open door" admissions policy, this population often utilize this institution as a community resource but lack the skills to be successful in a postsecondary setting. Hā'awi Kōkua attempts to support SWDs as best as possible within the capacity of the institution and community resources.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

The data provided by this unit covers both the Palamanui and East Hawaii campus. It is important that although effort is put forth to ensure the equality of services at both campuses. They resources and utilization of supports greatly differs at both campuses due to the geographical location and needs of SWDs

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success. Explain what the unit did to address those challenges.

The most important activity that occurred with this unit was changing the "owner" of the survey and file saving system with the coordinator. Hopefully from here forward, the data will be better protected from "accidental deletion" from the file sharing system. This unit also worked with staff to continuously initiate contact with SWDs through personal interaction in the Hā'awi Kōkua Center, e-mail, and/or phone contact.

This unit continues to phase out "in person" note taking services and is almost completely replaced with Note Taking Express which is a web-based note taking service. We have maintained status quo of all other services. During this review period, there has been a lot of staff turnover which seem to negatively impact SWDs.

Hā'awi Kōkua has found the need to set up an area to allow "distraction free" testing based on the feedback from SWDs. It also has no way of ensuring or collecting data on testing accommodations. Therefore, this unit is currently in process of researching the best way to implement better testing practices/accommodations.

Based on feedback regarding the equity of services on both campuses, the coordinator has created a schedule to ensure regular visits to Palamanui. The coordinator will be doing “trial runs” to see which days/times work best for the students at Palamanui.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit’s website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the Colleg’s webmaster on _____ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College’s webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the unit’s overall action plan for AY18-19, based on analysis of the unit’s AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3). This Action Plan should identify the unit’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

Hā'awi Kōkua's main focus is to ensure compliance with all ADA laws and regulations so that SWDs have equal access to all of Hawaii Community College's programs and activities. This unit also must monitor the appropriateness and effectiveness of the services provided so that SWD at HawCC report that the accommodations and services they are receiving meet their academic needs and contribute to their success.

This unit needs to focus on providing efficient and effective accommodations to SWDs and ensure that accurate data is collected on the services it provides. It is apparent through student feedback and the decline in student satisfaction surveys following the loss of the Assistive Technology Lab Manager, that the effects of staff turnover and inability to maintain consistent employees have an effect on students. Therefore it is important to develop and implement practices to ensure clear and consistent policies despite staffing changes. Although majority of SWDs report that they are satisfied with the services Hā'awi Kōkua provides, there was poor feedback regarding communication and the resources that assisted with SWD's learning.

There was an increase in faculty response who reported that they are "neutral" about the services Hā'awi Kōkua provides. This translates that faculty find the services are not extremely beneficial or poor. Perhaps through education and correspondence with faculty/staff, they would further understand the reason accommodations are provided, the limitations of what can be provided, and how they might benefit SWDs.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

Action Item 1: Revise policies/procedures to ensure that SWDs receive appropriate and effective accommodations.

This unit continues to struggle with collecting data. Barriers are the limited personnel that is employed by this unit and the increasing demands of SWDs. This unit will focus mainly on collecting data on testing accommodations. The majority of accommodations provided by this unit are for testing. Upon analysis, there is no means to collect data on the number of testing accommodations that are actually utilized by SWDs. Furthermore, faculty may not remember each of the SWDs accommodations and may overlook testing requests. This unit will look into

creating a system in which students can ensure that they receive the proper testing accommodations and collecting data on the services.

This unit will focus on developing better communication with the students to ensure they understand the policies and procedures for receiving academic accommodations. The accommodations that this unit provides will be evaluated for efficiency and effectiveness and if needed, will explore alternative resources.

Action Item 2: Increase faculty contact and correspondence on working with SWDs.

This unit will promote the informational videos that it offers online. In addition, this unit will opt to revise accommodations to include additional information and have an option to email student accommodation letter from the office to increase the potential contact from faculty members who have SWDs enrolled in their courses.

Action Item 3:

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.

This unit needs to explore moving all of its services (including the Assistive Technology Lab and Disability Services Counselor) to a location with less traffic to decrease auditory distraction and to provide the students with the ability to visit the center freely with a greater sense of anonymity. If provided a location with decreased distraction, this space would be more conducive for testing services to be offered.

If provided a new location with less traffic, space can also be allocated to house a Wellness Center which can include the Mental Health Counselor. Since the Mental Health Counselor does not have any support staff, this unit already

	<p>provides assistance and support therefore making the center ideal as a centralized location. Furthermore, housing these positions in the same location is crucial to enhancing the health and safety of all employees as the student population it serves have similar needs and both counselor positions would receive the needed support for everyday functioning and crisis support.</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>The cost of developing the Wellness Center is unknown as it is dependent on renovation costs, possible furniture needs, and supplies.</p>
<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	<p>HI2 Action Strategy 3: Continue to support programs that suits Hawaii Island's location and environment as well as address critical gaps.</p> <p>21CF Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees, and visitors.</p> <p>The development of the Wellness Center will fill a gap in services. This center will address the supports needed by these small units and limited staffing. Since the needs of these student populations that would be serviced by this center are more intensive and high-risk, the current staff would be able to support with their skill set to address their needs and provide intervention should crisis arise. If a wellness center is created, social service information would be available to students to access and assistance with linking to these services could be offered.</p>

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website:

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Through participation in Hā‘awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.	1 2 6
2	Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hā‘awi Kōkua staff.	3 4
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #

Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
1	<p>Through participation in Hā‘awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.</p> <p>Unit Output of Services: Measures Staff will collect and report the following data:</p> <ul style="list-style-type: none"> a) # of accommodations provided, number of accommodations that students provide to instructors, # of scheduled appointments, # of visits to the resource lab, and # of consultations with faculty/staff. b) # of students able to appropriately identify various college and community resources. c) Responses from targeted surveys on the benefit of accommodations/services to student’s success and their opportunities for learning. <p>Unit Outcomes: Measures Student and faculty responses to Unit services will be collected through targeted surveys sent to all SWD and faculty with SWD enrolled in their classes.</p> <p>Measure 1) Students will report that accommodations and other services assisted with their learning and student success. Measure 2) Faculty will report that accommodations benefitted SWD students’ success and their opportunities to learn.</p>

	Results data collection: All SWD and faculty with SWD enrolled in their courses will be sent surveys at various times during the school year.
2	<p>Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hā‘awi Kōkua staff.</p> <p>Unit Output of Services: Measures Staff will collect and report the following data:</p> <ol style="list-style-type: none"> a) log and track all services and service delivery data b) log and track all staff outreach activities and direct advocacy c) # of hits on Unit training videos <p>Unit Outcomes 2: Measures Hā‘awi Kōkua will provide broad outreach to the entire campus to increase all Kauhale members’ awareness of HK services and the needs of Students with Disabilities.</p> <p>Measure 1) Participants in HK surveys will report increased awareness of HK services and the needs of SWDs. Measure 2) Selected programs and participants will report increased awareness of HK services and the needs of SWDs.</p> <p>Results data collection: Maintaining log of outreach activities, # of consultations provided, ongoing log of hits on training videos by semester, specific questions on surveys that address UO #2.</p>

Results of Unit Outcomes and Student Learning Outcomes Assessments

<p>For each UO/SLO assessed in AY17-18 listed above, provide:</p> <ul style="list-style-type: none"> • a statement of the quantitative results; • a brief narrative analysis of those results.
<p>UO/SLO #1: Through participation in Hā‘awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.</p> <p><u>Unit Output of Services: Measures</u> Staff will collect and report the following data:</p> <ol style="list-style-type: none"> a) Fall 2017 (99 identified SWD) Note Taking Services – 22

Recording of Lectures – 62
 Testing Accommodations – 65
 ASL – 0
 # of accommodation letters provided to instructors – 84
 # of scheduled appointments –
 Accommodation Appointments – 44
 Personal Counseling – 3
 Registration/Advising – 2
 Other – 14
 # of visits to the Kokua Technology Lab – 1514 (Manono) 125 (Palamanui)
Spring 2018 (97 identified SWD)
 Note Taking Services – 22
 Recording of Lectures – 62
 Testing Accommodations – 64
 ASL –
 # of accommodation letters provided to instructors – 83
 # of scheduled appointments –
 Accommodation Appointments – 31
 Personal Counseling – 4
 Registration/Advising –
 Other – 12
 # of visits to the Kokua Technology Lab – 1253 (Manono) 175 (Palamanui)

- b) # of students able to appropriately identify various college and community resources – total 67 responses
 11 (16%) were not able to correctly identify college/community resources
 56 (84%) were able to correctly identify college/community resources.

Unit Outcomes: Measures

Student and faculty responses to the effectiveness of this unit’s services will be collected through targeted surveys sent to all SWD and faculty with SWD enrolled in their classes. All surveys were scored on a 5 -point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

- a) Students were asked to report if their accommodations and other services assisted with their learning and student success. There was a total of 24 responses.

Do you feel your accommodation contributed to student success and your opportunity to learn?

5 – 45%
 4 – 18%
 3 – 33%
 2 – 0%
 1 – 4%

Did you utilize the Kokua Assistive Technology Lab

71% reported that they utilized the Kokua Lab
25% reported that did not utilize the Kokua Lab
4% reported that they were not aware of the Kokua Lab

Did you feel welcomed in the lab when you first walked in?

5 – 42%
4 – 21%
3 – 17%
2 – 8%
1 – 12%

Do you feel you got the information you needed in a timely manner?

5 – 13%
4 – 17%
3 – 32%
2 – 0%
1 – 38%

Do you feel the technology available assisted you with your learning?

5 – 12%
4 – 17%
3 – 33%
2 – 0%
1 – 38%

Please rate your overall satisfaction with the Ha'awi Kokua

5 – 63%
4 – 13%
3 – 24%
2 – 0%
1 – 0%

- b) Faculty/Staff were asked to report if the accommodations provided contributed to student success and their opportunity for learning.

Faculty: 38 responses

5 – 26%
4 – 26%
3 – 34%
2 – 0%
1 – 8%

Don't Know – 6%

Each year the Hā'awi Kōkua provides ongoing services to identified Students with Disabilities (SWD) and assesses new SWDs for appropriate accommodations. In addition to accommodation provision, these students are able to access Personal Counseling/Other & Registration/Advising Appointments (as noted above) with the Disability Counselor.

Students are surveyed each year to assess if accommodations/services assist with their learning and student success. Faculty/Staff/Service Providers are surveyed to assess if accommodations benefit SWD's success and their opportunities to learn.

Benchmark Goal for UO 1

SWDs will report that accommodations and other services assisted with their student success.

Expectation for Unit Achievement:

90% of SWDs will “strongly agree” or “agree”

63% of SWDs who participated in the survey reported that their accommodations and other services assisted with their student success.

50% of faculty will “strongly agree” or “agree”

52% of faculty that participated in the survey reported that their accommodations and other services benefitted their student's success and opportunities to learn.

Based on the results of the survey, over 50% of faculty believe that the services and supports provided by Hā'awi Kōkua benefitted SWDs student's success and opportunities to learn. However, only 63% of SWDs believed that their accommodations and other services benefitted their opportunities to learn.

UO/SLO #2: Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hā'awi Kōkua staff.

Unit Output of Services: Measures

Staff will collect and report the following data:

- a) log and track all staff outreach activities and direct advocacy
Collaboration/Outreach/Advocacy Interactions – 47
Consultations with Faculty/Staff – 23 (in-person meetings)
- b) # of hits on Unit training videos (Total of 117 hits)
Disability Services – 16
Word Accessibility – 12
Psychological Disorders – 47

Learning Disabilities – 22
Autism – 6
ADHD – 14

Unit Outcomes: Measures

Hā‘awi Kōkua will provide broad outreach to the entire campus to increase all Kauhale members’ awareness of HK services and the needs of Students with Disabilities.

- a) Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.
- b) Selected programs and participants will report increased awareness of HK services and the needs of SWDs.

Faculty: 38 responses
5 – 16%
4 – 8%
3 – 34%
2 – 2%
1 – 2%
Don’t Know – 38%

Benchmark Goal for UO 2

Hā‘awi Kōkua will provide broad outreach to entire campus to increase their awareness of HK services and the needs of Students with Disabilities.

Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.

Expected for Unit Achievement: 30% return - 75% positive

There were a total of 62 surveys sent out for the 2017 – 2018 year with 14 (23%) responses. Of the responses there was a 50% positive response.

Selected programs and participants will report increased awareness of HK services and the needs of SWDs.

Expectation for Unit Achievement: 10% return - 50% positive response

There were a total of 197 surveys sent out for the 2017 – 2018 year with 24 (12%) responses. Of the responses there was a 76% positive response.

There was very positive feedback about the awareness of the services and utilization of resources that are available to SWDs (as seen above)

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

Services provided at the two separate campuses by Hā'awi Kōkua was staffed by one FTE faculty position and one Temporary APT A position. Half way through the assessment period in March 2018, the APT A position was vacated and replaced with a Casual Hire APT A. This appeared to affect SWD as there was a noticeable decline in satisfaction. During the period, Hā'awi Kōkua still had difficulty acquiring qualified applicants for Note Taking and Peer Mentoring positions. As a result, note taking positions were replaced entirely by Note Taking Express technology. The transition for the SWDs and faculty was difficult due to the increased responsibility placed on students for recording and uploading of lectures into the web-based program. Faculty voiced concern that the students were not receiving the personalized services as previously provided.

Every semester, the trend of SWDs enrolling in the Hā'awi Kōkua program have displayed greater academic needs and challenges that require more intensive attention and services. Consequently it has also become increasingly difficult to find and retain student employees as Peer Mentors to assist students with support. It would be a great benefit to the department and institution if the APT position would become permanent as it would ensure that SWDs would be provided adequate and consistency of services at both campuses. It would be extremely difficult and impossible to service the needs of the SWDs at the two campuses without two full time positions.

This unit is constantly researching resources that will improve the effectiveness and efficiency of the services that it provides. Due to the small student body and resulting allocated budget for this unit a lot of resources are not feasible for an institution of this size. Furthermore, with the decrease of qualified and reliable applicants, the coordinator must continue to find assistive technology resources that can be utilized. The barriers of being such a small unit for utilizing assistive technology resources is decreasing the personal contact that SWD at HawCC have been accustomed to, the upfront costs and investment needed to follow through with the programs, the technological barriers that make using such software increasingly difficult, and the constant updates by the programs that may further confuse SWDs.

Another barrier that affects this unit is a way to accurately collect data on the efficiency and value of its services. Hā'awi Kōkua's goal is to provide academic accommodations to meet student's needs and increase the successful completion of their courses. However, this is just one of many factors that may affect academic performance making it difficult to utilize student success data as one of its unit outcome measures.

Data continues to reflect that the greatest barrier for SWD is persistence from their 1st to 2nd semester. Feedback received show that they are either not “college ready” or that the transition of services provided by DOE are greatly less involved at the post-secondary level.

HawCC is a small institutions and due to its size, it doesn't have the capacity to provide a lot of accommodations. SWDs have a space that is designated as an Assistive Technology Lab in which they receive support from staff and includes various Assistive Technology resources at 8 different computer stations. Due to the high traffic in the area is constant slamming of the exterior door which is quite loud and frequent especially between classes. The area right outside of the door is often times used as an area where students gather and can be loud as other students wait for their class to begin. This area also creates confidentiality issues for SWDs who do not wish to be identified and the decreased appeal to use the lab due to location.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY17-18 assessment results. Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

This unit will provide ongoing evaluation of the services it provides and exploration of more cost-effective and efficient resources available to benefit both SWDs and the institution.

The coordinator will utilize professional organization membership and resources to research new resources available to SWDs.

This unit will ensure equity between the two campuses.

Survey will be collected from students at both campuses and combined to ensure confidentiality.

This unit will strive to receive better feedback from SWDs on its surveys.

The coordinator will continually work with staff to encourage SWDs to complete surveys provided.

