

Non-Instructional Annual Review

DisAbility Services

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional area's consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "...enriching the lives of our students and our community."

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. Department Title:

disAbility Services

2. Department Purpose Statement:

To promote reasonable accommodations to facilitate access to all programs and services at Amarillo College.

3. Department Review Year (i.e. Most Recent Academic Year)

2013-2014

4. Date of Submission:

July 2014

5. Lead Person Responsible for this Department Review:

Name: Brenda Rossnagel
Title: Coordinator of disAbility Services
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6. Additional Individuals (Name and Title) Responsible for Completing this Department Review:

II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis and/or what significant quantitative data do you collect or review on an annual basis? (Please provide links to data/report information or a succinct summary of your data findings.)

Number of students registered with disAbility Services
 Number of contacts with students
 Types of disabilities served.
 Tutoring Pass rate – math tutored disability services students.
 Number of students receiving accommodations.
 FTIC pass rate for disability services students. – 2008 – 2013, Data Book Table 2F
 Fall to Fall Retention Rate (Data Book 2I)

2. Based on the past year’s data (referenced in Question #1), please evaluate your data and/or department. (Place an ‘X’ in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1.Number of students registered with dept.		X	
2.Number of student contacts		X	
3 Types of disabilities served.		X	
4.Tutoring Pass rate		X	
5. FTIC pass rate		X	
6. Fall to Fall retention rate.		X	
7. Use AccuTrack program	X		

3. (If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).

Would like to implement AccuTrack so that we can use it to track other items for our department. These may include the exact service provided each student – Advising/Registration, Accommodations, and tutoring for example. Planning to use survey questions for initial interviews as well.

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

Implementing AccuTrack with more training on how to extract data and to ensure ease of use for students and staff.

III: Existing Data (Based on Surveys, Focus Groups, and Interviews)

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?

(Place an 'X' in the text box that corresponds to your response.)

Yes x (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)
X	

2. Summarize the most important information that was collected and/or reviewed and the results.

Questionnaire DSABSURV1 -Fall 2013 – 98% of disAbility Services students responding to the survey indicated satisfaction with the disAbility Services Department.
% Satisfaction with: elevator access – 89%, restroom access – 88%, parking access – 59%, ramp access 100%, outside door access – 93%, and inside door access – 95%.
Disability Services provision of: classroom equipment – 72% satisfied, advising – 96% indicated satisfaction, overall satisfaction - 98%.

Focus group – Computer access/ Spring 2014 – students indicated features of web pages that could be improved and gave their ideas to IT. They suggested pages be more consistent in order to provide access.

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

Will continue with survey, but add more areas for comment. Will continue to share results with Physical Plant.

Plan to arrange further focus groups to address web accessibility. Will continue to work with IT to affect change.

PART B:

Additional Comments Related to Surveys and Qualitative Research (Not Required):

Plan to conduct this survey each October and share results with Physical Plant. Will revise questions as appropriate.

Continue computer access interviews with students each semester.

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department **most** focuses on any of the No Excuses goals/initiatives.

No Excuses goal_ Successful completion or courses with a grade of C or better.
Our department provides a professional math tutor who specifically works with students with disabilities. His pass rate this past year was 90% in the math classes he tutored. Classes included developmental math classes and college algebra.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals **OR** to move the needle toward fulfillment of the No Excuses goals?

- If so, please explain.
- If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

Became more aware of web accessibility needs of students essentially due to the new LMS/Blackboard system. Worked with students and faculty to provide immediate solutions to students. Have now created an Institutional Planning Group to address web accessibility and work on an institutional plan for accessibility and to develop faculty training to promote web access so that all student will be able to use the programs needed and therefore be able to remain in classes therefore increasing the retention rate of students.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's **most important** goals (i.e. broad things you would like to accomplish)?

Improve retention rate – fall to fall
Promote advocacy skills,
Increase pass rate
Provide specific training activities, new student orientation sessions.

2. For this review year, what is/were your department's **most important** outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

A. After meeting with the student and reviewing documentation and disability needs to develop an accommodation plan, at least 60% of students will take the form to classes and return the signed form to disability Services determined by Semester reports completed by disability Services.

B. After using the math tutoring services, students will demonstrate a pass rate of over 70% in the math class tutored by disability Services as evidenced in the Semester report completed by disability Services.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

A.

Our department assessed the above outcomes with a semester report completed each semester. A spreadsheet is kept noting all students who receive accommodation forms and the number of students returning the signed forms to the department.

Spring 2014

Given	Returned	% Returned
239	136	57%

Fall 2013

Given	Returned	% Returned
276	170	62%

As noted in the charts above taken from the Semester Accommodation spread sheets completed by disability Services the target of 60 % return rate was maintained in the fall of 2013, but in the spring of 2014 the target goal was not met.

These results indicate that more communication with students is necessary in order for them to become advocates for themselves and have the forms signed and return to our office. Sending more reminders to students throughout the semester to return the signed forms may be helpful.

B.

The math tutoring pass rate for Fall 2013 was 90%.the Semester report completed by disability Services and the individual report completed by Mr. Fenstermaker, math tutor, indicate that 22 students received the tutoring with 20 of them making a grade of C or higher in the math course tutored.

The spring 2014 math tutor pass rate was also 90% with 22 student being tutored and 20 maintaining a C in the course as determined by math tutor's individual report completed to compile the figure used in the department semester report.

This indicated that the math tutoring with students in this department is very successful.

The spring 2014 math tutor pass rate was also 90% with 22 student being tutored and 20 maintaining a C in the course as determined by math tutor's individual report completed to compile the figure used in the department semester report.

This indicated that the math tutoring with students in this department is very successful.

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

Plan to have more contact with students. Plan to send them some type of communication from our dept. each month. This is meant to encourage engagement, advocacy, pass rate, and retention.

PART C – Strategic Planning:

Each department is expected to support AC’s Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.

3.4 Match demand for services of student and academic support with space requirements and technology expectations. Doing this through the Physical Accessibility Survey and now with the Web Accessibility Plan Committee.

2. (If applicable) What additional item/s should AC’s Strategic Plan address?

Include disability when mentioning ‘at risk’ students.

PART D – Core Objectives (CR 2.10):

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC’s General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.

Teamwork: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills	X	
Critical Thinking Skills	X	
Empirical & Quantitative Skills		X
Teamwork		X
Personal Responsibility	X	
Social Responsibility	X	
Note: May Insert other Objective/s		

2. For each objective that received a “Yes” response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

➤ Assessments can be indirect (e.g. surveys, focus groups, etc.) or [direct](#).

Communication /Accommodation form/Dept. monthly and semester report/60% currently receive them
 Critical Thinking Accommodation form/Communicate with disAbility Services and the faculty member, determine how this is processed and what to say.
 Personal responsibility and social responsibility / New Student Orientation Session. Meet with a group/develop a connection.
 Social responsibility/ Student of the Month/LITE – personal struggles were communicated to the community. Influences others and can affect opinions about the importance of students with disabilities receiving an education.

3. Please indicate (place an X in the corresponding box/is) the mode of delivery by which you offer any support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

Plan to contact all students registered with the department once monthly. Also plan to send reminders at least once a semester to encourage faculty to remind students of the availability of disAbility Services.

V: Policies and Procedures

Amarillo College’s non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) “Policies and Procedures” questions if they are pertinent to their area. If a department has additional questions they would

like to include for accountability or some other purpose, they will also include those questions on this section of the form.

- 1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)**

Maintain confidential medical information in locked files.

- 2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?**

Hold staff meetings throughout the year and address these and other issues with them at that time. Recently wrote a published a Grievance Policy for students with disabilities in the Rights and Responsibilities. Communicate with faculty through email Faculty Guide and send periodic Disability Issues via email at least twice each semester. These Disability Issues concern 'hot topics' related to working with students with disabilities.

- 3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?**

Addressed the Grievance Policy before a complaint was presented.

- 4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.**

Am working on Web Accessibility with a committee at AC to address the computer accessibility issue. Will develop policy, procedures, and training pertaining to Web Accessibility. The federal law addressed is ADA, Section 504 and Section 508.

Also considering a policy change in utilization of the Deaf/Blind Exemption to promote student retention and success. This will need to be coordinated with financial aid and the registrar.

- 5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.**

Did complete a Student Guide and place it on the Web this past year. This outlined policy in more specific language for students with disabilities.

VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Web Accessibility and Computer IT Support. Blackboard brought it to our attention that it was not accessible to students with visual impairments. Assistance in determining what needs to be done now, options for faculty training, and then continued support with computer software to provide appropriate accommodations to students. Issue important for student success, but also to meet federal and state law. I would like to continue with the committee, but would also like to have IT personnel dedicated to accessibility issues

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):

At some point I would like to have electronic records. This would involve coordination with many entities because HIPPA laws would need to be followed due to the medical records included in our office. Dedicated staff and scanning materials would be needed. Confidentiality and privacy issues would need to be addressed as well.