**Non-Instructional Annual Review  
 Disability Services**

This document addresses the following SACSCOC requirements: \_\_ (if applicable) \_and IE Topics 2.5, 3.3.1, and 3.5

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:**

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| disAbility Services |

1. **Department Purpose Statement:**

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

1. **Department Review Year (i.e. Most Recent Academic Year)**

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| 2014-2015 |

1. **Date of Submission:**

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| June 2015 |

1. **Lead Person Responsible for this Department Review:**

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| Name: Brenda Rossnagel  Title: Coordinator of disAbility Services  E-mail:bjrossnagel@actx.edu  Phone Number: (806) 371-5436 |

1. **Additional Individuals (Name and Title) Responsible for Completing this Department Review:**

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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.)**

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| 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.  Pass rate for disability services students. – 2010 – 2014, Data Book Table 2E  Fall to Fall Retention Rate (Data Book 2Jx)  <https://iresearch.actx.edu/html/databook/databook.html> |

1. **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.)**

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| **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. pass rate |  | x |  |
| 6. Fall to Fall retention rate. |  | x |  |
| 7. Use AccuTrack program | X |  |  |

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

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| 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. We did not implement AccuTrack for 2014-2015. It was not possible to negotiate the appropriate terms to meet the needs of our department. Do plan to implement for 15 16. |

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

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| Implementing AccuTrack with more training on how to extract data and to ensure ease of use for students and staff for the 15 16 academic year. |

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.)**

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

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

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| Questionnaire DSABSURV1 -Fall 2014 – 95% of disAbility Services students responding to the survey indicated satisfaction with the disAbility Services Department.  % Satisfaction with: elevator access – 90%, restroom access – 96%, parking access – 78%, ramp access 96%, outside door access – 92%, and inside door access – 94%.  Disability Services provision of: classroom equipment – 68% satisfied, advising – 96% indicated satisfaction, overall satisfaction - 95%.  New Student Survey – the purpose is to determine whether students are learning the information they need after the initial sessions with disability services especially in relation to being able to demonstrate advocacy skills.  Survey Results – 1. I know how to tell someone about my disability and what I need to help me. Of the students answering the survey – fall 2014 – 98% and spring 2015 100% agreed. 2. I am aware of the services offered through disAbility Services. Of student reporting – 98% agreed for fall 2014 and 100% agreed for spring 2015. 3. I am aware of how to obtain disAbility Services Accommodations. Of students completing survey, 97% agreed for fall 2014 and 99% agreed for spring 2015. 4. I know what to do next in the application/registration process. Of students taking survey, 97% agreed for fall 2014 and 99% agreed for spring 2015. 5. I feel more comfortable about coming to college and I know who to contact for help. Of students reporting 97% agreed for fall 2014 and 100% agreed for spring 2015. |

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

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| Will continue with Physical and Disability Services Survey, but will add more areas for comment. Will continue to share results with Physical Plant.  Will continue with New Student Survey. |

PART B:

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

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| Plan to conduct Physical Accessibility survey each October and share results with Physical Plant. Will revise questions as appropriate.  Will continue New Student survey and revise questions as appropriate. |

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.**

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| 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. We had many changes in this during the past year as part time individuals filled in for this position. The pass rate for math tutored classes in the fall 2014 was 90% for 11 students. The pass rate for math tutored students for spring 2015 was 65% for 23 students. Classes included developmental math classes and college algebra. |

1. **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.**

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| Plan to work with a part time math tutor for our department who is a full time faculty member. Her duties will be spread between the math department and disAbility Services. Plan to use student tutors for times when this individual is not available. Plan also to use others to assist in testing as needed. Would like the math tutor pass rate to remain at over 70% each semester for students receiving math tutoring through this department.  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 students 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)?**

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| Promote advocacy skills,  Increase pass rate / math tutored students |

1. **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.)

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| #1: 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.  #2: 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. |

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

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| #1: 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.  **Fall 2014**  Given – 293  Returned – 145  % Returned – 49%  **Spring 2015**  Given – 223  Returned – 115  % Returned – 52%  As noted in the charts above taken from the Semester Accommodation spread sheets completed by disability Services the target of 60 % return rate was not maintained. This does NOT indicate that students did not get their accommodations, but that they did not bring the signed form back to us for verification from the instructor.  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.  #2:  The math tutoring pass rate for fall 2014 was 90% per the semester report completed by disAbility Services. Eleven students received tutoring and 10 out of 11 passed with an A-C. In the spring 2015 semester 15 out of 23 passed with an A-C.    This indicated that the math tutoring could work with a few more students and have a more successful pass rate in the future. This position was ‘manned’ by part time student workers and employees this past year. |

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

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| #1: To increase Accommodation Plan submission to the department - 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. Plan to start a Facebook page for additional communication with students.  #2:To increase math tutor pass rate - A faculty member has been hired on a part time basis with our department to provide math tutoring. |

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.**

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| * 1. 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. |

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

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| 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?**

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| **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 |  |  |

1. **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](http://www.actx.edu/iea/filecabinet/425).

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| Communication – This is developed through receipt of the Accommodation form and in initially meeting with this department. The student must outline his interests and address strengths and weaknesses in such an interview. 71% of students in fall 2014 semester requested accommodation forms. 416 students eligible to receive the form and there were 293 forms given. In spring 2015 there were 352 students eligible to receive accommodation forms and 223 forms were requested by students. Therefore in spring 81% of students eligible to receive accommodations requested them. (Numbers calculated from fall 2014 and spring 2015 semester reports.)  Critical Thinking – Demonstrated in requesting the Accommodation form. Demonstrated as the student follows the correct process in obtaining the form and then in receipt of accommodations. Also demonstrated when students make an appointment with our office. Demonstrated when students work with us to develop a schedule as they have to take into account many factors affecting what classes they need, when they are available, and what will work in their schedule.  Empirical and Quantitative Skills – These are taught through the math tutoring area with direct student contact to teach these skills.  Teamwork – Demonstrated as students work individually with the tutor or testing specialist. Also demonstrated between students as they often help one another by discussing shared experiences. Demonstrated by students as they ‘volunteer’ to attend the LITE scholarship program and present information as Student of the Month. Students must prepare information and be willing to present this to a large audience.  Personal responsibility \_ Demonstrated as students attend appointments on time with this department. Demonstrated as students attend New Student Orientation Sessions conducted by this department.  Social Responsibility – Demonstrated as the Student of the Month recipients attend and present at the LITE Scholarship Luncheon. This is a community event emphasizing the abilities of persons with disabilities and the importance of education. |

1. **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.**

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| **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?**

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| 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.  Plan to develop and implement a Facebook page to further communication between students and our department. |

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)**

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| Maintain confidential medical information in locked files. |

1. **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)?**

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| Hold staff meetings throughout the year and address these and other issues with them at that time. 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. |

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

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| Students who needed to use a calculator for basic math testing are now allowed to complete this testing in the Math Testing Center. A student told us and his instructor that he needed to test on weekends and there was not access to any other testing area other than the Math Testing Center. Since he used a calculator on his basic math test he had to test in a different location. Through working with his instructor and math Testing Center personnel we developed an additional color of exam for this particular category of student and solved this problem. This eliminated a barrier and allowed the student the flexibility of an expanded testing schedule. |

1. **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.**

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| 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.  Policy change was made this past fall to use of the blind/deaf exemption. This was state law SB 1210. |

1. **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.**

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| Reviewed and revised Faculty Guide which is on the disAbility Services website. |

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.**

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| Web Accessibility and Computer IT Support. 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. |

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

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