

**Services for Students with Disabilities
Administrative Department Review
2019 Plan**

Being an effective institution means the College is meeting its stated mission. Measuring degrees of effectiveness and modifying where needed to meet the mission is based on a philosophy of continuous improvement. The effectiveness of an institution isn't captured on what our "inputs" are, but what effect they have on students and the community. Administrative Department Review processes help to measure the effectiveness of the activities we do, and give strategic direction for improvement when needed.

Administrative Department Reviews are submitted to the President's Advisory Team, the President, and the Assessment Web Page every three years, and include:

- Review and confirmation of department mission, purpose, and expected outcomes related to College Mission and Vision.
- Identification of 1-3 assessment activities.
- Documentation of results and analysis of assessment activities.
- Identification of departmental needs related to goals.
- Provision of data for College Planning, including resource allocation.

Department Overview

Administrative Department	Services for Students with Disabilities
Contact (Person responsible for reporting)	Jamie Rougeux
Participants	Jamie Rougeux, Nancy Blair-Madison, Erin Trimble
Date Review submitted	<u>March 2019</u>
Report Submitted to	_____

1. Mission Fulfillment

How does your department support/strengthen the college's ability to fulfill its mission and vision?

Mission: Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong education opportunities.

Vision Statement: To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

Please provide your department's mission statement, including specifically how your department contributes to (check one or both):

Student Success
and/or

Community Enrichment

Department Mission Statement:

- To facilitate access of COCC offerings for people with disabilities through partnerships with students, staff, faculty, and community members by providing education, advocacy and accommodations.
- Our department supports/strengthens the college's ability to fulfill its mission and vision by ensuring students receive equitable access to all of the opportunities offered at COCC. If there is found to be a barrier or limitation for a student to be able to access COCC, our department works to reduce these barriers. Reducing these barriers allows more possibility for success and enrichment to be achieved during the experience, as the person will now be able to fully participate, whereas previously they were limited. Our department also continuously and proactively advocates for a fully inclusive environment that welcomes students and community members from a diverse need through promotion of Universal Design.

2. Department Purpose

What are the key duties, responsibilities, and/or functions of your department that support your department mission? Include brief descriptions of staffing, budget, services, and location. (Location may be room or building specific, and/or branch campus specific.) Include any relevant recent changes. Response should be limited to one paragraph to one page maximum.

- The Services for Students with Disabilities purpose is to help provide students and community members with an equitable experience of all COCC programs, activities and events.

Duties, responsibilities, functions, activities, and tasks of your department:

- Facilitate access for students and community members to COCC programs, events and services.
- Correspond and coordinate accommodated services with department constituents that serve COCC.
- Keep detailed record of confidential documents and matters having potential legal implications.
- Facilitate education and training for COCC staff and faculty on ADA law, department policies, and best practices for accessibility

Staffing, budget, services and location:

Staffing: 3 full time employees, fluctuating numbers of irregular wage employees dependent on the need:

- Coordinator of Services for Students with Disabilities (Administrator, FT 11 month contract)
- Sign Language Interpreter Facilitator (Administrator, FT 9 month contract)
- Administrative Clerk Senior (Classified, FT 12 month contract)
- Irregular wage staff include classroom aides, sign language interpreters and student note takers

Budget:

- 1.0 Administrator Salary (2 positions), Coordinator of Services for Students with Disabilities & Sign Language Interpreter Facilitator= combined total of \$101,439
- 1.0 Classified salary for a 12-month contract, Administrative Clerk Senior = \$40,898
- Irregular Wage = \$40,672

Services:

- Assess students qualifying for services through documentation and student self-description
- Assess students for reasonable and appropriate accessible services
- Provide conflict mediation, consultation, direction, education and training for faculty and students regarding accommodated services.
- Research and update institutional policy on best practices regarding ADA law and post-secondary access
- Collaborate, promote, educate departments and faculty on current disability services and proactive accessible design for all of COCC's offerings.
- Community outreach to local high schools and organizations supporting transition of students with disabilities to COCC.
- Coordinate communication and logistical support for accommodations with other departments
- Hire qualified sign language interpreters

- Assess and coordinate sign language interpreters for student needs

Locations:

- The Bend campus houses the 3 department offices: Coordinator, Administrative Clerk Senior, Sign Language Interpreter Facilitator.
- Application for services is online and readily available to students at all campuses
- The Coordinator has traveled to branch campuses to host student intake appointments.
- Phone intakes are available for students at any campus who have a transportation barrier.
- Irregular wage (sign language interpreters, classroom aides) are provided at all campuses upon request.
- Available by phone and email to provide support/consultation to all staff, faculty and students at all campuses.

3. Department Strengths

What are your department's greatest strengths and/or most significant accomplishments during the past 1-3 years that support your department mission? What are the real, proven, consistent, documented elements of your department that make you stand out?

- With a department of only 3 people, there is a lot of reliance and responsibility on each person and it is imperative the 3 roles work cohesively together, or otherwise, will cause a major breakdown in the department functioning. We have 3 knowledgeable, experienced, reliable, people with strong work ethics in each role who work cohesively has a team.
- Our department has been very progressive in bringing our department up to date with technological resources. We promote assistive technology through apps and smart devices, including our new online application, new online department database, and a text to speech program readily available in blackboard for all students
- Our department has created new, and strengthened existing, partnerships with numerous departments that are beneficial for students campus wide. An example of this is a student resource guide that is available for all students, not just students with this department. Another example is the growing collaboration with e-learning that has resulted in new academic technology for all students on campus.

4. Department Challenges

Describe any challenges that may negatively impact accomplishing your department mission. What are the opportunities for improvement in your department? What internal and external factors challenge your area? Please use the terms "internal" and "external" in any way that is relevant to your department.

- We are currently in an internal transition into a new database. The transition is time intensive and will be available to students and faculty in parts called 'modules.' This means we will need to be running 2 systems until we completely transition fully into our new database. This may be

more work initially for our faculty, however, the end goal will be that it will actually decrease the amount of work for faculty. Our current systems (that we are transitioning out of) are time intensive and laborious and will continue to be so until we transition out of them.

- The amount of information from our department for faculty to read is overwhelming, therefore, they do not read it. When they contact us for support, we refer to our documents that are been sent out, and explain the information as well as how to find it. It is a catch 22 situation, where the faculty want more information, however the amount we need to provide is overwhelming and they do not read it.
- Although progress has been started, we are still behind best practice for having updated accessible technology. We also are lacking an accessible technology specialist to help monitor our online information and academic technology being offered in the classroom and ensuring it is accessible.
- A small department of 3 staff means that when 1 staff is out, it creates a high demand on the rest of the staff. There are also limitations in what the other staff can do, which delays information/services to faculty and students.
- Communication channels between and faculty and our department is challenging for numerous reasons: faculty don't read and follow directions (sometimes due to the overwhelming amount we provide), don't contact us if they have any concerns, etc. This results in conflict mediation that may have been prevented if Disability Services was communicated to early on to help problem solve. Faculty also have misdirected students regarding how to receive disability services.
- There is no internal support for students who do not have documentation of a disability. If a student suspects a disability, they need to be referred to outside specialized testing, which is quite costly for a student. This can prevent students from seeking a diagnosis and receiving services.
- It is challenging to keep up with the number of new faculty each term and providing education and training for providing services for students with disabilities

5. Department Goals→Department Outcomes

Based on your strengths and challenges, what are your department goals? What product or service do you want to provide?

To measure success; What are your department's outcomes? What do you want to occur because of your services? (Limit total number of outcomes to 5 or 6 maximum). Identify 1-3 outcomes you will focus on this year.

- A goal describes the *output* (product or service) a department is planning to achieve through its organized activities.
- An outcome describes the *result for or impact on* a customer (internal or external), student, or the institution that is a consequence of the work you do.

Example of a goal: To provide training to students, staff, and faculty to increase awareness about diversity issues impacting student success.

Example of an outcome: The percentage of minority students graduating will be proportionately the same as non-minority student graduation rates.

Goal 1: Disability Services will increase collection points of data by using the reports in the new department database, AIM.

Outcome 1: 100% of The SSD Department reports will have an increase in amount and accuracy of data in reports collected by the end of FY21 by using our new database AIM, as measured by comparison to previous database.

Reports will be able to list: disability diagnosis, student GPA, accommodation requests, students currently registered and did not request accommodations, academic warning status, time of spent on student interaction, # of accommodated exams scheduled and attended, and numerous affiliations. With this new accurate data collection, we will receive accurate measurements and be able to set goals based on the information collected.

Goal 2: Disability Services, students, faculty and staff will increase AIM database usage to improve accuracy of accommodation request, coordination, and implementation.

Outcome 2: 100% of Students, Faculty, staff and the SSD department will streamline/manage all requests and coordination of accommodation implementation by using the AIM database by the end of FY 23.

6a. Procedure, Measurement Tool and Timeline

Describe the activities will you do to accomplish your Outcome(s). How will you measure your success toward the 1-3 outcomes and mission fulfillment? What tools will you use? (Survey, budget, Institutional Effectiveness department data, banner/Argos, etc.) How frequently will you gather relevant data? Provide any data references that you use. The Institutional Effectiveness department will provide relevant data upon request. Data will be reviewed and reported **annually** on the following page.

Outcome 1:

Activities:

- Complete Trainings with AIM on data reporting feature
- Select reports by multiple categories each term
- Compare with reports in previous database, Student Access

Measurement:

- # of trainings completed
- # of reports compiled for data
- Comparison of reports from previous database reports

Timeline:

- In 1 year we will have these increased metrics, increasing each year with more modules released: FY 21

Outcome 2:

Activities:

- Create training for all involved in the form of:
 1. Videos and written material for each module to be uploaded to our student website and our intranet for faculty, including but not limited to: how to request your accommodations, how to receive NT services, how to become a note taker, how to fill out testing accommodations contract
 2. Conduct in person presentations on trainings for all involved including students, faculty, testing center and campus services, including, but not limited to: department meetings, one on one student appointments.
 3. Publish written material in communal areas: bobcat community, zzzfaculty, etc.
 4. Automated emails sent to students

Measurement:

- Reports generated from Goal 1. These reports will be able to tell us if student/instructor have completed agreements on accommodations, students have actually requested communications, etc. There is no data at this time that can identify this.
- Reduced time spent on addressing student/faculty conflict- recorded in data report. Most of the current time addressing student/faculty conflict ends up in identifying the missing information that can be confirmed in the above stated reports. Right now, it is investigative 'he said, she said' communication, which is timely and can provide inaccurate accounts.

Timeline:

One new module will be learned by SSD Department and released for public usage: 1 module every 1-2 terms. Tentative schedule will be:

1. Module: Application for services = released FA 19
2. Module: Deaf and Hard of Hearing = release SP 20
3. Module: Letters of Accommodations = release SU 20
4. Module: Note taking = release WI 21
5. Module: Testing Center = release SU 21
6. Modules: ADA Furniture, ADA Transportation= WI 22

Plan submitted every three years.

It will serve as a reference for resource allocation, activities, and planning during the three year cycle.

Administrative Department Review Report

Due: _____

6b. Procedure, Measurement Tool and Timeline
<p>What activities did you do to accomplish your Outcome(s)? How did you measure your success toward the 1-3 outcomes and mission fulfillment? What tools did you use? How frequently did you gather relevant data? Provide any data references that you used.</p> <p>Measuring Success:</p> <ul style="list-style-type: none">- Most of our process/measurement will be in data collection of reports run in AIM. We will be collecting data at least 2x/term. We run midterm reports and end of term reports.
7. Data
<p>What data have you gathered that inform your department's effectiveness?</p>
8. Summary and Analysis: Continuous Improvement (Report-to be completed annually when data are available)
<p>What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following points.</p> <ul style="list-style-type: none">• Was your planned activity successful at accomplishing your Outcome(s)?• Have you accomplished your outcomes? Is there a need for a new direction? <p>Which measurements indicate an area that you would like to focus on for improvement?</p> <ul style="list-style-type: none">• Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes.• What support do you need from the college to carry out your planned improvements? Identify your biggest area(s) of need to help accomplish outcomes. Review question #2, including staffing, budget, services, and location.

Report submitted annually.
Data and analysis from three annual **Reports** will inform a new **Plan**.