

**SERVICES FOR STUDENTS WITH DISABILITIES
ADMINISTRATIVE DEPARTMENT REVIEW
REPORT OVERVIEW 2020**

Report to be submitted annually.

Data and analysis from three annual report will inform a new assessment plan.

Section 6a: Measurement Tool and Timeline

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.

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.

Measured by: The number of reports that can be generated in AIM, previously not searchable in old database: Examples are: # of Letter of Accommodations sent by students, # of specific accommodations requested, # of classes receiving accommodation requests, specific classes/instructors receiving accommodation requests, students who are registered and have not sent their letter of accommodation requests, captioning hours, etc. The # of new reports are unknown as we are still learning new modules. As we continue to open more modules, there will be more reports available.

Tools used: AIM Database advanced search options in multiple categories.

Frequency of Data Gathered: Daily, weekly, monthly, term.

Data References: Reports listed above were previously not searchable in old database.

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.

Measured by: The number of users in AIM, tracking logistics of accommodation coordination in AIM. Example #1: in our Deaf and Hard of Hearing module, completed interpreted and captioned videos are uploaded in AIM, with notification to student. Interpreter, Student, and Interpreter Facilitator can all log in to manage this accommodation. Example #2: Students log in to AIM to fill out an application, upload documentation, and send their letters of accommodation to faculty. All SSD staff can log in and are notified when new applications/documentation are received, and Coordinator notifies Admin Assistant in AIM when a student is ready to be scheduled. Example #3: Student note takers will be able to log in to AIM to apply to be a note taker, upload notes, and complete invoices to receive stipend at the end of the term. Student receiving the notes can log in to AIM to receive the notes. SSD staff can monitor to see when/if/what notes are being uploaded, and if student receiving notes is logging in to view notes. Example #4: Upcoming test taking module where faculty,

student and testing center will coordinate accommodated tests. There are multiple modules to come.

Tools used: Reports/statistics/notifications received in AIM on staff access dashboard and advanced search options.

Frequency of Data Gathered: Daily, weekly, monthly, term.

Data References: AIM accounts. We can log in and see individual student accounts or search by modules to find the data noted above. Previously, there was no tracking system. There were also lots of gaps in information between students, staff, faculty and other departments assisting in accommodation coordination such as the testing center or our elearning department who coordinates some captioning support.

Section 7: Data What data have you gathered that inform your department's effectiveness? AIM reports and notifications in our dashboards. We are now able to see almost every step a student takes to manage their accommodations, and can follow up with students and staff with more accurate and timely follow up:

- Monitoring individual student accounts for items such as: time stamps of students logging into their accounts, specifics list of approved accommodations, which accommodations have been selected, which courses were selected, logging in to see interpreted videos, etc.
- Tracking interpreting and captioning hours more effectively as those were previously done by hand calculations creating room for error.
- Students are able to apply for accommodations 24/7 where previously they had to wait for the hours of 8am-5pm and for someone in the office to return a missed call to explain how to apply.
- More accurate information available to help resolve faculty/student disputes
- More modules to come that will track more information.

Section 8: Summary and Analysis

What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following:

- We can now follow up individually with student if we see them not accessing their accommodations. This also allows me to resolve disputes more accurately between student and faculty, such as if a faculty states they were not sent a Letter of Accommodations, where I can now track to confirm or dispute. It also allows me to easier access their formal list of approved accommodations, allowing me to review with faculty at a much quicker timeline to clarify questions, whereas the previous database this list would be buried in hundreds of pages of notes.
- Students are scheduled much quicker for an appointment from 1st point of contact (when they apply) as they upload all information needed and are better prepped by answering appointment prep questions on application. Students are then better prepared during their intake appointments to describe their disability information to then be better assessed for accommodations.

- Other departments can request an interpreter for events by filling out online form, now allowing us to bill back other departments for non-required accommodations outside of instruction.

Have you accomplished your outcomes? Is there a need for a new direction?

- For the most part, yes. We have been on track by releasing a module for use every 1-2 terms. We have decided to delay the test taking module until campus reopens as we will need to work closely with the Director of Testing and tutoring and will be much easier to do when we are on campus. We have decided to instead, work on the note taking module- expected to be released this summer. We have also created training videos for our Deaf and Hard of Hearing students that is posted on our internet page for students. We will need to spend more time on trainings for faculty with new modules released. We also have additional modules that we unexpectedly able to release: other department being able to request an interpreter. Here is what we have accomplished and future timeline:

Timeline:

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

Which measurements indicate an area that you would like to focus on for improvement?

- Captioning. This process is very complicated as we do not have a captioning manager who oversees this process from start to finish, and the process involves the elearning department. We will continue to learn the AIM module that can help streamline this process, specifically for our department, elearning, and faculty that need to submit their material.

Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes.

- Continued trainings with AIM on the modules for release every 1-2 terms, specifically test taking and captioning.
- Changing the job description of the Sign Language Interpreter Facilitator to include: Captioning Manager.
- Create training tutorials and videos for faculty as modules become more faculty engaged

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.

- HR approval for job description change. Other departments (testing, elearning) who are willing to work with us using AIM on accommodation management.
- Biggest areas of need to help accomplish outcomes are: time in building and testing out our modules, faculty volunteers who are willing to help test out modules, website development help in promoting directions for students and faculty in navigating modules. We do not need any more budgeting or staffing support as the purchase of this database allows the department to manage more activity with less staff and budget needs.