



SERVICES FOR STUDENTS WITH DISABILITIES (SSD) ADMINISTRATIVE UNIT REVIEW: ANNUAL REPORT 2021

Section 6: Measurement Tool and Timeline

Briefly describe the following:

- **How did you measure your success toward your department outcomes?**
- **What tools did you use?**
- **How frequently did you gather relevant data?**

Outcome 1: 100% of the Services for Students with Disabilities (SSD) Department reports will have an increase in the amount and accuracy of data in reports collected by the end of Fiscal year 2021. We will accomplish this by using our new Accessibility Information Management (AIM) database software.

Briefly describe how you measured the outcome and when you did so.

Our AIM database has allowed us to create new master rosters that include all of the information above, plus more, which we have never been able to do before. We have been able to pull these reports at the end of every term. These are then used as statistics that we provide in a department newsletter each term that goes out to all faculty. We have compared these reports with previous versions pre-database, which confirms the new information and reports we are now able to get.

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 fiscal year 2023.

Briefly describe how you measured the outcome and when you did so.

Students, faculty, housing, e-Learning, Testing, and Disability Services are now all managing accommodation logistics in AIM. There are lots of notification emails to multiple users (noted previously) as well as SSD now being able to monitor multiple user steps. Examples of this include monitoring when students log into their accounts and request accommodations, when faculty complete testing information, and the notification emails that e-Learning and housing receive to manage accommodation requests that effect their departments. The Testing module was just completed Winter term 2023.

Section 7: Data

Briefly describe the data you found as a result of information in Section 6.

Outcome 1: List the data associated with outcome 1 here.

New data reports now received are:

- Total number of students registered for classes
- Total number of students who requested accommodations versus total number of letters of accommodations sent
- Total number of students who inquired/requested information versus students who SSD contact based on referral from Banner, versus students who applied independently directly on our COCC webpage
- Total number of students “activated” with an account in SSD (new account user)
- Total number of individual accommodations approved
- Total number of individual accommodations requested
- Total number of individual disability/diagnosis
- Total number of classes with an accommodation request
- Types of classes with accommodation requests
- Testing accommodation reports (total number of proctoring hours, total number of exams, types of testing accommodations used, etc).
- Comparison of previous terms of all of the above
- Updated and more accurate master rosters per term and per academic year, creating statistics used for department newsletter information as well budget requests or policy reform

Examples of some of this data:

33% = increase in requested testing accommodations from Fall 2020 to Fall 2022

34% = increase in numbers of letters of accommodations sent from Fall 2020 to Fall 2022

39% increase in number of students requesting accommodations from Fall 2020 to Fall 2022

60% = increase in students applying for accommodated services Fall 2022 to Fall 2022

111% = increase of accommodation requests related to digital formatting/digital accessibility
Fall 2020 to Fall 2022

Outcome 2: List the data associated with outcome 2 here.

- Reduced time spent on addressing student/faculty conflict- recorded in data report. Most of the pre-database time spent addressing student/faculty conflict was spent in tracking down the missing information that can be confirmed in the above stated reports. For example, previously, we had no way of knowing when/if a student sent their letter of accommodations to an instructor. That took instructor/student outreach and waiting for a response in having them forward us their emails. Right now, we can look it up in a student account in under a minute. The testing center now sees the exact list of approved accommodations for each test that the student logged in and

requested, therefore, clearing up discrepancies before the test is taken. Previously, faculty would send a separate form to the testing center that would override the approved accommodations list without notifying the student. We had no access to that form/communication between the testing center and faculty. Now we see all email communication and specified notes from faculty directly in our database and can monitor for discrepancies.

- Videos and written material for each module has been created and uploaded to our student website under Additional Accommodation Tutorials. These have been referenced in each student appointment, as well as students being able to self-direct by using.
- An Intranet page for faculty has been created, including 'Coordinating Accommodations' and dropdown tabs for each module that faculty coordinate with (testing, note taking, etc.)
- We provided in-person presentations/trainings for all involved including students, faculty, testing center staff, and the housing department staff by creating visual guides, one on one department meetings, and individual training sessions. We also published written material in communal areas: Bobcat Community, ZZZ faculty, etc. Automated emails have been sent to students.

Repeat the above if you have additional outcomes assessed this year.

Section 8: Summary and Analysis

This section should summarize the data findings and what you intend to do as a result of the findings. While you do not have to respond to each of these, some questions to guide your response are:

- **What do the data suggest about your department's effectiveness?**
- **Which measurements are strong and affirming?**
- **Have you accomplished your outcomes?**
- **Is there a need for a new outcome or adjusting the current outcomes? Do you need to adjust your measurement tool to better assess your outcomes?**
- **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.**

The new AIM database/software has allowed the SSD department staff to cover for each other when one of us is out of the office. This has never been available before. Our Instructional Dean is now also able to log-in and manage AIM responsibilities if needed. This has increased our student service by being able to complete each of our job duties whereas before, when someone was out, those responsibilities were not covered, therefore, delaying services to students. Our department has never been as accurate or responsive as we are now. We are

currently in the process of requesting funds to purchase additional database modules, such as the multi-campus feature and an instructor portal.

The timeline since the SSD original report, in opening each module with the new AIM database has been as follows:

1. Module: Application for services = released Fall 2019
2. Module: Deaf and Hard of Hearing = released Spring 2020
3. Module: Letters of Accommodations = released Summer 2020
4. Module: Note taking = released Winter 2021
5. Module: Testing Center = released Winter 2023 (prep took 2 terms -Summer and Fall 2022)