2017-2018 Non-Academic Program Review – Disability Resources

Program Review Documents should be completed and submitted to the appropriate dean/reporting supervisor and the assessment coordinator no later than June 30th, 2019.

I.   Executive Summary
         A short summary of the program review that readers can rapidly become acquainted with the material without having to read all of it. This section is written last.

II.   Program Overview (Narrative)
         A brief description of the program explaining why it exists, what its function is within the college, and the services the program provides. Finally, describe how the program contributes to student success.

> The Disability Resources department exists to provide students with documented disabilities the opportunity to participate in all aspects of the educational environment. DR conducts intakes to review student documentation and determine adequate accommodations. Members of the DR staff are trained in academic advising, braille embossing, Kurzweil, and smart pens. As academic advisors, DR staff are able to discuss course options, certificates, and degree requirements while developing educational plans to achieve educational goals when working with students. Registered DR students have the option to test in the DR testing room

> CCC is committed to providing college-wide educational support and assistance for students with documented disabilities. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act requires that all CCC College programs, services, and facilities be accessible to individuals with disabilities except where the action necessary to achieve accessibility would result in a fundamental alteration of the program or would impose an undue burden. Disability Resources works closely with other college departments and community agencies to enhance and support educational choices. All efforts are made to promote independence and the highest extent of integration into our learning community.

> An individual with a disability is an individual with a documented impairment that substantially limits one or more of that individual's major life activities. Recognized disabilities include, but are not limited to, mobility impairments, deafness, hard of hearing, blindness, visual impairments, learning disabilities, chronic medical conditions, and psychological disorders.

> Services are available for all CCC students who provide the required documentation and meet eligibility standards. Accommodations are established on an individual basis through an interactive process and are tailored to the needs of each student. A student may initiate this process at any time and are encouraged to meet with DR upon registering for CCC classes.

III.   Program Mission, Goals, and Objectives

Mission - Disability Resources facilitates an accessible community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. This occurs through partnerships with students, faculty, staff, and the community to promote students' independence and inclusion to ensure recognition of their abilities, not their disabilities. The DR office is a service provided by the Office of Student Development. Purpose of Student Development: Student Services to facilitate access to the college and to support learners' attainment of educational goals.

104-00 AMERICANS WITH DISABILITIES ACT (ADA) POLICY

Coconino Community College will initiate and maintain programs and efforts required under the Americans with Disabilities Act (ADA) and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. No qualified person will, because of disability, be denied access to, participation in, or the benefits of any program, activity, or service offered by the College. The College will comply with applicable building standards for existing, new and remodeled College-owned structures, and support the ongoing process of reasonable accommodation to applicants, employees, students, and the general public using or seeking to use College facilities and services.

A.   Goals and Objectives
Provide a list of the goals, objectives, and outcomes of the program. When applicable, define how these goals align with the current strategic plan and provide evidence on how the program has been working to accomplish these goals.

Goal: To provide adequate accommodations to students registered with DR

Expected Student Learning Outcomes
As a result of DR accommodations students will:
1. Persist to the following semester
2. Continue to receive accommodations the following semester they are in classes

DR services address goal one of the strategic plan, "CCC will provide learners educational opportunities that are accessible and affordable, while also being economically feasible for the college". Tactics under this strategy include:
1. Inform students, faculty, and staff of DR services and processes to register with the department.
- Present at New Faculty Orientations
- Present at All-Employee HR days
- Classroom presentations every semester
2. Identify innovative & cost effective technologies to provide adequate accommodations to DR students

- SmartPens
- Braille software- Duxbury DBT braille software; TactileView; Microsoft One Note

3. Identify ways to use technology to store sensitive student data
- Implement process to transition DR accommodation paperwork to electronic files in Banner
- Coordination with IT to identify an electronic way to store sensitive student information including PII

IV.   Changes/Improvements Since Last Review (if applicable)

      A.   Recommendations from most recent program review and/or advisory committee(s)

List recommendations that were received given during the last program review, and any that have occurred within the previous five years. Elaborate on actions taken on the recommendations and the effects these actions had on the program. If no action was taken on a recommendation, describe why no action was taken.

N/A

V.   Personnel, Facilities, Resources and Funds

      A.   Personnel

Provide an overall description of the staffing and organization of the program. Provide a description of the distribution of responsibilities between the positions within the program. Detail the professional development opportunities offered and utilized by staff.

There are two full time employees, one full-time DR Coordinator and one full-time DR Specialist.
The DR coordinator is responsible for intake, grievances, outreach, and program management, management of the budget, training new staff members, faculty orientation.

one fulltime The DR Advisor is responsible for intake, data conversion and entry, accommodation facilitation, academic advising exclusively for DR students, assistive technology training, and scheduling.

FWS – clerical duties; data entry, assisting DR coordinator/ DR specialist as needed; DR related projects

Notetakers- students who are enrolled in the course can receive up to $20/ per credit hr for allowing the Disability Resources Dept. to copy their notes from the classes.

Interpreters- ASL Interpreters, are certified local interpreters, who are paid out of the DR budget @ $50/ hr. for their services.

The DR department has a standing offer of training for faculty on accommodation facilitation for students in their classes as well as training on assistive technology for any interested staff. DR has a required presentation for incoming full time faculty as part of orientation.

DR utilizes professional development opportunities offered by AHEAD (the professional organization for higher education disability services workers), along with a dedicated email listserv of higher ed disability professionals.

    B.   Facilities and Resources

Describe any designated space that is provided to support the program. Describe any designated equipment purchased to support the program. Provide observations on how the facilities and equipment contribute to the mission of the program. Provide observations/data on how the facilities and equipment contribute the quality/quantity of services provided by the program. Elaborate on future trends or needs of the program detailing how this will lead to student success.

The Disability Resource Coordinator and Specialist work primarily out of the Lone Tree Campus in the Student Center. The office location is centrally located for students to access support services including DR, Tutoring, Advising & Career Services, TRIO, and Testing. The DR Coordinator and Specialist require a space that allows for privacy when providing intake and DR services to students. As a necessity for students requiring additional test time, a quiet testing environment, and there is a designated proctor testing room for DR students to use. The DR testing room has two computers for students that require assistive technology and several desk spaces (8 cubicle spaces for students to use for testing).

Resources include 10 SmartPens, a braille embosser, 2 laptops, 6 ADA desks, 4 ergonomic chairs, 2 wheelchairs, recorders, and lockers.
Additional resources include software licenses including Kurzweill reading program, Dragon Naturally Speaking; JAWS.

    C.   Finances

Revenues and expenditures aligned within the budget, and what revenues are generated through program activities. Any applicable trends and impacts on the budget should also be discussed.

VI.   Partnerships and Collaborations, if exist

    A.   Internal

List any internal committee(s), advisory groups, or other collaborations the program participates in. Detail the composition, information on meetings, other functions or activates of involvement.

- Academic disciplines

- DR Coordinator & Specialist participate in the weekly Student Affairs staff meeting
- DR Specialist is a member of the FYE committee that meets monthly
- Signage Committee
- Recruitment Committee

B.   External
Identify advisory councils, high school connections, community agency connections, or other forms of connections which pertain to the mission and objectives of the program. Detail the composition, information on meetings, other functions or activates of involvement.

- Participate in NACoPTT, (Northern Arizona Community of Practice Transition Team) The Committee is made of various organizations and outside agencies that meets once a month to talk and discuss how to better serve the youth within our committee. This is done through local outreach, job/transition fairs, working with local schools/ colleges.
- Voc Rehab,
- FUSD schools,

VII.   Customer and Services Review
A.   Review of Provided Services
Provide a detailed review of the services provided by the program. Explain how the services support teaching and learning within the college.

The support the Disability Resources office provides to their students are essential in helping students have access to education on a level playing field.

B.   Support of Students
1.   Define the metrics used to measure student success.
- Numbers of students registered
- Student continuation of DR services/accommodations
- Use of services; testing, equipment, software, etc.

2.   Analysis of the demographics of the participants of the program, identify any populations not being served, trends and patterns and comparisons to other Arizona programs should be discussed. Use results of qualitative measures aimed at how best the program provides services or support students.

All CCC students with a documented disability can register with the DR office to receive adequate accommodations. The program continues to be strong in the level of accommodations provided, however, there is a need to provide access to:
- Extended campus students; Online, Page Instructional Site, and Fourth Street Innovation Center
- Students needing services after 5:00pm
- Students with onset of mental illness as adults do not have documentation and often lack the necessary insurance or funding to be tested

C.   Support of Faculty and Staff
Analysis of the demographics of the participants of the program, identify any populations not being served, trends and patterns and comparisons to other Arizona programs should be discussed. Use results of qualitative measures aimed at how best the program provides services or support faculty and staff.
Provide chart of demographics of participants

There is always that margin of error where a student that is being served and not counted in the data. Some students with disabilities may choose not to disclose their disabilities and therefore are not counted as well. In addition, some students may enroll in the program, but may never finish the process and are not counted.

Disability Resources serves a diverse population of students from a variety of ethnic, cultural and socio-economic backgrounds and disability categories. While DR students are unique in that they have a documented disability, their demographics run parallel to those of the general CCC student population. For example, 24% of the general CCC population comes from "other Arizona" high schools compared to slightly less of these students composing the DR population with 23%. Students entering from Flagstaff High Schools compose 14% of all CCC students while these students contribute 17% to DR's student population. For more statistical information regarding where CCC and DR students enter from, please see Table 2. Table 2 highlights some of the most common demographic categories in which DR students are similar to the entire CCC student body. Other notable aspects of the DR population are: Native American students account for 21% of the entire population while DR serves slightly less with 13% (See Table 1). DR does serve slightly more White (63%) and Hispanic (15%) individuals compared to White (52%) and Hispanic (12%) ethnic groups in the entire CCC population (See Table 1). In the GED program, there are 7% in the CCC student body compared to slightly higher in DR with 10% (Table 2). As with all CCC students, the majority of DR students declare AA general studies (31%). The second most common major is AAS-Pre Health Careers in which 11% of DR students declared a major compared to 9.2% of all CCC students (See Table 3).
In response to student diverse needs, Disability Resources provides many different accommodations and auxiliary aids. In Fall 2013 and Spring 2014 the most frequently occurring service was advocacy with 92% and 88%, respectively, in each semester. Private testing closely followed this trend in Fall 2013 and Spring 2014 with this accommodation occurring 91% and 85%, respectively. Note Taking services (65% and 59%), use of audio recorder (61% and 57%), use of the Smartpen (40% and 36%), and assistive technology (37% and 33%) were the next most utilized accommodations in both Fall 2013 and Spring 2014 (See Table 4).

Table 1

Race-Ethnicity	ALL	DR
Asian	1%	0%
Black	1%	0%

Hispanic	12%	15%
Native American	21%	13%
Pacific Islander	0%	1%
Two or More	3%	6%
Unknown	10%	3%
White	52%	63%
Average Age	24.5	30.5
Female	56%	57%
Male	44%	43%
Veterans	4%	8%

The Comparative Study

To better understand the impact of services that CCC DR provides, it is important to have an equivalent comparison group. This part of the report is a comparison of traditional academic outcomes for those students that received DR support services to those students who identified as having a disability but did not receive services. The percentage of successful students was examined across all CCC courses. Excluded from this part of the study were students who are blind and/or deaf because this set of students have no choice but to use their accommodations for educational access.

For the purpose of this study please see the following definitions:

a) **DR Served:** Those students who identified as having a disability and **did** register with the DR office and received services.

b) **DR Unserved**: Students who identified as having a disability but **did not** register with the DR office.

c) **Not DR**: CCC students who are not registered with the DR office.

d) **Success:** Course completion of grade of an A, B or C.

e) **Unsuccessful**: The student received a grade D or F in a course

The following results were obtained (see Tables 5 and 6):

·   In fall 2013 the course success rate was comparable for **DR Served (79%)** as for **not DR (80%).**

·   In fall 2013 the course unsuccessful rate was comparable for **DR Served (21%)** as for **not DR (20%).**

·   In Spring 2014 the course successful rate was comparable for **DR Served (81%)** as for **not DR (80%).**

·   In Spring 2014 the course unsuccessful rate was comparable for **DR Served (19%)** as for **not DR (20%).**

·   Both in Fall 2013 there is a significant discrepancy in the **DR Served (79%)** and **DR Unserved** course success rates.

Table 5

Outcome	DR Served	DR Unserved	Not DR
Success	79%	71%	80%
Unsuccessful	21%	29%	20%

Table 6

Outcome	DR Served	DR unserved	Not DR
Success	81%	76%	80%
Unsuccessful	19%	24%	20%

Summary

Disability Resources at CCC is committed to providing equal access to educational opportunities for students with disabilities. The report evaluated data from fall 2013 and spring 2014. The DR student population is comparable to all students at CCC with a couple of minor differences in race-ethnicity with DR having slightly more white (63%) and Hispanic (15%) and slightly less Native American (13%) students than are represented in all students (see section II). As with all CCC students, the majority of DR students

have declared an AA General Studies degree. In addition, there are more students who obtained their GED registered with DR than is represented in all CCC students.

The results from the comparative study demonstrated that the DR student population is representative of all CCC students in course success and unsuccessful rates in both fall 2013 and spring 2014. In addition, course success rates were significantly higher (and course unsuccessful rates significantly lower) with those students who were registered with Disability Resources to those students who had identified as having a disability but were not registered with DR.

VIII.   Analysis

A.   SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis describe using the following definitions:

Strengths –   These are things that are currently done well at the present time. They need marginal or no improvement. This is where you recognize and describe accomplishments and changes that have already taken place which have led to the improvement of some aspect of the program.

- What are the advantages of the program?
  The Disability Resources office provides an essential service to students with documented disabilities to have access to education and all campus services.
- What does the program do well?
  The Disability Resources Dept. does a good job with establishing a good rapport with students in the program and communicating with students and others. They also have done giving feedback to students, faculty and staff.
- What relevant resources do you have access to?
  The Disability Resources Dept. has access to a variety of resources including, communication listerver for professionals in higher education disability service, accesstext, bookshare, NAU Disability Resource Dept., The Learner Center (TLC) and ITS Help Desk @ CCC, and the AHEAD Association.
- What do other people see as the program's strengths?
  The Disability Resources Dept. is continuously involved with the Universal Design of courses for the College to help the are accessible for students with disabilities. The DR Dept. works closely with other Departments within the College, such as Faculty, TRIO, and advising. The Disability Resources Dept. has done an excellent job with their testing center and ensuring students are able to get the accommodations they need for exams. The Disability Resources Dept.

also offers advising for those students enrolled in the program, so they may receive more individualized attention.

- What would the program boast about to someone who knows nothing about this organization and its work?
  The Disability Resources Dept. is a small department that is very approachable and personable. Students get to know the staff in the DR dept. and feel comfortable working with the dept.

Weaknesses – These are things that are not going well at the present time. These are aspects of the program which need to be corrected.

- What can be improved?
  Data collection; satisfaction survey for faculty & students
- What is done poorly?

  Meeting the needs of faculty requests at times, due to lack of timing and staffing. The implementation of student data in a timely manner. The design of the Disability Resources office isn't optimal for student confidentiality.

- What should be avoided?
  One thing the dept. should be avoiding is relying on assignment modifications as a student accommodation, as it could create a fundamental alteration of the course.

- What is the program doing that could be done more effectively/efficiently?
  Better, more accurate means of collecting and tracking data within the dept.
- What is the program not doing that it should be doing?
  The dept. needs to look at alternate solutions to peer note taking, as it incurs a big chunk of the yearly budget. Alternate solutions that are just as reliable include C Reader recorder Pens, Microsoft One Note

- List one thing that could be changed to help the program function more effectively.

  The purchase of the AIMS (Accessible Information Management) software, that is specifically designed for the disability related fields to assist in and keeping track of data collection. The margin for error would be significantly lower, compared to the data collection process we have now.

Opportunities – These are aspects of the program that you want to expand upon in the future because they will help you reach your constituents more effectively. Generally,

they occur because of a change in external or internal markets and situations (i.e. social, economic, and cultural trends) invite involvement by the program.

- Where are the good opportunities for the program?
  Collaboration with Academics, Registration, and TLC
- What are the applicable market trends/department trends the program is aware of
  The use of various software programs to assist in tracking and collecting data; AIMS.
- Identify any applicable trends the program will be utilizing moving forward.

  Moving away from paper forms and going toward an all electronic/online format. Making documentation, data more secure and accessible.

Threats – These are issues which in the future may thwart the progress or effectiveness of the program (i.e. a private school opening in Coconino County that delivers a similar service).

- What obstacles does the program face?
  One of the biggest obstacles is the lack of enrollment within the program, due to changing enrollment numbers each semester. A second obstacle is the ever-changing budget from year-to year.
- Are there required specifications for your program changing?
  N/A
- Is changing technology threatening the program?
  N/A
- Are there financial issues?
  As with many departments at the college, a shrinking budget is always a threat to a service that is essential to student success. Additionally, the cost of one student with braille accommodations can (and has) depleted the annual budget in one semester.
- Are any of the weaknesses a serious threat to the program?

  N/A

- SWOT Analysis

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

IX.   Recommendations and Future Directions

    A.   1 to 3 Year Recommendations (List recommendations in order of priority of completion.) Provide the goal, objective, timeframe, responsible party(ies), and resources implications. Plans to help improve student success.

1. Look at collaborating with faculty and other departments that interact with Disability Resource students to do a joint survey to assist in collecting data. Time frame could begin within the upcoming academic school year at no cost to the college or DR dept.
2. Look into the possibility of obtaining the AIMS software program to assist with tracking and collection of data. The Dept. will look at the annual budget to see where changes could be made and purchase the program. This would be a yearly cost, possibly something to obtain in the near future.

    B.   Revision of Current Goals, if applicable
       N/A

    C.   Future Direction (5-year view)
       Where will this program be in five years? What evolutions needs to occur for the program to continue to meets its purpose and objectives.

       Continue to collaborate with internal organizations Academics, Registration, TLC and Faculty.   Be able to have a streamline survey set up to send out to students via their student email accounts for feedback for data collection purposes. If the DR budget allows for it, to have purchased and maintained the AMS software program to eliminate the risk of errors when collecting and tracking data.