**Non-Academic Bi-Annual Review for Disability Resources Department**

**Years Two and Four of the Program Review Cycle**

The Coconino Community College bi-annual review will consist of two areas: an update to the Program Review Action Plans/Recommendations and a review of any student service evaluations taken.

Prior to completing the Bi-Annual Review form, the Assessment Coordinator will provide the program with the Program Review Actions Plans/Recommendations from the last completed program review. In Year Four, the previous Bi-Annual Review information will be provided as well.

Provide a status update to any of the recommendations. Then analyze any student service evaluations taken during the previous two years. Attach any department/program minutes or other appropriate documentation that recorded discussion of updates to recommendations or of student service evaluation.

1. **ACTION PLAN/RECOMMENDATION UPDATE**

**Action Item # 1:**

Disability Resources Dept. was looking into purchasing the AIMS (Accessible Information Management) computer software program. This Program was specifically designed for the disability related field, to help assist with a smoother transition to data entry, collection/ tracking, and storage of all DR students registered within the Dept.

 **Anticipated date for completion:**

 To be determined as cost can fluctuate yearly depending on the number of students served each year. Startup fees would be the most expensive cost.

**List potential benefits to student success:**

The potential solutions: AIMS programs.  <https://www.accessiblelearning.com>

AIMS could potentially allow us to be 100% paperless and more data efficient. It can provide an even more secure system, less margin for error for student files and data, than what we have set up currently.

**Status Update:**

Due to budget constraints/ limited resources has not allowed for the purchase of the AIMS program at this time. To be considered in the future.

**Last reviewed date: N/A**

**Action Item #2:**

Collaborate with faculty that interact with the Disability Resources and the students we serve, in doing a joint survey (s) to assist in collecting data. Data to be used to help better serve the Disability Resources Dept. and the students receiving accommodations.

**Anticipated date of completion:**

6/30/22

**List of potential benefits to student success:**

Data collection (such as how accommodations are being delivered and sent out) can help the Disability Resources dept with information to better serve students within the program and the classroom more effectively.

**Status update:**

The Disability Resources dept. has not started the process with working with faculty on a joint survey at this time. This is mainly due to the COVID pandemic that had put a pause on the majority of activities and gathering the past academic school year 2019-2020.

**Last Reviewed: N/A**

**Action Item #3:** (new item not previously listed in the program review)

Send out end of semester reports regarding the Disability Resources Depts. Reports contain data and details containing information the Dept. has obtained and collected over the semester. For Fall 2020, the DR dept. had a total of 73 students enrolled in the program, compared to 94 in 2019. In addition, the DR dept. conducted a total of 91 DR consult appointments with students. The DR advisor, also conducted 54 advising appointment for students as well. In the Spring of 2021, there were a total of 49 students enrolled in the program, compared to 80 in 2020. DR advising consisted of 13 appointment and 68 consult appointments. In addition, it also includes any events and other activities DR as been involved in, such as the Focus on the Future event, and the Community Annual Transition Fair.

**Anticipated date of completion:**

This will be a continuing item. Reports will be submitted at the end of each semester to give the Dean and leadership information on DR.

**List of potential benefits to student success**:

The information and data provided by DR provides college Leadership with valuable information needed to make budgetary and staffing decisions that will directly affect service to DR students.

**Status update:**

Two semester reports have been submitted, Fall 2020 and Spring 2021 since the DR program Review was originally submitted. This recommendation came after the Program review was submitted and approved.

**Last Reviewed: N/A**

**Action Item #4:** (new item not previously list in the program review)

Supporting Inclusive Practices in College (SIP-C) Committee work along with NAU and Human Institute of Human Development. As per the SIP-C webpage:

 “The Supporting Inclusive Practices in Colleges Program (SIP-C) is a US Department of Education grant-funded program with the mission to advise, support, and empower individuals with intellectual disabilities to participate and thrive in higher education experiences. We work closely with local college campuses in Northern Arizona through dedicated campus coordinators who assist participants and their families to “set the bar high” for success. SIP-C supports individuals between the ages of 18-26 who are seeking an advanced degree, in any field”. http://Nau.edu/ihd/azinclusiveed/

See the following web page for more information

 https://nau.edu/ihd/azinclusiveed/

**Anticipated date of completion:**

This committee work is ongoing. The group usually meets about once or twice a month.

**List of potential benefits to student success:**

Students who are selected to the program by the committee receive free tuition (up to the first 6 credits) paid though the SIP\_C grant, if there is no other source of federal funding (PELL, VR funding etc.). In addition, they receive coaching from an educational/-SIP\_C coach while in the program. In addition, those students, who choose to enroll in the DR program @ CCC can receive accommodations for classes and advocacy and assistance from the dept. when needed.

**Status update:**

This past academic school year 2020- 2021, there were a total of 4 SIP\_C students who attended CCC (3, of whom were enrolled with the DR dept.) The SIP-C program starting in the Fall 2021 will also include peer mentoring.

**Last Reviewed: N/A**

1. **EVALUATION OF STUDENT SERVICES**

The Disability Resources Dept. open door policy makes it easy for students, who are enrolled with the DR program, to request their Letters of Accommodations (LOA) for the upcoming semester. Currently, the process is all digital, where the DR staff can prepare the student’s letter(s), email them to their student email account, where students would sign and forward to their instructors for signature.

A template is sent with the letter of accommodation to each student, requesting that once all signatures are required, that the instructors send it back to the student and the DR staff. Although time consuming, this process is a fairly smooth process and has eliminated any paper copies that are left behind.

Online LOAs are prepared by the DR staff and sent out to the instructor(s) and students on their behalf, and require no signature from any party member.

Every semester, some students have an attendance accommodation on their LOAs. The DR Staff have found that accommodating this certain accommodation to be a challenge, due to the fact, that it requires meeting with instructors to talk about their courses/syllabus. The more courses the student(s) has, the more meetings are required. The DR Dept. is still working to find a way to streamline this process to make it more manageable and easier for all parties involved.

New students who are incoming to the DR program, the DR staff have broken up the intake process to make it a smoother process. The DR Coordinator conducts all initial intake appointments with students and ensures all proper documentation is in place and determines eligibility (intake 1). Once this is complete, the process is handed over to the DR Advisor, who conducts the intake 2. This consist of going over the LOA and finishing up any final paperwork (agreement forms, student responsibilities etc.) Students may also receive advising as well once in the program. We have found this to be helpful for DR students and less confusing for them, a they only have to work with one person to get all their needs met.

Another aspect of the day to day operations in the department is the sorting and scanning of students’ files into Banner. Although this is an improvement from 2 years ago (just using paper files), there are still some drawbacks. The number of profiles that are created through our computers via intake 2 process with students, has slowed down the DR computers, to a point we had to have IT come and wipe them to speed them up again. The margin for human error is still there (potential to misplace documentation). Banner does not track data as effectively or give notifications, that is essential for DR use. Scanning documents into banner is extremely time consuming. Banner is not always user friendly. (login issues, scanning issues).

 One program that the DR dept. has researched to help with the issue with Banner is the AIMS (Accessible Information Management) computer software program. This Program is specifically designed for the disability related field, to help assist with a smoother transition to data entry, collection/ tracking, and storage of all DR students who are registered within the Dept.

A number of Universities have used this program with success (University of AZ 2017, Santa Fe College 2015, Un. Of Arkansas 2016) and reviews have been positive.

 https://www.accessiblelearning.com/Cases.aspx

**III. ANALYSIS:** The majority of the goals in the Bio Annual Review are new and have not had any time to collect data and analysis them. The goals that were reported in the 2018-2019 DR program review were put on hold, and or collection of data was limited, due to the COVID pandemic. Data collection and analysis will begin during the 2021-2022 academic school year.

**IV. UPDATE ON ANY PREVIOUS ACTIONS: N/A**

**V. FUTURE ACTIONS:**  1. Research different financial options for AIMS programs; monitor budget for potential purchase.

2. Continue to submit end of the semester reports on dept.

3. Continue to work with NAU on the SIP-C grant to ensure success of program and its student.