**Continuous Improvement Plan**

**Date:** 1/31/2025 **Name of Program/Unit:** ACCESS Department

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**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.)  Include Course Information and Semester in which assessment will occur | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| To have an assessment tool that captures students’ feedback regarding their experience. | Assessment tool is developed to review student feedback. | A 10-question survey to capture student feedback regarding their experiences in the ACCESS office completed. |
| Increase capacity of the department to serve the rising need of students needing services and reduce the student load on each ACCESS advisor. | Confirmation of new hired staff. | Student-to-staff ratio of 250/1 as suggested by AHEAD (National Association on Higher Education And Disabilities) |
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**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**   To have an assessment tool that captures students’ feedback regarding their experience. | |
| 1. **Measure (Outcome #1)**   Assessment tool was developed to review student feedback. | 1. **Target (Outcome #1)**   A 10-question survey was developed to capture student feedback regarding their experiences in the ACCESS office |
| 1. **Action Plan (Outcome #1)**   A survey tool was developed to assess student feedback regarding their experience using ACCESS services. It is sent each semester to students using ACCESS services. | |
| 1. **Results Summary (Outcome #1)**   Year 2: The goal to assess student feedback was implemented and a Survey Monkey link was sent to students at the end of each semester. The use of an SMS system purchased in FY 2021 to increase communication with students to send out the survey link, was used by less than 100 students. Increased results using SMS were not achieved.  **Year 4 Update:** After discontinuing the use of an SMS system to communicate with students, data collection continued via emailed survey links sent to ACCESS students at the end of each long semester (Fall and Spring). On average, 52 student responses were received to the ACCESS Student Survey each semester. | |
| 1. **Findings (Outcome #1)**   Year 2: Permission granting in AIM (**A**ccessible **I**nformation **M**anagement software used by the department) was needed to receive student approval to use SMS to send the survey link. It was used by approximately 2.3% of the students using services. The response rate was not improved using SMS to send out the survey link.  **Year 4 Update:** Since the creation of the ACCESS Student Survey in Spring 2021, the ACCESS team has collected data from students registered with ACCESS at the end of each long semester (Fall and Spring). Analysis of the data gathered from Spring 2021-Spring 2024\* indicates the following:   * On average, 90.21% of students surveyed strongly agreed (70.82%) or agreed (19.39%) that they were treated with respect by the ACCESS office. * On average, 89.13% of students surveyed strongly agreed (57.38%) or agreed (31.75%) that the ACCESS office responded to their accommodation needs in a timely manner. * On average, 85.21% of students surveyed strongly agreed (61.38%) or agreed (23.83%) that they felt comfortable contacting their ACCESS advisor with questions or concerns.   The findings from the ACCESS Student Surveys are supported by other available data. The *2021 Spring Student Survey of Satisfaction with Units* published by Collin College (the most current Student Survey of Satisfaction with Units available as of 12/16/2024) found that:   * 81.2% of students surveyed strongly agreed (64.2%, n=34) or agreed (17%, n=9) that the operating hours for ACCESS are convenient. * 86.8% of students surveyed strongly agreed (71.7%, n=38) or agreed (15.1%, n=8) that ACCESS service is timely. * 92.4% of students surveyed strongly agreed (79.2%, n=42) or agreed (13.2%, n=7) that ACCESS staff are courteous. * 86.8% of students surveyed strongly agreed (81.1%, n=43) or agreed (5.7%, n=3) that ACCESS staff are knowledgeable. * Overall, 90.5% of students surveyed strongly agreed (67.9%, n=36) or agreed (22.6%, n=12) that they were satisfied with ACCESS.   Although the focus of this CIP outcome is to gather student feedback, additional data triangulation is available in survey results from faculty and staff surveys. The *2022 Spring Faculty/Staff Survey of Satisfaction with Units* published by Collin College (the most current Faculty/Staff Survey of Satisfaction with Units available as of 12/16/2024) found that:   * 85.4% of faculty and staff surveyed strongly agreed (64.7%, n=97) or agreed (20.7%, n=31) that ACCESS procedures are user friendly. * 84.4% of faculty and staff surveyed strongly agreed (64.5%, n=91) or agreed (19.9%, n=28) that ACCESS procedures are efficient. * 91.6% of faculty and staff surveyed strongly agreed (76.2%, n=109) or agreed (15.4%, n=22) that ACCESS met their needs in a timely fashion. * 95.8% of faculty and staff surveyed strongly agreed (88.2%, n=127) or agreed (7.6%, n=11) that ACCESS staff are courteous. * 94.3% of faculty and staff surveyed strongly agreed (85%, n=119) or agreed (9.3%, n=13) that ACCESS staff are knowledgeable. * Overall, 88.1% of faculty and staff surveyed reported that they are very satisfied (56.3%, n=85) or satisfied (31.8%, n=48) with ACCESS services.   \*ACCESS Student Survey data for Spring 2023 is unavailable. | |
| 1. **Implementation of Findings**   Year 2: Since SMS was not an effective tool to send out the survey link, the ACCESS office discontinued paying for the SMS texting software. The ACCESS office will continue to send out the survey links in AIM and by general email. The ACCESS office will continue to explore other options to increase responses to review student feedback.  **Year 4 Update:** Overall, the data collected via the ACCESS Student Survey from Spring 2021-Spring 2024 indicated very high levels of student satisfaction with ACCESS services. These findings indicate the need for additional research regarding hours of operation (as only 81.2% of students surveyed strongly agreed or agreed that the operating hours are convenient. Additional research is also needed on reasons that students do not feel comfortable contacting their ACCESS advisor with questions or concerns (as only 85.21% of students surveyed strongly agreed or agreed that they felt comfortable contacting their ACCESS advisor with questions or concerns). | |

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| 1. **Outcome #2**   Increase capacity of the department to serve the rising need of students needing services and reduce the student load on each ACCESS advisor. | |
| 1. **Measure (Outcome #2)**   Confirmation of new hired staff. | 1. **Target (Outcome #2)**   Meet suggested ratio of 250/1 student to staff to student ratio.  [Recommendation comes from National Association on Higher Education And Disabilities AHEAD organization] |
| 1. **Action Plan (Outcome #2)**   Work with Associate Dean and conduct a needs assessment to determine which positions would best serve the college based on population growth and demand. | |
| 1. **Results Summary (Outcome #2)**   Year 2: Since 2020, the department hired a dual credit ACCESS advisor, a part-time ACCESS advisor for the Celina Campus, a grant-funded ACCESS advisor for the workforce programs at the Technical Campus, and a grant-funded assistive technology specialist. These additional staff enabled the ACCESS office to reach the 250/1 student to staff ratio.  **Year 4 Update:** Since the submission of the ACCESS Year 2 CIP, ACCESS has maintained the aforementioned dual credit ACCESS advisor, part-time ACCESS advisor for the Celina Campus, and both grant-funded ACCESS positions (ACCESS advisor for workforce programs at the Technical Campus and assistive technology specialist). | |
| 1. **Findings (Outcome #1)**   ***Year 4 data provided in blue.***  **Total number of ACCESS students:**  Fiscal Year 2021 3,936\*  Fiscal Year 2022 3,981\*  **Fiscal Year 2023** 3,839  **Fiscal Year 2024** 4,254  (\**Data Results Gathered using ARGOS*)  **Total number of dual credit ACCESS students:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 2020 | 2021 | 2022 | **2023\*\*\*** | **2024\*\*\*** | | Fall | 53 | 45 | 100 | 352 | 408 | | Spring | - | 18 | 29 | 238 | 355 | | Summer | - | 18 | 33 | 26 | 36 |   \*\*\*Due to a software transition, the reporting process for ACCESS Dual Credit students was updated for the Year 4 CIP (with data beginning Fall 2023). The reports are now built on data supplied by the Collin Dual Credit office in conjunction with the ACCESS AIM file management system, rather than data gathered from ARGOS as reported in the Year 2 CIP. Data reported for Fiscal Year (FY) 2023 and FY 2024 reflect this updated data reporting process. Due to the change in data reporting processes, comparison of FY 2023 and FY 2024 data with FY 2020, FY 2021, and FY 2022 data may be inaccurate. However, comparison of FY 2023 and FY 2024 data indicates a growth of 15.91% in dual credit ACCESS students for Fall, 49.16% increase in Spring, and 38.46% in Summer.  **Year 4 Update:**  As of December 2024, the increase in staff previously established in the Year 2 CIP has enabled ACCESS to generally meet the 250/1 student-to-staff ratio recommended by AHEAD, with the exception of the dual credit ACCESS advisor position.   |  |  | | --- | --- | | **Advisor** | **Active Students (Fall 2024)** | | Frisco Campus Advisor 1 | 155 | | Frisco Campus Advisor 2 | 181 | | McKinney Campus Advisor 1 | 174 | | McKinney Campus Advisor 2 | 170 | | Plano Campus Advisor 1 | 200 | | Plano Campus Advisor 2 | 201 | | Wylie Campus Advisor | 203 | | Technical Campus Advisor | 189 | | Dual Credit Advisor | 457 | | |
| 1. **Implementation of Findings**   Year 2: The increase in staff to meet student accommodation needs has enabled student completion rates for those using ACCESS services to stay within 3%-6% of the general education population. The additional staff have been able to meet the needs of the increasing requests for accommodations and assistive technology.  The additional staff provided the ACCESS department the ability to meet student requests more timely, provide accommodation decisions earlier, and work toward the student-to-staff ratio at recommended levels.  Results for students using ACCESS services:  Credit Hours Attempted Hours Completed Percent Completion  FY 2021 29,168 22,453 77.0  FY 2022 29,793 23,354 78.4  **FY 2023** 31,200 23,568 75.5  **FY 2024** 34,554 27,483 79.5  Results for General Population Students:  Credit Hours Attempted Hours Completed Percent Completion  FY 2021 622,404 496,683 79.8  FY 2022 626,337 515,813 82.4  **FY 2023** 657,580 522,411 79.4  **FY 2024** 709,490 593,653 83.7  **Year 4 Update:** Maintaining the increase in staff, including grant-funded positions, has continued to allow the student completion rates for students using ACCESS services to stay within the target of 3%-6% of the general education population. To address the growing dual credit ACCESS caseload, the ACCESS team and appropriate leadership will explore solutions such as assigning dual credit students to other advisors. | |