

SERVICE UNIT REVIEW

2016 CIP Goals for ACCESS Department

A. Outcome(s)	B. Measure(s)	C. Target(s)
Results expected in this department/program	The instrument or process used to measure results	The level of success expected
Competent and thoroughly trained disability specialists will be prepared to provide full range of services to students at every Collin location.	Institutional data collected for current and long-range planning will be reviewed. Staffing will be proactive.	By 2018 student/advisor ratio will reflect the institutional norms for specialty advising with an aim toward a 500/1 ratio.
ACCESS will demonstrate data-driven decision making through the development of a comprehensive system of program evaluation.	Departmental Student Survey, Institutional Student Satisfaction Survey, Focus Group, Advisor Feedback Survey Item.	At least two data collection methods will confirm need for improvement or change and 80% of students will rate service and experiences with ACCESS at 4 or above.
ACCESS will articulate Student Learning Outcomes based on the Council for Advancement of Standards in Higher Education (CAS Standards) for Disability Services.	Student will respond to question, "what is the nature of your visit?" by identifying any of a number of interactions commonly experienced in ACCESS. End of visit and post-visit follow up student feedback will be collected. (pre-test/post-test)	Students will report gains (at least one area) in the knowledge, behaviors, and skills associated with learning goals.
Process to access online tutoring services will be streamlined and barriers and delays will be removed.	NetTutor usage tracking report provided by Link Systems International.	Students will report increase in satisfaction with ease of access to Online tutoring services and student usage will increase by 35% over 2014-2015 academic year.
To address the shortage of available part-time CART writers in the area, ACCESS will compare and evaluate in-person and remote CART services for deaf and hard of hearing students.	Departmental Student Survey Media Services/ACCESS focus group CART Writer Service	Improvement in attaining full CART scheduling for eligible students as measured by a reduction in open (CART not scheduled) classes as compared to 2015.

2017-2018 CIP Goals for ACCESS Department

The goals written during this time were written for ACCESS and Counseling as one department and only had counseling goals contained in the CIP.

SERVICE UNIT REVIEW

Section III. Continuous Improvement Plan (CIP)

9. HOW HAVE PAST CONTINUOUS IMPROVEMENT PLANS CONTRIBUTED TO SUCCESS?

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):

- 1. Student Outcomes**
- 2. Overall improvements to your unit**

The following is the 2016 CIP for the ACCESS department

Developed in 2016, the ACCESS Department set the following outcomes, measurements, and targets in the Continuous Improvement Plan. The results are noted following each outcome goal developed.

- A.** Competent and thoroughly trained disability specialists will be prepared to provide full range of services to students at every Collin location. This would be measured by institutional data collected for current and long-range planning review. Staffing would be proactive. By 2018 student/advisor ratio will reflect the institutional norms for specialty advising with an aim toward a 500/1 ratio.

Results:

This goal has been achieved. The student and staff advisor ratio as of fiscal year 2020 is 1 to 329, decreased from 1:512 combining and averaging all campuses at last review. The ratio in 2016 was created using Titanium, which could have inflated the number of students served. This goal was accomplished by increasing the number of staff ACCESS advisors and using Accessibility Information Management system (AIM) and Banner information to better reflect the number of students served.

SERVICE UNIT REVIEW

- B.** ACCESS will demonstrate data-driven decision making through the development of a comprehensive system of program evaluation. This was measured by the development of Student Surveys reviewing satisfaction with the ACCESS department. At least two data collection methods will confirm need for improvement or change and 80% of students will rate service and experiences with ACCESS at 4 or above.

Results:

The ACCESS Department has conducted student satisfaction surveys in Fiscal Years 2017, 2019, and 2020. That data is presented below. The surveys looked at student responses to their view of hours of availability, service being provided in a timely manner, staff courtesy, staff knowledge, and overall student satisfaction with the ACCESS Department. On a five-point scale, 1=strongly disagree and 5=strongly agree, the following was noted.

On hours of availability, the overall student response showed 77.6% scored ACCESS between 4 and 5. In terms of services being provided in a timely manner, student response showed 80% scored the unit between 4 and 5. On staff courtesy, students scored the staff from 83.8% between 4 and 5. On knowledgeable staff, the students showed 81.5% between 4 and 5, and on overall satisfaction with the ACCESS Department, students scored 84.7% between 4 and 5. The student satisfaction surveys showed that students believed that the staff was knowledgeable, courteous, available, timely, and they were overall satisfied with the services provided.

While the results were overall met, on hours of availability, the ACCESS Department did not meet the requirement of 80% between a 4 or 5 on the scale. This is an area to look for improvements moving through the next years. It could be related to communication with students on hours of availability or it could be related to staffing. In addition to the results of the survey, the overall response rate was low.

SERVICE UNIT REVIEW

1=Strongly Disagree, 5=Strongly agree									
	# Responses	1	2	3	4	5	No Response	Between 4 & 5	
The hours of availability are convenient									
2017	92	4.3	2.2	12	17.4	59.8	4.3	77.2%	
2019	118	0.8	4.2	7.6	19.5	62.7	5.1	82.2%	
2020	94	5.3	2.1	19.2	37.23	36.17	5.1	73.4%	
Service was provided in a timely manner									
2017	92	5.4	4.3	7.6	18.5	56.5	7.6	75.0%	
2019	118	0.8	4.2	7.6	13.6	65.3	8.5	78.9%	
2020	94	6.4	0	7.5	35.1	51.1		86.2%	
The staff was courteous									
2017	92	1.1	1.1	5.4	17.4	65.2	9.8	82.6%	
2019	118	2.5	0.8	5.9	11	69.5	10.2	80.5%	
2020	93	4.3	1.1	6.5	31.2	57		88.2%	
The staff was knowledgeable									
2017	92	2.2	1.1	9.8	18.5	59.8	8.7	78.3%	
2019	118	3.4	2.5	5.1	12.7	68.6	7.6	81.3%	
2020	93	3.2	1.1	10.8	33.3	51.6		84.9%	
Overall satisfaction with the unit									
2017	92	2.2	2.2	14.1	19.6	58.7	3.3	78.3%	
2019	118	3.4	1.7	9.3	16.9	68.6		85.5%	
2020	94	4.3	0	5.3	40.4	50		90.4%	

SERVICE UNIT REVIEW

- C. ACCESS will articulate Student Learning Outcomes based on the Council for Advancement of Standards in Higher Student will respond to question “what is the nature of your visit?” by identifying any of a number of interactions commonly experienced. Students will report gains (at least one area) in the knowledge, behaviors, and skills associated with learning goals.

Students are asked during the student intake, “what brought you to the ACCESS department for services today”. This is asked by each ACCESS staff member to each student during intake and anytime a student calls in or stops by the office. This question has allowed the ACCESS staff to better understand and triage the student to meet their needs. Referrals to other offices on campus, counseling, financial aid, career services, and tutoring can be made.

Education (CAS Standards) for Disability Services in ACCESS. End of visit and post-visit follow up student feedback will be collected. (Pretest/post-test)

Results:

This was not followed through as the ACCESS department moved to use a different case management system Accessible Information Management System (AIM). AIM software has allowed the ACCESS Department the ability to provide better case management. It creates and keeps a database for where each student is in the process for accommodations each semester. It develops for each ACCESS Advisor where a students’ application is in process, the follow-up dates needed to be met, and testing dates and accommodations for students who need proctored exams. Detailed notes on the intake, accommodations, and testing process are developed and written for each student within the software. This software is HIPAA compliant and allows the ACCESS Department to keep medical, psychiatric, psychological, special education, and Section 504 records that are submitted by students.

- D. Process to access online tutoring services will be streamlined and barriers and delays will be removed. NetTutor usage tracking report is provided by Link Systems International. Students will report increase in satisfaction with ease of access to Online tutoring services and student usage will increase by 25% over 2014-2015 academic year.

Results:

The tutoring service function was moved out of ACCESS responsibilities in the spring 2018.

SERVICE UNIT REVIEW

- E. To address the shortage of available part-time CART writers in the area, ACCESS will compare and evaluate in-person and remote CART services for deaf and hard of hearing students. Measurement tools include: departmental student survey and ACCESS focus group CART Writer Survey. The goal is the improvement in attaining full CART scheduling for eligible students as measured by a reduction in open (CART not scheduled) classes as compared to 2015.

Results:

Currently, the ACCESS office has been able to meet the requirements of CART services by adding two full-time CART positions. One position was opened and filled in 2017. That staff member recruited at court reporting schools between 2017-2018 to encourage more part-time CART writers to work at Collin College. The ACCESS department was able to add four more part-time CART writers. The second full-time CART writer position was created and filled in 2019. These additional full-time staff and part-time staff has allowed the college to meet the needs of the student population and provide a decrease in spending on third-party contract agency services.