

ACCESS Service Unit Review

The purpose of this program review is to assess the progress of the ACCESS program over the last five years as well as summarize expectations and develop a general plan for the next five years. To that end, this review will determine the scope and effectiveness of the ACCESS Office (disability services) at Collin College by: 1) describing what ACCESS does and how it supports the College's mission; 2) describing federal legislation and its impact on services for students with disabilities in postsecondary education; 3) identifying essential ACCESS functions; and 4) comparing trends in program and institutional data related to enrollment, remediation and completion rates of the general student population with the rates for students with disabilities. This review summarizes past program goals, provides a discussion of the recommended improvements for disability service programs and related policy at Collin College, and concludes with a Continuous Improvement Plan for the ACCESS Office in the next two-year evaluation cycle.

Are we doing the right things?

1) What does your unit do?

The ACCESS acronym means *Accommodations at Collin College for Equal Support Services*.

The mission of ACCESS is to assist, support, and enhance the students' college experience through appropriate accommodations in compliance with the Americans with Disabilities Act (ADA), providing academic advising for students with disabilities, and tutoring services for all students while treating individuals with dignity and respect. This mission is achieved through the provision of selective student services, not provided by other Collin College offices, which assists students, faculty and others with the negotiation of disability-related barriers within the post-secondary environment and promotes increased awareness of disability issues within Collin County.

The ACCESS Office follows all federal guidelines by providing reasonable accommodations, individual attention, and support for students with disabilities to facilitate equal access to post-secondary education. Services provided include assistance with any aspect of the campus experience such as accessibility, academics, testing, advising, and registration. ACCESS also works to prevent discrimination on the basis of a disability through institutional education and awareness programming.

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ACCESS Offices are housed at each of the three main campuses (Spring Creek, Preston Ridge, and Central Park) and are under the department of Student Development. Students with various disabilities such as attention deficit disorders, health disorders, hearing impairments, visual impairments, psychological disorders, learning disabilities, speech impairments, and physical disabilities are served by the ACCESS offices. The services, which largely include classroom accommodations, are provided on all campuses, including those without a dedicated office (Higher Education Center, Courtyard Center, Rockwall Center, Allen Center, and the local area high schools serving Dual Credit students). ADA requirements dictate that “reasonable accommodations” must be provided to students at postsecondary institutions. Classroom accommodations include, but are not limited to: extended time on exams, flexible scheduling, arranging for volunteer note takers, sign language interpreters and/or CART (computer-aided transcription services) for the hearing impaired, texts in alternative format (e.g., Braille, audio), environmental or building accessibility, and access to assistive technology, such as screen reader software, screen magnifiers, and voice-to-text options. These classroom accommodations aid student learning and work to facilitate academic success. Classroom accommodations range in institutional expense. The scheduling of sign language interpreters and/or CART, for example, can cost thousands of dollars, while there is no direct cost for allowing additional time on an exam.

ACCESS advising specialists (commonly referred to as ACCESS advisors) provide students, colleagues, and community members with a variety of services designed to promote an accessible environment which will allow for individuals with disabilities an equal opportunity for participation in educational and other Collin College activities. ACCESS advisors are frequently the first point of contact for prospective students and new enrollees with disabilities, but advisors serve students in all stages of their Collin College experience. Unlike traditional academic advisors, ACCESS advisors not only provide general academic planning, but often operate as case managers developing individualized academic, career and personal support plans for students connected to the ACCESS Office. Academically ACCESS advisors work with a student’s career goal and determine which degree and/or which major will move him/her toward their goal, we create and modify academic plans that serve as a student’s guidebook from term to term ensuring that they are on track toward meeting their goals, and most importantly we provide academic support, assistance, accommodations, and referrals to alleviate inequalities stemming from a disability. Every ACCESS student’s situation is unique and advisors must be skilled at complex problem solving, disability awareness, advocacy, coaching, and resource identification. To be effective, ACCESS advisors must stay up to date on general academic program requirements, as well as the federal laws, new technologies, initiatives, and resources for student with disabilities.

The purpose of this program review is to assess the progress of the ACCESS program over the last five years as well as summarize expectations and develop a general plan for the next five years. To that end, this review will determine the scope and effectiveness of

the ACCESS Office (disability services) at Collin College by: 1) describing what ACCESS does and how it supports the College's mission; 2) describing federal legislation and its impact on services for students with disabilities in postsecondary education; 3) identifying essential ACCESS functions; and 4) comparing trends in program and institutional data related to enrollment, remediation and completion rates of the general student population with the rates for students with disabilities. Concluding with a review of past program goals, a discussion of the recommended improvements suggested regarding disability service programs and related policy at Collin College, with a proposal of future goals for the ACCESS Office.

2) Why we do the things we do: Unit relationship to the college mission & strategic plan.

While students registered with ACCESS may be a small percentage of the student population and a majority of those students could rely on general advisors for their academic planning needs, it has been a priority of Collin College to provide specialized services to students with disabilities. ACCESS advisors are a resource for colleagues and community members as well. We conduct customized presentations throughout the year on a variety of topics, designed to promote disability awareness and provide education and training. We are regularly consulted by faculty and others on disability related classroom issues such as behavior management, accessibility, and assistive technology. ACCESS staff has representation on Collin College committees and subcommittees, and our membership is often requested on task forces and screening committees within student development and occasionally in academic affairs. To stay abreast of the latest in disability related services ACCESS advisors attend many local and national conferences and workshops to stay up to date and collaborate with our counterparts across Texas and the US to ensure that our approach is consistent with the best practices in place at other colleges and universities.

Collin's mission components and commitment to developing skills and strengthening character are also achieved in the ACCESS Office through many aspects of the individual attention and support provided for students with disabilities. Part of the ACCESS Office mission is to work with students to enhance his/her college experience. ACCESS advisors provide individualized advising and case management services. Students with disabilities are paired with an advisor who not only provides academic advising services but also, is a disability specialist with extensive background and training in the area related to the students' self-reported disability. Thus, the ACCESS advisor is able to encourage personal, social, and emotional growth aimed at increasing the skills of self-advocacy and self-monitoring which improve student success and encouraging persistence. These aims also meet the Collin Mission Statement goal of "[being] student and community centered" by providing students with a wealth of skills which can then be returned to our community upon graduation. Lastly, the ACCESS mission statement closes with the phrase "...treating individuals with dignity and respect." The ACCESS Office works tirelessly to ensure students are treated with Dignity and Respect, in all areas of their college experience. From

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campus-wide programs designed to increase awareness and reduce discrimination on the basis of a disability to providing individual attention to ensure students achieve their educational and career goals, the ACCESS staff models and promotes Dignity and Respect for all students campus-wide.

The ACCESS Office works in support of the Collin College Core Values by providing students with disabilities with reasonable accommodations, individual attention, and support designed to encourage student learning. Additionally, the ACCESS office participates in professional development so that we can continue learning best practices for the provision of disability services. However, support for student learning is our primary goal, and therefore, we assist students with any aspect of their campus experience such as accessibility, academics, testing, advising, and registration in order to foster the student academic experience and promote academic excellence. As a student development office, our goal is to reduce the number and impact of obstacles or distractions that students may face to ensure equality in the classroom and allow students the opportunity to achieve academic excellence.

The ACCESS Office does provide student support services in harmony with Collin's current QEP in academic advising and our goal is in the development of student learning outcomes that are to be used in an ongoing cycle of planning and evaluation. This will be in line with Collin's Strategic Plan exploring current student success, accreditation, and evaluating criteria for services within the institution to assess its educational effectiveness by gathering and evaluating assessment data. The specific assessment methods will be determined at the departmental / program level, with the support of other institutional departments to ensure alignment with institutional goals and planning.

3) Why we do the functions we do.

The ACCESS Office follows all federal guidelines by providing reasonable accommodations, individual attention, and support for students with disabilities to facilitate equal access to post-secondary education in institutions that receive federal funding. Services provided include assistance with any aspect of the campus experience such as accessibility, academics, testing, advising, and registration. ACCESS also works to prevent discrimination on the basis of a disability through institutional education and awareness programming. The inability to outsource ACCESS and the necessity of the functions and services provided by ACCESS are furthered through the following federal acts, governing entities and professional organizations.

The Americans with Disabilities Act (ADA 1990, 2008)

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990, by President George H.W. Bush. The ADA is one of America's most comprehensive pieces of civil rights legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973 and the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex, or national origin. Thus, the ADA is an "equal opportunity" law for people with disabilities.

The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amends the Americans with Disabilities Act of 1990 (ADA) and includes a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of the term disability in Section 504 of the Rehabilitation Act (Section 504). The Amendments Act retains the definition of disability under Section 504 and the ADA but emphasizes that the definition should be interpreted broadly. Among other things, the Amendments Act directs that the ameliorating effects of mitigating measures not be considered in determining whether an individual has a disability; expands the scope of "major life activities"; and clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. Accordingly, to be protected by the ADA, one must have a disability, which is defined by the ADA as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered. (Reference: www.ada.gov)

U.S. Department of Education (Section 504 of the Rehabilitation Act of 1973)

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 states: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" Analogous to the ADA, to be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. (Reference: www.hhs.gov)

Regulating Entity (Office for Civil Rights – OCR)

An important responsibility of the Office for Civil Rights (OCR) is to eliminate discrimination on the basis of disability against students with disabilities. OCR enforces Section 504 and the ADA in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104. (Reference: www2.ed.gov)

Related Professional Standards (AHEAD)

Association on Higher Education And Disability (AHEAD) is a professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education. AHEAD members represent a diverse network of professionals who actively address disability issues on their campuses and in the field of higher education. AHEAD is actively involved in all facets of promoting full and equal participation by individuals with disabilities in higher education; and supporting the systems, institutions, professions, and professionals who attend to the fulfillment of this important mission.

AHEAD offers Professional Standards and Performance Indicators to the development of policy and the provision of services to meet the needs of persons with disabilities involved in all areas of higher education. The standards reflect the maturation of the postsecondary disability services profession, describe the breadth of skills and knowledge required of personnel administering Offices for Students with Disabilities (OSD), and present a consensus among experts in the field regarding minimum essential services. These standards are intended to enhance service provision for college students with disabilities by directing program evaluation and development efforts, improving personnel preparation and staff development, guiding the formulation of job descriptions for OSD personnel, informing judges and requisite court decisions regarding appropriate practice and, lastly, expanding the vision of disability services at the postsecondary level. (Reference: www.ahead.org)

AHEAD Professional Standards and Performance Indicators

All Professional Standards and Performance Indicators are designed to facilitate equal access to postsecondary education for students with disabilities, thus the office that provides services to students with disabilities should (1) provide consultation and collaboration; (2) disseminate information; (3) be responsible for faculty and staff awareness; (4) make ‘reasonable’ academic accommodations

available; (5) offer coaching and self-advocacy counseling; (6) develop, review and revise policy and procedure; (7) complete program evaluations; and (8) ensure professional development and training for staff.

4) Why do we produce the products we do?

General Overview of ACCESS Staffing

The current ratio of students to ACCESS advisor varies by campus at SCC the ratio is 503 to 1, while at PRC and CPC the ratio is 681 to 1 and 353 to 1 respectively. Although other Collin College academic advising resources exist (e.g., program faculty, general academic advisors, international student advisors, and other special programs advisors), Access advisors largely assist students, faculty and others with the negotiation of disability-related barriers within the post-secondary classroom and environment. ACCESS advisor have various professional specialties and a range of experience in providing disability services from 15 to 30 years, with an average of 20 years of experience. Likewise our staff interpreters, who pair directly with our Deaf and Hard of Hearing students, have a range of experience in providing interpretive services from 6 to 18 years, with an average of 12 years of experience. A detailed listing of ACCESS staffing appears in Appendix A, highlighting our collective years of multi-disciplinary experience in providing disability services.

ACCESS Staffing by Campus				
Campus	Office	Advisors	Support Personnel	Other Connected Staff (defined)
SCC	Suite D 140	4.0 FTE	1.0 FTE	5.0 FTE (Director, Interpreter Coordinator, Student Success Coordinator, Staff Interpreter x2)
	D 140 through D153		0.0 Work Study	
CPC	D 118 - I	1.0 FTE	0	0
PRC	F 118	1.0 FTE	0	0

While students registered with ACCESS may be a small percentage of the student population and a majority of those students could rely on general advisors for their academic planning needs, it has been a priority of Collin College to provide specialized services to students with disabilities. ACCESS advisors are a resource for colleagues and community members as well. We conduct customized presentations throughout the year on a variety of topics, designed to promote disability awareness and provide education and training. We are regularly consulted by faculty and others on disability related classroom issues such as behavior management, accessibility, and assistive technology. ACCESS staff has representation on Collin College committees and subcommittees, and our membership is often requested on task forces and screening committees within student development and occasionally in academic affairs.

Another primary service provided by the ACCESS office includes CART and sign language interpreters for our Deaf and Hard of Hearing students. These are an important service to the student and the college, and best served through the college. Remote outsourcing these services would keep Collin students from fully participating in the class as remote services operate on a time delay, lack efficient student feedback options, and are impersonal. Equally, most agency outsourcing present challenges related to a lack of consistency, reliability, and familiarity with institutional policy and procedure. Additionally, agency staffing of CART and interpreting services does not guarantee specific certificate and leveled staff appropriate to the student and/or course. In most cases, student success is dependent on consistency, reliability, and familiarity of the support services provided. Lastly, institutional cost is a primary reason the Access Office does not outsource auxiliary services since providing a student with an outsourced sign language interpreter is three times more expensive than a Collin staff interpreter.

Unit Products

The ACCESS Office disseminates information through institutional electronic and printed publications, see Appendix B. This ensures (1) all policy and procedure(s) and the availability of services can be accessed via all relevant college publications (catalogs, programmatic materials, web sites, etc.); (2) that referral, documentation, and disability services information is up to date and accessible on the institution's web site; (3) that criteria and procedures for accessing accommodations are clearly delineated and disseminated to the community; (4) information on grievance and complaint procedures is available, as well as (5) a statement in the institutional publications regarding self-disclosure for students with disabilities. The ACCESS office disseminates information to the community and students with disabilities regarding available college and community disability resources that promote access to the college, which includes the acquisition and availability of assistive technology, and computerized communication (telecommunications devices for the Deaf).

5) Institutional Data to Consider

a) Institutional and Unit Data

Institutional data shows that the number of credit seeking students enrolling in Collin College has increased from 27,069 in 2010 to 27,991 in 2015, and the number of students served with disabilities has increased from 1,716 to 2,968 from 2010 to 2015. This data shows that overall student enrollment increased by 3.4%, and from that, the number of students served with disabilities increased by 72.9% in the same time period. Therefore it is paramount for the ACCESS Office to look at absorbing this growth and adding additional support staff and space to ensure consistent service can be provided to the students served by our office.

Noel-Levitz and institutional data are difficult to utilize for our unit as survey items did not reasonably distinguish disability services from other student services, or differentiate services as separate primary functions within the ACCESS Office. For example, the institutional survey item queried the Tutoring / ACCESS Office as one service. The item reports that student satisfaction ranges from 62% to 98%, and faculty / staff satisfaction ranges from 63% to 82%. This is however shows a progressive increase in student satisfaction from 2011 through 2014 and does match areas that the ACCESS Office has already begun to address in student service improvement. During this current five year review process the ACCESS Office has identified that there is such a lack of available data assessing the programs and services offered by the ACCESS office that it was extremely difficult to identify any discernable strengths or weaknesses. Thus, this unit planning necessitates our responsiveness to new expectations for documenting effectiveness in the review of program services. In this most recent year (2015), the ACCESS Office implemented a student satisfaction survey distributed to students utilizing SCC services and obtained feedback related to hours of operation and ease of accessing specific services. These items will become components of our continuous improvement plan.

b) Peer Comparison

The individualized nature of student disability services elicits a multitude of service options that are sure to vary by institution, yet federal guidelines and best practices ensure consistency in provision of service, and a comparable range of approaches and procedures for institutional preference. Therefore, peer institutional comparison focused on evaluating campus staffing, student services, departmental evaluation, adaptive / assistive technology, and student feedback. These topics were chosen to explore the strengths and weakness of our programs, and coincide with the direction that the ACCESS Office is interested in for future planning.

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Information was gathered from three peer institutional websites and questionnaires were sent out to disability services representatives from San Jacinto College District, Lone Star College System, and Tarrant County College District. The comparison institutions were chosen on the basis of multi-campus colleges with common policy and procedure, enrollment size, and the presence of a disability service office and staff on each of the main campuses. The overall function of disability services were largely identical at each of the chosen comparison institutions on the basis of student self-identification, the process to request services, documentation guidelines (ADA and Section 504 compliance), grievance procedures and other aspects. However, differences existed regarding staffing, priority registration, assistive technology, and interpreter / CART usage as outlined below.

San Jacinto College District (SJC) operates as one college with three main campuses, twelve extension centers, and other programs and services set in Harris County — the most populous county in Texas. The college district operates with common policies and procedures and consistent business practices that guide the organization. Nearly 30,000 students attend San Jacinto College, with an in-district tuition rate of \$47 per credit hour. Information was obtained via the college's website and direct contact. SJC staffing is based on campus size and disability services are provided to eligible students at any of the college's centers / extensions, but are not regularly staffed. The staff is trained to provide students with academic assistance, disability services, and assistive / adaptive technology support for much of the same technology in use at Collin College. The department does provide disability awareness trainings to staff, faculty and administrators, as well as training to students on technology and disability related support services. Proctoring is done through the department and testing centers.

Lone Star College System (LSC) operates as one college with six campuses, ten centers, and other programs and services. Common college policies and procedures and consistent business practices guide the organization. Lone Star College is the largest institution of higher education in the Houston area with about 90,000 students. Tuition at Lone Star College is \$92 per credit hour for in-district students. Staffing at LSC is based on campus size with a program manager and three additional staff on the largest campus, and just a program manager at their smallest campus – the staffing median was two per campus. Information was obtained via the college's website and direct contact. Disability services are provided to eligible students at any of the college's centers / extensions, but are not regularly staffed. Akin to Collin College ACCESS Office, the staff is trained to provide students with academic assistance, disability services, and assistive / adaptive technology support for much of the same technology in use at Collin College. Departmental evaluation at LSC is done through the institution with some satisfaction surveys obtained with the department. The department does provide disability awareness trainings to staff, faculty and administrators when needed.

Tarrant County College District (TCCD) operates as one college with six main campuses, eight extension centers, and other programs and services set in Tarrant County — the seventh-largest college in Texas. The college district operates with common policies and

procedures and consistent business practices that guide the organization. More than 50,000 students attend Tarrant County College, approximately 1 in every 21 residents, with an in-district tuition rate of \$55 per credit hour. Tarrant was unable to complete the questionnaire due to email and staffing problems, however, some information was available from their website. With regards to staffing, it appears that TCCD has a district director with a coordinator, administrative assistant, interpreter, and one or two additional staff at each of their campuses. According to the website, TCCD provides priority registration to students connected to the disability services office.

c) Disability Service Standards

The ACCESS Office currently uses a service delivery model that encourages students with disabilities to develop independence. The ACCESS Office meets all Federal Acts and Regulations. Within the last year Collin College has been investigated twice by the Office for Civil Rights (OCR), stemming from student allegations against the ACCESS office. On both occasions, following a thorough investigation, OCR found Collin College and the ACCESS office in full compliance and there were no remedies or recommendations necessary to ACCESS policy and procedure. To ensure compliance with Federal Regulations the ACCESS Office continuously develops, reviews and revises the written policies and procedures regarding processes for determining and providing “reasonable accommodations.” This comprises procedures for students to follow regarding the accommodation process, documentation guidelines to determine eligibility for accommodations at the postsecondary level, guidelines regarding confidentiality of disability information, policies describing documentation review and student eligibility for services, delineated steps to determine if students receive provisional accommodations during any interim period (e.g., out-of-date documentation, request not supported by the documentation), the provision of disability services (e.g., interpreter services), a course of action for course substitutions, a balance between "reasonable accommodation" while "not substantially altering technical standards", policies and guidelines for institutional rights and responsibilities with respect to service provision, faculty’s responsibility for serving students with disabilities, and a conflict resolution process with a systematic procedure to follow by both the grievant and the college representative. This work ensures every effort is made allowing the ACCESS Office to operate effectively within the context of the law (Title VI and Title IX), while providing services that are akin to nationally identified best practices.

In the effort to facilitate equal access to postsecondary education for students with disabilities the ACCESS Office meets the Professional Standards and Performance Indicators as identified by AHEAD, some of which are expounded upon here. Regarding consultation and collaboration, the ACCESS Office serves as an advocate for issues regarding students with disabilities to ensure equal access through (1) an active collaboration between disability services and administration as it relates to policy implementation;

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(2) ensuring that key administrators remain informed of emerging disability issues on campus that may warrant a new or revised policy; (3) by fostering a strong institutional commitment to collaboration on disability issues among key administrative personnel (e.g., deans, registrar, campus legal counsel); and (4) working with facilities and plant to foster campus awareness regarding physical access. For example, ACCESS staff is currently working with the Dean of Students Office to examine policy and provide awareness of Service Animals on Campus. Additionally, the ACCESS Office provides disability representation on relevant campus committees (e.g., All College Council, SOBI), and offers counsel to other student development departments regarding disability-related issues (e.g., student discipline, student activities).

The ACCESS Office is responsible for faculty and staff awareness, which is accomplished through constant communication and disability awareness training. ACCESS Staff work to inform all connected faculty about academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, and curriculum best practices. ACCESS Advisors assist faculty in understanding their rights and responsibilities to ensure equal educational access and of the procedures that students with disabilities must follow in arranging for academic accommodations. Furthermore, the ACCESS Office has provided disability awareness trainings, at least monthly, over the last year. These trainings work to ensure that faculty, staff and administrators have an opportunity to develop (1) an understanding of, (2) the integration of, and (3) the referral of students with disabilities, on top of standard policies and practices that apply to postsecondary settings. For example, feedback from a recent Autism Training indicated a good to excellent program rating, with information presented that was highly useable by the attendee, and that further trainings are requested.

Professional Standards and Performance Indicators related to ensuring 'reasonable' academic accommodations are available is attained by an intake and careful review of student provided documentation. This includes (1) a process that fosters the use of effective accommodations, taking into consideration the environment, task, and the unique needs of the individual from his/her own words; (2) a team review of the diagnostic documentation to determine appropriate accommodations or supports based on the strengths and weaknesses, which are identified in the documentation; (3) the identification of reasonable accommodations to ensure program accessibility, yet do not compromise the essential elements of the course or curriculum; and (4) ensuring any array of supports, services, and assistive technology is available to the student. Furthermore, the ACCESS Office maintains records that document the student's plan for the provision of selected accommodations. This includes the creation of a confidential file on each student with relevant information pertaining to eligibility and provision of services, documentation on the basis for accommodation decisions and recommendations, and a case management system that addresses the maintenance of careful and accurate records of each student.

6) Unit Resources We Have and Current Status

a) Partnership resources

Table 6-A: Partnership Resources			
Outreach and engagement efforts by unit staff			
Outreach and engagement efforts are in abundance through the ACCESS office.			
University/Business & Industry	Partnership Type	Contract, if any	Benefits to unit and/or college
NETtutoring	Student and Faculty Resource		Online tutoring service
DARS	Student and Staff Resource		Documentation and Financial Support
Diagnosticians	Student and Staff Resource		Individuals hired for diagnostic services
RID and TSID	Student and Staff Resource		Interpreting Certification Organizations
Court Reporting School	Student and Staff Resource		Recruitment Service
Collins Realtime	Student and Staff Resource		Court Reporting Agency
Sorenson	Student and Staff Resource		Video Relay Service
Freedom Scientific	Student and Staff Resource		Products for students with low or no vision
Christal Vision	Student and Staff Resource		Products for students with low or no vision
Titanium	Student and Staff Resource		Case management system
Faculty Training Materials	Faculty Resource		Forms, DVDs, worksheets etc. related to assisting faculty with universal design.
Email Notifications	Faculty Resource		Forms used to assist faculty regarding individual student academic accommodations and compliance with legal responsibilities.
All of this is accomplished by working in collaboration with staff and faculty in other departments such as Counseling, Advising, Dean of Students, Financial Aid, International Office, Developmental Education, SOBI, SAIL, and Continuing Education.			

b) Employee Resources

Employee Name	Role in Unit	Credentials	Professional Development since last Unit Review
Lisa Stubbs	Director of ACCESS	Doctor of Education, Counseling Psychology Licensed Mental Health Counselor (State of FL)	All Collin College required trainings (2011 – 2015)
Brett Haduch	Advisor Disability Services Mental Health Specialist	MA – Counseling MHS – Addiction Studies, Licensed Professional Counselor (LPC)	66 hours of coursework toward a Ph.D in Higher Education (2012 – 2015) 45 hours of Continuing education toward professional licensure (2011 – 2015) All Collin College required trainings (2011 – 2015)
Gloria Cloud	Advisor Disability Services Mental Health Specialist	Bachelors of Arts in Counseling/ Services to the Deaf Master's in Vocational Rehabilitation Counseling CRC (Certified Rehabilitation Counselor)	920 Clock hours toward professional licensure (Specific for CRC) (2011 – 2015) All Collin College required trainings (2011 – 2015)
Suzanne Chase	Advisor Disability Services Learning Disability Specialist Educational Diagnostician	BS - Curriculum and Instruction Certificate in Elementary Education Certificate in Special Education M.Ed. Master of Education Professional Certificate Educational Diagnostician 12 hours toward LPC	30 hours of Continuing education (2011 – 2015) All Collin College required trainings (2011 – 2015)
Randy Batiste	Advisor Disability Services Mental Health Specialist	M.S. in Applied Technology and Performance Improvement M.S. in Rehabilitation Counseling B.A. in Psychology	60 hours of coursework toward a Ph.D (2013 – 2015) 11 hours of Continuing education toward professional licensure (2011 – 2015) All Collin College required trainings (2011 – 2015)
Tanya Pierce	Disability Services Advisor Deaf and Hard of Hearing Specialist	AA Interpreting/Transliterating SCPI Level V Interpreter ACCI Level IV Interpreter NAD Level IV Interpreter	6.5 hours of Coursework toward degree (2012-2013) 15.25 Continuing Education Units for Professional Licensure (2012-2015) All College required training (2011-2015)
Michele Boverie	Coordinator of Student Support Services	MA - Professional Development BA - Major: Spanish Minor: Business Administration	All Collin College required trainings (2011 – 2015)
Jessica Haapala	Interpreter Coordinator	BA – Psychology BEI Advanced Certified Interpreter	24 hours of Coursework for Professional Development (2011-2013) 8.6 Continuing Education Units for Professional Licensure (2011-2015) All Collin College required trainings (2011 – 2015)
Rusty Bishop	Staff Interpreter II	AA Degree BEI Advanced Certified Interpreter	24 hours of Coursework toward degree (2012-2013) 2.45 Continuing Education Units for Professional Licensure (2012-2015) All Collin College required trainings (2011 – 2015)
Erin Johnston	Staff Interpreter II	AA - Liberal Studies BA - Deaf Studies EIPA Certified Interpreter Level IV RID Certified Interpreter BEI Advanced Certified Interpreter	2.4 Continuing Education Units for Professional Licensure (2011-2015) All Collin College required trainings (2012 – 2015)
Jennifer Jordan	ACCESS Division Secretary	AA Degree - Business/ Economics	66.20 Continuing Education Units for Personal Enrichment taken at Collin College (2012-2015) 3.0 Credit Hours taken at Collin College towards BAAS (transfer) Degree at UNT (currently-Spring Semester 2016) 3.0 Credit Hours taken University of North Texas towards BAAS Degree (currently-Spring Semester 2016) All Collin College required trainings (2011 – 2015)

c) Facilities Resources

Unit Resources

The ACCESS Office has a great deal of resources for unit and student success, such as assistive technology, consults (for third party documentation review), and training materials – a detailed list of our resources can be found in Appendix C and D. The ACCESS Office staff are in constant review of the latest technology and products to guarantee students are provided with a wide range of provisions and services for academic accommodations, support, and to assist in student success. The most important ACCESS Office resource, which is an equivalent element to overall unit function, is Tutoring.

Online and Small Group Tutoring is provided free to any Collin College student enrolled in a credit course. Tutoring Services assist the learning process by helping students to become independent and active learners, assisting in understanding and applying concepts, techniques, and skills related to specific academic disciplines, as well as developing confidence in their own mastery of academic subjects. Online tutoring programs have changed during this five year review from Smarthinking (2010 to 2012); a Pearson online tutoring program, to NetTutor (2013 to present); a Link-System International online tutoring program. The change was prompted by the academic needs of Collin Students and Faculty. NetTutor provides a greater array of academic subjects and easier availability to students.

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Table 6-C: Facilities Resources						
Room/Office Location and Designation	Size	Type	Speical Characteristics	Meets Current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
SCC D 140	300 sq. ft. approx.	Reception		Y	Y	
SCC D 141 SCC D 144 SCC D 145 SCC D 146 SCC D 149 SCC D 150 SCC D 151 SCC D 152	120 sq. ft. approx.	Offices		Y	Y	
SCC D 142	90 sq. ft. approx.	Work Room	Houses printers, scanner, fax machine, mailboxes, and a computer desk for part time staff	Y	Y	
SCC D 143	120 sq. ft. approx.	Office	Houses Hub for Video Monitering System	Y	Y	
SCC D 147	70 sq. ft. approx.	Storage Room	Houses student files within required range and technology, equipment, and software	Y	Y	
SCC D 148	80 sq. ft. approx.	Office	Embosses Embosses Cabinate Scanner	Y	Y	

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Room/Office Location and Designation	Size	Type	Speical Characteristics	Meets Current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
SCC D 153	325 sq. ft. approx.	Technology Lab	Computers CCTV Video Phone Printer Scanner Adjustable Height Tables White boards	Y	N	Update Technology and Equipment
SCC D 140 A SCC D 140 B SCC D 140 C SCC D 140 D SCC D 140 E SCC D 140 F SCC D 140 G SCC D 140 H	70 sq. ft. approx.	Private Testing Rooms	Computer Adjustable Height Tables Phone Video Monitoring System	Y	Y	
CPC D 118 I	140 sq. ft. approx.	Office	CCTV Adjustable Height Tables	Y	N	Anticipated growth based on the overall college growth plan and current campus expansion shows that we will require space for the following: Additional Support Staff Adaptive Technology Equipment Lab Private Testing Area
PRC F 118	130 sq. ft. approx.	Office	CCTV Scanner Adjustable Height Tables	N	N	The current ratio of students to ACCESS Advisor at PRC is 681:1. The ACCESS office has been provisionally approved for additional support staff to alleviate the student overload but the current space allocation is limiting. Space will be required for the following: Additional Support Staff Adaptive Technology Equipment Lab Private Testing Area

d) Equipment and Supplies

Current Equipment Item or Budget Amount	Meets Current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Cannon Scanner DR-9080C	Y	Y	
Index Braille Basic D Braille Embosser	Y	Y	
Wheelchair Lift	Y	Y	

e) Financial Resources

Source of Funds	Meets Current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected sources for additional funds
College Budget	Y	Y		
Perkins Grant	Y	Y		

7) Unit Planning

a) ACCESS Student Learning Outcomes

The main strength of the ACCESS Office is in the individualized support services that are provided to any student served by our office. ACCESS Advisors not only provide general academic planning, but often operate as case managers developing individualized academic, career and personal support plans for students connected to the ACCESS Office. Students with disabilities are paired with an advisor who not only provides academic advising services but also, is a disability specialist with extensive background and training in the area related to the students' self-reported disability. Thus, the ACCESS advisor is able to encourage personal, social, and emotional growth aimed at increasing the skills of self-advocacy and self-monitoring which improve student success and encouraging retention.

This strength will need to be addressed in the future to ensure that the ACCESS Office can keep providing individualized advising and case management services. The ACCESS Office has seen substantial growth over the last five years. The number of students served with disabilities has increased from 1,716 to 2,968 from 2010 to 2015, an increase of 72.9%. the current ratio of students to ACCESS Advisor varies by campus, at SCC the ratio is 503 to 1, and the SCC office has recently (2015) received space reassignment to accommodate growth. Additionally, there are four ACCESS Advisors housed at SCC. The ratio at CPC is 353 to 1 and has yet to see substantial growth, but most likely will as campus expansion is in progress. Most importantly, the current ratio of students to ACCESS Advisor at PRC is 681 to 1. The ACCESS Office has been approved for additional support staff to alleviate the current student overload, but the current space allocation is limiting. Similarly, analyzing current student data systems and online tools to ensure ease of use for our students will be addressed going forward.

During this current five year review process the ACCESS Office has identified that there is such a lack of available data assessing the programs and services offered by the ACCESS office that it was challenging to discern strengths or weaknesses through specific data. Thus, this unit planning necessitates our responsiveness to new expectations for documenting effectiveness in the review of program services. Historically, judgments regarding educational quality and institutional effectiveness within higher education have been based heavily on informal perceptions of institutional characteristics, reputation, and resources. Students' grades, perspectives on curricular content, and self-perceptions of their learning figured prominently. While this data is sufficient in meeting federal expectations for accountability and quality assurance for institutional teaching and learning, this criteria does not adequately assist the ACCESS Office, as a student development program, to clearly emphasize the assessment of students served by our office. Thus there is a need

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for the ACCESS Office to articulate a set of learning outcomes that would be measurable evidence from assessments of student learning coupled with an evaluation of specific ACCESS processes for enhancing student learning and educational effectiveness.

So, in line with the current QEP and Strategic Plan exploring current accreditation and evaluating criteria for services within the institution to assess its educational effectiveness by gathering and evaluating assessment data, the ACCESS Office will be developing student learning outcomes that are to be used in an ongoing cycle of planning and evaluation. The specific assessment methods will be determined at the departmental / program level, with the support of other institutional departments to ensure alignment with intuitional goals and planning.

Student Learning Outcomes or SLOs are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program / activity / course / project. Outcomes are usually expressed as knowledge, skills, attitudes or values. Unit planning for the ACCESS Office will involve the development of Student Learning Outcomes to help the ACCESS Office to understand how to better facilitate its program components for students. Program components will be explored on the four general dimensions of learning outcomes that are commonly identified; (1) knowledge outcomes that pertain to cognitive content, core concepts / questions, and basic principles of inquiry; (2) skills outcomes that focus on capacity for applying basic knowledge, analyzing and synthesizing information, assessing the value of information, communicating effectively, and collaborating; (3) attitudes and values outcomes encompass affective states, personal/professional/social values, satisfaction, and ethical principles; and (4) behavioral outcomes reflect a manifestation of knowledge, skills, and attitudes as evidenced by performance, contributions, etc.

The objective is to provide the ACCESS Office with necessary feedback from all stakeholders on the status of current programming, identifying gaps in services, and the development and possible improvement of programming to ensure student success and retention (e.g. Are unit services providing what they are supposed to beyond student satisfaction? What are the skills we want faculty / students to learn? Are the skills the ACCESS Office is teaching the skills faculty / students are learning?). Learning outcomes will enable ACCESS students to articulate what they are learning and have learned from participation in ACCESS programming, inside and outside of the classroom. One goal in student learning outcomes related to the ACCESS Office would be to help with student advocacy, i.e. students should be able to explain what they know and what they can do. Furthermore, addressing SLOs will enable students to better understand where they can go to gain particular knowledge, skills, attitudes or values, and this will further the Collin College Strategic Planning and QEP by providing students with a map of where various learning opportunities are available throughout the college.

b) Continuous Improvement Plan

Date: 28 January 2016

Name of Administrative or Educational Support Unit: ACCESS Office

Contact name: Lisa Stubbs **Contact email:** lstubbs@collin.edu **Contact phone:** 972-881-5677 **Office Location:** D 140

Mission: *The mission of ACCESS is to assist, support, and enhance the students' college experience through appropriate accommodations in compliance with the Americans with Disabilities Act (ADA), providing academic advising for students with disabilities, and tutoring services for all students while treating individuals with dignity and respect.*

PART I: Might not change from year to year. If this is an academic or workforce program, you must have 3-4 long-term student learning outcomes. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) 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	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.

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A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Education (CAS Standards) for Disability Services	in ACCESS. End of visit and post-visit follow up student feedback will be collected. (Pre-test/post-test)	
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 25% 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 Survey	Improvement in attaining full CART scheduling for eligible students as measured by a reduction in open (CART not scheduled) classes as compared to 2015.

PART II: For academic year _____ (enter year i.e. 2011-12)



<p>A. Outcomes(s)</p> <p>Results expected in this department/program</p>	<p>D. Action Plan Years 5 & 2</p> <p>Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.</p>	<p>E. Implement Action Plan Years 1 & 3</p> <p>Implement the action plan and collect data</p>	<p>F. Data Results Summary Years 2 & 4</p> <p>Summarize the data collected</p>	<p>G. Findings Years 2 & 4</p> <p>What does data say about outcome?</p>
<p>Competent and thoroughly trained disability specialists will be prepared to provide full range of services to students at every Collin location.</p>				
<p>ACCESS will demonstrate data-driven decision making through the development of a comprehensive system of program evaluation.</p>				
<p>Access will articulate Student Learning Outcomes based on the Council for Advancement of Standards in Higher Education (CAS Standards) for Disability Services</p>				
<p>Process to access online tutoring services will be streamlined and barriers and delays will be removed.</p>				
<p>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.</p>				

8) Appendices

a) Appendix A – ACCESS Staffing

Employee	Position	Degree(s) / Certification(s)	Experience at Position	Time at Collin College
Lisa Stubbs	Director of ACCESS	Doctor of Education, Counseling Psychology Licensed Mental Health Counselor (State of FL)	15 years	.5 years
Brett Haduch	Advisor Disability Services Mental Health Specialist	MA – Counseling MHS – Addiction Studies, Licensed Professional Counselor (LPC)	15 years	5 years
Gloria Cloud	Advisor Disability Services Mental Health Specialist	Bachelors of Arts in Counseling/ Services to the Deaf Master's in Vocational Rehabilitation Counseling CRC (Certified Rehabilitation Counselor)	22 years	12 years
Suzanne Chase	Advisor Disability Services Learning Disability Specialist Educational Diagnostician	BS - Curriculum and Instruction Certificate in Elementary Education Certificate in Special Education M.Ed. Master of Education Professional Certificate Educational Diagnostician 12 hours toward LPC	28 years	16 years
Randy Batiste	Advisor Disability Services Mental Health Specialist	M.S. in Applied Technology and Performance Improvement M.S. in Rehabilitation Counseling B.A. in Psychology	30 years	4 years
Tanya Pierce	Disability Services Advisor Deaf and Hard of Hearing Specialist	AA Interpreting/Transliterating SCPI Level V Interpreter ACCI Level IV Interpreter NAD Level IV Interpreter	19 years	15 years
Michele Boverie	Coordinator of Student Support Services	MA - Professional Development BA - Major: Spanish Minor: Business Administration	16 years	22 years
Jessica Haapala	Interpreter Coordinator	BA – Psychology BEI Advanced Certified Interpreter	20 years	9 years
Rusty Bishop	Staff Interpreter II	AA Degree BEI Advanced Certified Interpreter	18 years	10 years
Erin Johnston	Staff Interpreter II	AA - Liberal Studies BA - Deaf Studies EIPA Certified Interpreter Level IV RID Certified Interpreter BEI Advanced Certified Interpreter	6 years	2.5 years
Jennifer Jordan	ACCESS Division Secretary	AA Degree - Business/ Economics	10 years	.5 years

b) Appendix B – Unit Products

Products	Type	Last updated
Access Website	electronic information regarding disability services and how to access them, campus and community disability resources	Ongoing, major update 2014
ACCESS Policy and Procedure Manual	A reference guide containing all written policies and guidelines regarding procedures for determining and accessing “reasonable accommodations,” institutional rights and responsibilities with respect to service provision, and to ensure confidentiality of disability information.	Ongoing Review, following Federal & State revisions
2015-2016 Collin College Catalog Compliance Statement (p. AC-1); <i>Quick Reference ACCESS Office</i> (p. AC-4), <i>Tutoring (ACCESS Office)</i> (p. AC-5); <i>About Collin College High School Enrollment/Dual Credit</i> (p. AC-12); <i>Student Development ACCESS</i> (p. AC-37-38); <i>Education Resources Tutoring</i> (p. AC-45); <i>Academic and Workforce Programs Health Science</i> (p. CI-70, CI-73, CI-77, CI-80, CI-83, CI-86, CI-87), <i>Law, Public Safety, Corrections & Security</i> (p. CI-122, CI-125, CI-128)	Academic Catalog describing college policy and procedure, academic programs, important contact information, and various student services.	Yearly
Collin College Student Handbook 2015-16 ed. <i>Sections</i> (p.3, 4); <i>Directory</i> (p. 11, 13, 14, 15); <i>Student services Section 5.3 Accommodations at Collin College for Equal Support Services (ACCESS</i> (p. 25-26), <i>Section 5.36 Tutoring</i> (p. 37); <i>Section 7-1.1 Authorized Use of Facilities Sub-section C. Animals on Campus</i> (p. 81); <i>Index</i> (p. 120, 121, 124); <i>ADA / Section 504 compliance statement</i> (p.126)	Student resources/reference guide identifying college policy and procedure, student code of conduct, important contact information, and outlining various student services.	Yearly
Interpreter Handbook	Policy Manual	2015
CART Handbook	Policy Manual	2015
Tutoring Handbook	Policy Manual	2015
ACCESS Brochure	Informational Literature	2014
Interpreter Brochure	Informational Literature	2014

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Products (cont.)	Type	Last updated
Tutoring Brochure	Informational Literature	2014
Tutoring Schedule	Informational Literature	2015
Student Forms	<p>Forms used to inform students, staff, faculty, and others regarding individual student academic accommodations and compliance with legal responsibilities.</p> <ul style="list-style-type: none"> - Access Accommodation Letter - Access Application - Documentation Guidelines - Release of Records - Consent Form - Equipment Check-out Form - CART Request Form - Interpreter Request Form - Tuition Exemption Requirements - Seating Request Form - Text in Alternate Format Request Form - Student Agreement Forms - Email notifications - Visual Library for Deaf Students 	2014
Staff Forms	<p>Forms used by and/or accessible to ACCESS Staff</p> <ul style="list-style-type: none"> - Interpreter resources - Tutor Tracking sheets - Accommodation Review Sheet 	2014

c) Appendix C – Equipment and Supplies

Adaptive Technology / Equipment	Description
CCTVs: ClearView 500 Video Eye One Vision Merline Enhance Vision System	1 x to 170x high and adjustable magnification. Intended for reading material or objects. A camera directly above, projects the magnified images on a large monitor screen. Offers high contrast viewing modes, auto focus camera, and adjustable brightness.
Flipper and Onyx	Portable Magnification Device (description-same as above) carrying case. Able to flip camera to see at a distance (i.e. the front of the room) Rotating camera design enables people with low vision to read, write, and view magnified images at any distance.
JAWS	Job Access With Speech. Screen reader software for computer users whose vision loss prevents them from seeing computer screen content or navigating with a mouse. JAWS provides both speech and Braille output
Zoom Text	Magnification and screen reading program that enlarges, enhances, and reads aloud everything on the computer screen.
Kurzweil	Literacy support software. Translates text into audio and visual presentation formats.
EZ eyes Keyboard	Large Print keyboard
Mouse with trackball	Computer pointing device consisting of a ball held by a socket containing sensors to detect a rotation.
Up easy Power Seat	Transform firm surface into a lift chair. Electrically powered and gently raises and lowers users. Weighs just 12 lbs and lifts those weighing up to 300 lbs.
Index Basic D (Embosser)	Uses fan-folded paper to produce double-sided Braille.
Focus 40 Blue	Portable Refreshable Braille
Phonak Smart Link	FM system
Olympus Digital Recorder	Digital Recorder
Victor Reader Stream	Digital Talking Book Player
VP itouch Sorenson	Video Phone
Adjustable height tables	Tables with manual or electronic means for individuals of short stature, to allow for standing, or to fit variable sized wheelchairs.
Dragon Speak Naturally	Speech to Text software
Livescribe SMART Pen	Captures handwritten notes and converts them into written text, pairs handwritten notes with audio recording.
Cannon Scanner DR - 9080C	500 Sheet automatic document feeder Highspeed USB 2.0 Interfaces 220 Images per minute scannability

d) Appendix D – Partnerships Resources

Table 6-A: Partnership Resources			
Outreach and engagement efforts by unit staff			
Outreach and engagement efforts are in abundance through the ACCESS office.			
University/Business & Industry	Partnership Type	Contract, if any	Benefits to unit and/or college
NETtutoring	Student and Faculty Resource		Online tutoring service
DARS	Student and Staff Resource		Documentation and Financial Support
Diagnosticians	Student and Staff Resource		Individuals hired for diagnostic services
RID and TSID	Student and Staff Resource		Interpreting Certification Organizations
Court Reporting School	Student and Staff Resource		Recruitment Service
Collins Realtime	Student and Staff Resource		Court Reporting Agency
Sorenson	Student and Staff Resource		Video Relay Service
Freedom Scientific	Student and Staff Resource		Products for students with low or no vision
Christal Vision	Student and Staff Resource		Products for students with low or no vision
Titanium	Student and Staff Resource		Case management system
Faculty Training Materials	Faculty Resource		Forms, DVDs, worksheets etc. related to assisting faculty with universal design.
Email Notifications	Faculty Resource		Forms used to assist faculty regarding individual student academic accommodations and compliance with legal responsibilities.
All of this is accomplished by working in collaboration with staff and faculty in other departments such as Counseling, Advising, Dean of Students, Financial Aid, International Office, Developmental Education, SOBI, SAIL, and Continuing Education.			