# UNIT NAME: Access Services review contact: Marilyn Harren

# phone: 972-881-5713 Email: [mharren@collin.edu](mailto:mharren@collin.edu)

**GUIDELINES**

**Time Frames:**

1. **Scope**:

The time frame of Program Review is five years, including the year of the review.

Data being reviewed for any item should go back the previous four years, unless not available.

1. **Deadline Dates**:

January 19th, 2021– Program Review Document due to Department Supervisor for review (VP’s may require submissions at their own, earlier due date)  
February 1st – Program Review Document due to Program Review Steering Committee

1. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES**:  Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

1. **Sources**: This evidence may come from various sources including Collin College faculty and staff, Service Unit Student Satisfaction Surveys, Service Unit Faculty/Staff Surveys, Ruffalo Noel-Levitz Student Satisfaction Surveys, IPEDS Data (for student enrollment data), National Community College Benchmarking Project data, peer surveys, or unit-level data and surveys. This evidence may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office (IRO) at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged.
2. **Examples of Evidence Statements**:
3. Poor example: Employees are encouraged to embrace the College’s core values. (Not verifiable)
4. Good example: Core values are discussed with each employee in annual performance evaluations. (Verifiable, but general)
5. Better example: Core values are discussed in annual performance evaluations and employees are expected to include one goal that will demonstrate personal improvement related to a core value and document, in the next annual performance evaluation, their accomplishment of that goal. (Replicable, Verifiable)

**FOR MORE INFORMATION:** Documentation can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>. Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972-985-3714).

## Executive Summary:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.** (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

At Collin College, the disability services office is known as ACCESS (Accommodations at Collin College for Equal Support Services). The office provides student support to eliminate barriers through a variety of services designed to ensure equal opportunities for qualified students with a disability. The information within this self-study reviews the context of services at Collin College, provides

ACCESS specific evidence of actions that support the mission statement of the ACCESS Department, and review how ACCESS supports the 2020 Vision of the college. The information will show how the services provided are necessary in assisting students and their progress at Collin. The review will compare peer disability offices at colleges with multiple locations and how the ACCESS department impacts students by showing outcome data from the past five fiscal years. The report will review how effectively the office communicates with students, faculty, staff, internal departments at Collin, the community, including dual credit partners, Texas Workforce Solutions and Vocational Rehabilitation Services, and those serving the disabled population. The report will review the growth of students being served in the ACCESS Department and will layout options to evaluate the success of the office. Given the growth of the college and the increase in students seeking services from ACCESS, the need to review past, current, and future plans will be discussed.

**Changes from the last Service Review.**

The growth in the number of students requesting services from ACCESS led to the decision to split the services provided by the ACCESS department. Until fall 2017, the ACCESS Department handled accommodations to students with disabilities as well as tutoring. The growth in the need on both ACCESS students requesting accommodations and tutoring required a change in responsibility for tutoring. Tutoring was moved to academic affairs and specifically, writing to the writing center and math to the math labs. This move occurred in spring 2018 and this decision enabled the ACCESS Advisors to spend more time working with the growing student population requesting accommodation services.

Supervision of the ACCESS Department was conducted by the Associate Dean of both Counseling and ACCESS. The ACCESS department now has a district director who reports to the Associate Dean of ACCESS and Counseling.

Section I. Are We Doing the Right Things?

1. **WHAT DOES YOUR SERVICE UNIT DO?**

**What is the service unit and its context?**

<http://www.collin.edu/studentresources/disabilityservices/index.html>

The ACCESS acronym reflects *Accommodations at Collin College for Equal Support Services.* The mission of the department is to provide support services for students with disabilities and implement equal access to information and continue to work to remove physical and academic barriers for all students. A benefit of removing barriers for students with disabilities is that it can lead to all students accessing information and support more readily.

The ACCESS department’s mission is to assist, support, and enhance the college experience for students with disabilities through appropriate accommodations in compliance with applicable laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Amendments Act of 2008, and the ADAAA known as the ADA. In addition to the federal laws followed by the ACCESS department, the office follows the professional standards set forth by the Association of Higher Education and Disabilities (AHEAD). The mission of the department reflects a commitment to provide students opportunities to develop their skills, strengthen their character, and challenge the intellect of each student accessing services.

The development of accommodations is designed for each student through an interactive conversation between the student and the ACCESS advisor along with a review of that student’s disabilities. While disabilities may be identified as the same as another student (ex: Attention-Deficit/Hyperactivity Disorder), the individual barriers could be different given the wide-ranging levels within the disability and student’s ability. Together, the advisor and student work to develop accommodations for coursework. Through this process, students gain an understanding of their strengths and weaknesses. Additionally, students and their ACCESS Advisor design accommodations to eliminate barriers and enhance student opportunities for success. The ACCESS Advisors provide general academic planning and often work as case managers and provide support to students using ACCESS services.

**Accessible Information Management (AIM)** <https://rainier.accessiblelearning.com/>

The ACCESS department contracted the use of Accessible Information Management (AIM) in 2017. This software system was developed for disability offices and the use of AIM has allowed comprehensive accommodation, appointment, and case management. AIM has provided more time for advising and coaching students, programming, and reviewing options to assist students in completion and retention. The use of AIM has allowed the ACCESS department to have accommodation letters readily available for students to provide to faculty members and has provided students with more independence in decision making on when they want to use accommodations based on coursework they are studying.  A copy of the AIM student application is located in the appendix at Section C.

This section is used to provide an overview description of the service unit, its relationship to the college, and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide an adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Unit’s purpose (Include the unit’s purpose/mission statement if one exists.)*
* *Services and products (i.e. event coordination, reports, promotional materials, handouts, etc.)*
* *Service across campus/departments/district/community*
* *Regulatory standards the unit must meet*

**Mission and Purpose of ACCESS Department**

[**ACCESS@collin.edu**](mailto:ACCESS@collin.edu)

The mission of the ACCESS (Accommodations at Collin College for Equal Support Services) Office is to assist, support, and enhance the college experience for students with disabilities through appropriate accommodations in compliance with applicable laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, and the Amendments Act of 2008 (i.e. the “ADA”). This mission is stated in the department procedures manual, which is a document used by the ACCESS office staff. The mission of ACCESS compliments the mission of Collin College, as the ACCESS office provides the ability for all students to learn and grow as the department staff works to remove barriers to accessing education. The work of the ACCESS department can assist all students with increasing their own growth and development of goals and objectives that meet their needs as learners.

The ACCESS Department falls under the Student Enrollment Services Division, with the ACCESS Department Director reporting to the Associate Dean of ACCESS and Counseling.

The staff positions include two ACCESS Advisors at the Frisco Campus, two ACCESS Advisors at the McKinney Campus, two ACCESS advisors at the Plano Campus, a dual credit ACCESS Advisor who works across the district, a testing coordinator, an interpreter/CART coordinator, two CART (Communication Access Realtime Translation) writers, and two staff interpreters. Each campus has a reception desk staffed by a part-time (19 hours and under) team member who assists both the ACCESS office and Counseling office at all locations. ACCESS advisors have a minimum of a master’s degree and the interpreters are all certified.

**Locations and Hours**

There are dedicated offices for the ACCESS department at all campuses. ACCESS expanded to the Wylie campus when it opened (Fall 2020). While there is office space at the Technical Campus, current demand does not warrant full time personnel at this time. The ACCESS department falls under the Student and Enrollment Services Division.

The ACCESS Department office hours are located on the ACCESS website. The general phone number for ACCESS is 972-881-5898.

Hours of operation are below:

* *Frisco Campus*: Monday, Wednesday, and Thursday 8:00 a.m. to 5:00 p.m.; Tuesday 8:00 a.m. to 7:00 p.m.; Friday 9:00 a.m. to 5:00 p.m.
* *McKinney Campus*: Monday, Tuesday, and Thursday 8:00 a.m. to 5:00 p.m.; Wednesday 8:00 a.m. to 7:00 p.m.; Friday 9:00 a.m. to 5:00 p.m.
* *Plano Campus*: Monday 8:00 a.m. to 7:00 p.m., Tuesday through Thursday 8:00 a.m. to 5:00 p.m., Friday 9:00 a.m. to 5:00 p.m.
* *Wylie Campus (added Fall 2020)*: Monday, Tuesday, and Wednesday 8:00 a.m. to 5:00 p.m.; Thursday 8:00 a.m. to 7:00 p.m.; Friday 9:00 a.m. to 5:00 p.m.
* *All Campuses*: Friday 8:00 a.m. to 9:00 a.m. staff training and development

**Budget**

The following budget reflects the growing use of students requesting services from the ACCESS Department.

Budget from FY 2016-FY 2020:

|  |  |  |
| --- | --- | --- |
| FY | Number of Student Served | Budget Amount |
| FY 2016 | 2,735 | $1,133,131 |
| FY 2017 | 2,818 | $1,246,273 |
| FY 2018 | 3,095 | $1,321,361 |
| FY 2019 | 3,648 | $1,299,427 |
| FY 2020 | 4,271 | $1,525,100 |

Source: This information was obtained by accessing Cougarweb Finance Budget Query by fiscal year.

Operating costs include staff salaries, benefits, contract labor, general supplies, adaptive equipment, software systems, hardware equipment, assistive technology, professional development training, and marketing materials.

**Additional Budget Allowance**

An area that can affect the budget and staff requirements in the ACCESS office are students with multiple low incidence disabilities. Low incidence disabilities include those students who have significant cognitive disabilities, medically fragile issues and/or Deaf blindness. In an open enrollment college, students with low incidence disabilities can increase the cost of providing accommodations. Additional budget can be allocated for specific services for students with these disabilities depending on needed accommodations.

**Compliance and Guidelines**

The ACCESS department works to ensure full accessibility to information for all those taking coursework on campus, online, and in the Collin College community as the office follows Federal requirements of:

* Rehabilitation Act 1973 (29 USC 791) Section 504; <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

Section 504 prohibits discrimination against “handicapped people” in any federal program or activity, or any program or activity receiving federal funds. Section 504 is a civil rights act that protects the civil rights of persons with disabilities. It prohibits discrimination based on disability by organizations that receive federal funds. Organizations that receive federal funds are required to make their programs accessible to individuals with disabilities. As a public entity receiving federal funds, Collin College is required to provide auxiliary aids and services to students with disabilities.

* The ADAAA (Americans with Disabilities Act and Amendments Act of 2008); <https://www.eeoc.gov/statutes/americans-disabilities-act-amendments-act-2008>

The ADAAA is referred to as the ADA. The ACCESS office facilitates equal access to information in post-secondary education. The services provided include assistance with any aspect of the campus experience in terms of accessibility, testing, advising, and registration.

When Congress passed the Amendments Act of 2008 to the ADA, it noted that disabilities are to be seen as a broad definition that affects a person’s major life activity. It can be a physical or mental impairment that substantially limits one or more major life activities such as walking, caring for oneself, standing, bending, seeing, learning, eating, speaking, sleeping, lifting, reaching, hearing, concentrating, communicating, thinking, breathing, working, sitting, and this list is not exhaustive. It can include major bodily functions such as normal cell growth, immune system functions, digestive, bowel, bladder, and neurological issues. It can include functions of the brain, respiratory, circulatory, endocrine, and reproductive issues. Episodic or cyclical impairments or impairments that go into remission such as depression, bipolar disorder, Post-Traumatic Stress Disorder, and other psychiatric conditions can be considered disabilities, as are epilepsy and cancer if they would substantially limit a major life activity when active. With the expanded definition of what is considered a disability, the ACCESS Department has seen an increase in students requesting services.

* The ACCESS office follows federal guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and the Amendments Act of 2008 (ADAAA) as any post-secondary education institution is required to follow when they receive federal financial aid funds. The regulation to have one on one interactive conversations with students to provide reasonable accommodations to access information and support students with disabilities through their studies at Collin College, and attempt to prevent discrimination through awareness and training for faculty, staff, and students, requires that these services be provided through a disability office (ACCESS Department).
* In addition to Section 504 and ADAAA, the regulating entity for investigating discrimination is the Office of Civil Rights (OCR). The responsibility of OCR is to eliminate and investigate discrimination complaints based on disability against students with disabilities in educational institutions. The regulations implementing Section 504 in the context of educational institutions can be found at 34 C.F.R. (Code of Federal Regulations), part 104; [34 C.F.R. Part 104 (ed.gov)](https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html).
* Federal Educational Rights to Privacy Act (FERPA); <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

“The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education”.

* In addition to federal guidelines, the ACCESS Department follows recommendations from AHEAD, the Association on Higher Education and Disability. <https://www.ahead.org/home>

AHEAD provides guidance on issues such as student to staff ratios, disability documentation guidelines, program and professional standards, performance indicators, and professional resources for the ACCESS staff.

**Student Service and Intake Pathway**

The ACCESS website gives students step by step information on the process to request accommodations.The website is found at:

<http://www.collin.edu/studentresources/disabilityservices/index.html>

* Students can request disability services following their admission to Collin College.

Students can complete an application for services from the ACCESS Department. The application is found online on the website.

<http://www.collin.edu/studentresources/disabilityservices/requestdisabilityservices.html>

* Students can request accommodations for Texas Success Initiative (TSI) assessment and can find contact information on the website. <http://www.collin.edu/studentresources/disabilityservices/remote_tsi_accommodations.html>

* Information on preparing students for the transition from high school to college can be found on the website as the differences between accommodations in college versus high school due to the different laws. Collin College adheres to the ADAAA, while public high schools must follow the regulations within the Individuals with Disabilities Education Act (IDEA). This information is available on the website and is discussed with students during their intake conversations with ACCESS advisors. <http://www.collin.edu/studentresources/disabilityservices/accesspdf/Updated_Differences_Between_HS_and_College_for_Students_with_Disabilitie....pdf>

Once a student requests services from the ACCESS office, the ACCESS advisor provides an interactive conversation and assessment with the student to discuss reasonable accommodations to access information in their coursework. The student must be able to meet the technical standards in the program of study (academically, physically, and behaviorally), as the college is not required to make substantial modifications or fundamental alterations to their programs.

Once the interactive conversation with the student is completed, reasonable accommodations are discussed and agreed upon between the ACCESS advisor and the student which will allow full access to information.

**Types of Accommodations**

The types of services provided by the ACCESS Department can vary based on the student and their disability, but a few are described:

* Support with self-advocacy. Students are responsible for requesting services from the ACCESS office each semester.
* Testing accommodations are dependent upon the accommodation needs of the student.
* Notetaking, scribes, readers. Note-taking assistance may include copies of faculty notes, other materials displayed in class, and PowerPoint slides. It can include the use of note-taking devices, audio recording, and other assistive technology such as smart pens, computers, tablets, and cell phones.
* Scribes assist in writing and readers are provided for those who qualify for that accommodation.
* Text in alternate format/enlarged text-This is provided based on the accommodation needs of the student
* Sign Language Interpreters/ CART -Communication Access Realtime Translation and Sign Language Interpreters are provided for students who are hard of hearing or Deaf.
* Student support referrals. Referrals are made to multiple departments at Collin College and the community based on student need.

**Reasonable Accommodations**

With the legal mandates under the ADAAA, Collin College must make reasonable accommodations to provide students with disabilities an equal opportunity to participate in courses, programs, and activities, including extracurricular activities. Accommodations do not weaken the academic standards or integrity of a course, but simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers.

Examples of accommodations can be auxiliary aids and services such as sign language interpreters, readers, note-takers, braille, large print options, electronic formats of print materials, and adaptive equipment.

Specific examples of accommodations are: providing a lab partner or assistant to facilitate involvement in a lab activity, allowing extra time to set up or complete the lab can be an effective accommodation for some students with disabilities. Accommodations could also be providing an adjustable workstation.

For students with hearing impairments, providing video demonstrations or software with captioning, written instructions, or captioned video instructions is needed. Providing preferential seating can maximize some students’ participation.

For students with vision issues or who are blind, tactile drawings or graphs, using clear verbal descriptions of demonstrations or visual aid, and employing adaptive lab equipment can help in participation.

For students with learning disabilities, using a combination of written, verbal, and pictorial instructions, creating opportunities to work with partners rather than alone, and extending time allotted for testing can be of assistance.

In testing, students can be provided with quiet testing locations and tests in alternative formats. They can also be allowed extra time to complete the examination and provided with a reader or scribe services.

**Tools, Assistive Technology, and Software Available:**

Numerous hardware and software resources are available to serve the needs of students with disabilities. The following are assistive technology items available to students when needed.

Hardware Available

|  |  |
| --- | --- |
| CCTV (Closed-Circuit Television) | Braille Printer |
| Video Phone | Victor Reader (Handheld media player and recorder for visually impaired) |
| Live Scribe Pens ​(digitizes handwritten material and captures audio) | Portable Magnifier ​(Magnifies text for students with low vision) |
| Refreshable Braille (Assistive Technology product for students with vision issues that can convert digital text to braille) | Read Aloud Scanner |
| Digital Voice Recorder | Adjustable Height Table |
| Neo Lab Smart Pens (Digitizes handwritten or typed text and can convert to audio and has the ability to share files ) |  |

Software Available

|  |  |
| --- | --- |
| JAWS (provides speech and braille output for personal computers) | Balabolka (Text to speech program and can be used with multiple languages) |
| MAGic (screen magnification software) | TextAloud (text to speech software) |
| Dragon Naturally Speaking (speech to text) | Zoom Text (magnifies material on the computer) |
| Kurzweil (Provides reading and writing digital support) | Inspiration (creates visual maps for students with learning disabilities) |
| Adobe Acrobat Pro DC |  |

ABBYY Findreader (Optical Character Recognition Software) was discontinued in 2018 as technology has expanded options available.

Accessible Information Management (AIM) Disability management system with comprehensive accommodation, appointment, and case management software was implemented in 2017 and is currently being utilized. This system has allowed the students using services to be more independent in their decisions to use accommodations for each class.

In addition to these hardware and software options available, the ACCESS Department also provides a variety of specialty magnifiers, which include:

* The Topaz Optical Magnifier: a desktop video magnifier and high-definition camera with reading lines and a focus lock
* Ruby: handheld video magnifier with LED lighting built-in
* Reveal: magnifier that is small enough to be moved from one location to another
* Freedom Scientific/Fusion: combined Zoom Text screen magnification and JAWS for screen reading

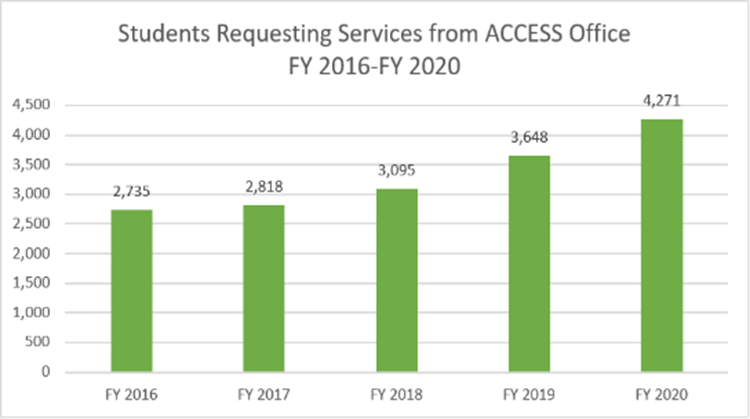
All of these products are used to assist students with low vision accommodations.

**Number of Students Served**

The number of students served by the ACCESS office has grown over the past five years from 2,735 in FY 2016 to 4,271 in FY 2020.

The following information shows the increasing number of students served by the ACCESS office over the past five fiscal years.

**The number of students served by the ACCESS office between FY 2016-FY 2020**



Source: ARGOS Report

The following information gives a snapshot of the students served by the ACCESS Department by type of disability.

Note, although it appears that the percentages did not change drastically, it is important to note that the number of students served increased 38% in the three years of data captured between FY 2018 and FY 2020.

**Student disability by diagnosis requesting services from the ACCESS Department beginning in spring 2018:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability** | **Percentage**  **FY 2018** | **Percentage**  **FY 2019** | **Percentage**  **FY 2020** |
| **Total Students Served** | **3,095** | **3,648** | **4,271** |
| Acute Health Condition | 0.1% | 0.3% | 0.3% |
| ADD/ADHD | 25.6% | 24.7% | 27.0% |
| Autism Spectrum Disorders | 12.9% | 12.7% | 11.9% |
| Chronic Health Conditions | 0.5% | 2.4% | 4.2% |
| Degenerative Disease | 0.1% | 0.2% | 0.2% |
| Developmental and Cognitive | 5.4% | 5.6% | 5.8% |
| Deaf and Hard of Hearing | 4.1% | 4.4% | 3.6% |
| Learning Disability | 9.7% | 12.8% | 13.5% |
| Low Vision/Blind | 2.0% | 1.7% | 1.4% |
| Neurological | 2.0% | 2.0% | 2.5% |
| Other | 18.6% | 14.2% | 12.6% |
| Physical Disability | 5.9% | 5.3% | 4.4% |
| Psychological/Emotional Disability | 12.6% | 12.6% | 11.1% |
| Traumatic Brain Injury/Head Injury | 1.1% | 1.4% | 1.6% |
| Traumatic or Acquired Brain Injury | n/a | 0.2% | 0.2% |

This information was assembled using AIM. The information is partial for FY 2018, as AIM was installed in fall 2017. The information in years prior to installation of AIM is not available.

The following information notes the actual number of students served by disability. Even though the percentages may have shifted in the above chart, the total numbers by each disability could have risen as the total number of students served has increased over the past five years.

An example would be students served diagnosed with Autism Spectrum Disorder. In FY 2018 that population was 12.9% of 3,095 students which was 399 students. In FY 2020, 11.9% of the students served were diagnosed with Autism Spectrum Disorder, which was 508 students.



This information was assembled using AIM. The information is partial for FY 2018, as AIM was installed in fall 2017. The information in years prior to installation of AIM is not available.

**With the growth in the number of students requesting services and the increase in some diagnosis noted over three years, it is important to realize that training needs, staff, and budget could see increases.**

**Note: Because of the 56% increase in students requesting services over five years from 2,735 in FY 2016 to 4,721in FY 2020, the capacity of the department to serve student needs to be addressed.**

Students diagnosed with disabilities requesting services gives the ACCESS Department options for providing increased staff and faculty training.

However, students with these diagnoses who do not request services are not captured in the above numbers. Students with these diagnoses are in Collin College classrooms based on ongoing conversations with faculty and staff. Students with disabilities in college are sometimes concerned about requesting ACCESS services as they do not want to be identified or labeled.

Although the information presented tracks the number of students served, it is difficult to estimate the number of student interactions. Students can see an ACCESS staff member one time and then access the AIM system to request accommodations on their own the remainder of the time they are enrolled. Other students will need to interact with ACCESS staff multiple times a week and a few students will contact the office multiple times a day. Each student is unique and their needs vary. Having enough trained staff to handle the responsibilities of the office is an identified need.

## Why do we do the things we do? Unit relationship to the College Mission & Strategic plan.

* **Provide unit-specific evidence of actions that the unit supports the** [**mission statement:**](http://www.collin.edu/aboutus/missioncorevalues.html)“*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

**Student-Centered**

The ACCESS Department staff works with students with disabilities to remove barriers and allow students to develop skills in working toward their full potential in college coursework. In the interactive conversations that ACCESS advisors have with students, advisors analyze students’ disabilities and their strengths and weaknesses. The ACCESS Advisors also discuss issues related to self-advocacy and assist the students in speaking for themselves.

A student comment written in the 2019 Institutional Research Office college survey stated, *“The access office has been vital to my continued education”.*

**Community-Centered**

The ACCESS Department hired a dual credit advisor in fall 2019 to meet the needs of dual credit students with disabilities taking college coursework. The ACCESS advisors present at transition fairs held at community high schools and discuss ACCESS services available at Collin College. The ACCESS advisors also have presented at Region 11 Educational Service Center about ACCESS services.

**Developing Skills and Strengthening Character**

This component of the mission statement relates to the requirement of the pre-k-12th grade public education system falling under IDEA (Individuals with Disabilities Education Act) and ADAAA (Americans with Disabilities Act and Amendments Act of 2008) followed at the post-secondary level. In high school, the student with a disability is provided opportunities for success and the school must identify these students and provide services to them. In college, under ADAAA, the student with a disability must request services and accommodations. This adjustment provides an opportunity for the ACCESS advisors to encourage self-advocating skills for the students with disabilities requesting services.

The ACCESS Advisors recommend that students interact with their professors regarding their accommodations, and the Accessibility Information Management (AIM) software generates the students’ letters of accommodation which can allow a bridge to discussion with their professors. Students can choose to develop self-advocacy skills by using their letters of accommodations for this conversation. The student can also choose to email the letters of accommodations to their professors. All of these choices allow students to take a primary role in their own education. Advocating for self is a character-building skill.

In addition to assisting students in developing self-advocating skills, the ACCESS staff works with students to understand what skills they need to obtain and decide what degree plan, certificate, or pathway allows them to move forward in their educational goals.

**Challenging the Intellect**

The ACCESS Department staff challenge students to develop their intellectual abilities by providing accessible information in the students’ coursework and guidance on their academic or career pathways. For some students in an open enrollment post-secondary setting, the realization is that college coursework does not fit their strengths and skillsets. When this occurs, the ACCESS Advisors can assist in providing suggested transition options for these students. The ability for the ACCESS Advisors to understand how to challenge the students’ intellectual abilities by providing reasonable accommodations and support in the process can help move the student forward.

When college coursework does not appear to fit a students’ strengths and skillsets, the ACCESS Advisors have referred the students to Texas Workforce Solutions or My Possibilities to assist students exiting out of classes at Collin College. Texas Workforce Solutions reviews options for job training and My Possibilities is an adult day program that provides life skills training. Texas Workforce Solutions: <https://www.twc.texas.gov/> and My Possibilities: <https://mypossibilities.org/>

* **Provide unit-specific evidence that supports how the unit supports the college strategic plan (either 2020 Vision or the 2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

Each Vision Statement listed on the 2020 Vision for Collin College is noted below with the response and support of how the ACCESS Department assisted on most of these strategic visions.

* 1. **Finalize and execute a comprehensive plan that facilitates the safety of faculty, staff, and students at Collin College.**

The ACCESS staff protects the students’ identity and confidentiality in their medical, psychological, psychiatric, physical, emotional, and mental health documents by using a HIPAA compliant software program (AIM) to store these records.

The ACCESS staff informs the police department of specialized evacuation plans for some students to maintain safety based on the student’s disability.

* 1. **Increase outreach and create streamlined pathways from high school.**

A dual credit ACCESS advisor position was filled in February 2019 to meet the increase of the dual credit students needing accommodations attending Collin College. The dual credit ACCESS advisor reviews the differences between high school and college in terms of accessing services for students with disabilities. This information can be found on the ACCESS website under Transitioning to College. (<https://www.collin.edu/studentresources/disabilityservices/index.html> )

This becomes an important issue for potential and current students with disabilities as students need to understand the difference between disability rights and laws in high school compared to college. In college, more responsibility is placed on the student. Under IDEA (Individuals with Disabilities Education Act), a student in pre-k-12th grade is required to be found by the school and provided success through their school career.

Once students with disabilities enter college, the law changes to the ADAAA (Americans with Disabilities Act and Amendments Act of 2008) and the student is required to request services from a disability office and be a self-advocate.

* 1. **Emphasize student achievement and streamline pathways to four-year colleges and universities.**

ACCESS students showed an increased rate of completion of attempted hours and completion hours as seen in the following information from a Banner/ARGOS report. This shows the ability for some students to make progress and move forward in their own educational pursuits.

**Completion Rates by ACCESS Students from FY 2016 through FY 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| FY | FY | FY | FY | FY |
| 2016 | 2017 | 2018 | 2019 | 2020 |
| 69.0% | 70.2% | 71.9% | 74.0% | 75.6% |

Source: Banner/ARGOS report

* 1. **Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.**

Outreach was completed by presentations at local area high school recruiting programs that explored options for students with disabilities. The ACCESS Department also has a full-time dual credit advisor in place to assist with transition to the college coursework for area high school students. The ISDs have included: Allen, Frisco, McKinney, Plano, Wylie, some of the mid-sized and rural districts.

Over the past five years, presentations by ACCESS staff were given to transition counselors and teachers at local high schools, Texas Workforce Solutions (TWS), Texas Association of Vocational Adjustment Coordinators (TAVAC), Stand-Up LD for those with learning disabilities in the community, North Texas Community College Consortium, Plano ISD deaf and hard of hearing classes, Region 11 Transition Fairs, and Melissa ISD ASL classes to discuss the interpreting program at Collin College.

* 1. **Create an increasingly welcoming environment for students, community members, faculty, and staff.**

During the beginning stages of an intake process with students (and occasionally family members) requesting information about the process, dignity, respect, integrity, and discussions of confidentiality are shared and shown by the ACCESS staff. Without these Core Values shown in the ACCESS Department, it would be difficult to establish relationships with students. The relationships developed showing the Core Values of Collin College allows the student to understand they are responsible for their learning and they are an integral part of setting up accommodations. Without the welcoming environment provided by the ACCESS Department, students could feel more limited in discussing their disabilities and barriers that they might face in coursework.

This welcoming environment also affects the relationships formed with faculty and staff at Collin College. The ACCESS Department works on presenting information to faculty and staff to help increase the communication between the ACCESS Department and others working with students.

When students mention a disability to anyone at Collin College, those informed are to refer the student to the ACCESS Department and then follow up with an email or phone call regarding the student self-identifying as someone with a disability. The ACCESS Department then follows up with the student at least twice to offer services. The welcoming environment of the office allows this information to be shared more easily.

The ACCESS department works closely with the eLC and faculty to ensure online content is accessible for students. Training for faculty has been developed and is available. Staff members are able to serve students utilizing Zoom, telephone, and video calls to ensure they experience a welcoming online environment.

* 1. **Expand the physical footprint of Collin College to meet emerging programmatic needs; improve facilities as necessary; and implement the Maintenance Plan to elevate services to our students.**

In the fall of 2017, the ACCESS office at the McKinney Campus was moved to a Student Support Services Suite along with Counseling and the Dean of Students Office. Adjoining this suite, a small classroom was converted to a private testing room for ACCESS students. This design concept was replicated when the Wylie and Technical Campuses were opened.

**3. WHY DO WE DO THE THINGS WE DO?**

**A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

*Suggested/possible points to consider:*

* *What is the purpose and reason for the service?*
* *How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?*
* *What would happen if the unit no longer provided these services and/or the services were outsourced?*
* *What unit services require the most resources including staff time? Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions.*
* *Is there a clear line of communication with other units involved in or supporting each of these services?*
* *Does the unit or the college have alternate ways of providing any of these services?*
* *Are the services offered/conducted as efficiently as possible?*

**Primary Function/Service I – Accommodations**

The ACCESS Department provides and ensures reasonable accommodations for students with disabilities. Reasonable accommodations are provided in testing accommodations, classroom accessibility, note-taking, scribes, readers, text in alternate format, enlarged text, CART writers, Sign Language Interpreters, assistive technology, and accommodations provided for online coursework.

Over the past five years, accommodations have changed and grown as assistive technology has advanced more options for accessing information in the classroom, online, and in the community. An example of this technology advancement is how cell phone applications have assisted all students, not just those with accommodations, to access more information. One application is Balabolka, which is a text to speech program that is available to all students. Texts can be saved as an audio file. Balabolka can read in 16 different languages which can assist the student using ACCESS services and the general education student whose native language is not English. The user can alter the rate and pitch to meet their own needs.

Livescribe and Speechnotes are speech to text applications that allow students to write using dictation and then edit information. These are assistive technologies that were not available five years ago and have expanded options for all students, especially those using ACCESS services.

If services from the ACCESS Department and trained staff were not available to students with disabilities, legal mandates would not be fulfilled and students with disabilities would not have full access to information. The office provides equal access and opportunities to students as required by law.

The ACCESS staff spends the majority of their time interacting with students, reviewing disability documentation, advising students on possible accommodations to remove barriers, and providing academic advising. The ACCESS staff work with faculty and staff on the implementation of accommodations. If faculty members have questions regarding the accommodations, they are requested to call the ACCESS office with these questions. Although the AIM accommodation letters contain descriptions of each accommodation, sometimes interactions and clarification with faculty are needed.

With the implementation of Accessible Information Management (AIM) case management software in 2017, the system has allowed more efficiency in office operations since the last Program Review. AIM has allowed the ACCESS advisors to be more involved with advising, coaching, and facilitating services to students. The case management system enables students to be more independent in deciding when to use accommodations for their coursework. Due to the wide-ranging needs of students, the AIM software has provided the support and flexibility to meet the students where they are.

The ACCESS Department also works with students to increase their abilities in self-advocacy by encouraging students to discuss classroom accommodations with faculty members and staff when needed. Students are required to request services each semester they want to use accommodations and are reminded to do so. This requirement allows the student to decide when and if they want to use accommodations for coursework which helps to increase students’ ability to advocate for themselves.

**Function/Service II – Information and Referrals**

The ACCESS Department works to support students through information and referrals to various departments within Collin College and throughout the community when needed. Through interactive conversations with students and setting up their accommodations, it could be revealed that students may need addition support from departments such as counseling, financial aid, Developmental Education, Continuing Education, and the bookstore for purchasing materials that need to be formatted for accessibility.

This responsibility has not changed over the past five years, except for the amount of time needed as the number of students requesting services has grown. Due to legal mandates, it would be difficult to see this responsibility outsourced as there are currently no known agencies providing these services for educational institutions. Failure to adhere to these federal mandates could cause the college to be subject to lawsuits, experience the loss of federal funding, and be out of compliance with the Office of Civil Rights.

Efficiency within the department is difficult to ascertain, as each referral involves individual student issues that need to be addressed. Sometimes these referrals are conducted quickly, but other times the student might need more assistance as their needs are more complex and may require further assistance from other departments and/or community support agencies. The support changes based on the student and their need.

Auxiliary work of the ACCESS Department involves training for increasing awareness regarding disability services for faculty, staff,

and students. Some training can be provided by videos or recorded sessions, while live training is conducted online or in person. As the number of campuses increases and the faculty and staff along with that, there will be an increased demand on the departments time to train and educate new employees.

In FY 2020 the ACCESS Department had 13 full-time staff members to provide services to students. The number of part-time team members fluctuates and some of those team members are shared by the Counseling and Dean of Students offices. The ACCESS Department staff meets their primary responsibility of providing reasonable accommodations in a timely manner. At this time, the department sees the need to increase the number of ACCESS advisors to cover new campuses as well as the increase in students requesting accommodations. With the number of dual credit students requesting accommodations, increasing the dual credit ACCESS advisor position from one person to two would be a tremendous benefit.

**Benchmarking: Review two or three comparable, colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.**

Services offered to students with disabilities are individualized, various models are seen in other two-year open-enrollment institutions. The foundation of providing services to students with disabilities is based on federal laws, but where each organization locates the office of disability services varies as does their intake process. The overall foundation is the same at each disability office but the implementation is not standardized.

Peer institutional comparisons were chosen based on the qualifications of being open enrollment, publicly funded in the state, and consisting of multiple campus locations. A survey questionnaire was sent to the disability offices at five state-supported community and/or technical colleges in Texas who are also members of AHEAD (Association of Higher Education and Disabilities).

The survey which was emailed to the disability offices focused on requesting the number of locations with the college, the number of students enrolled, the number of students requesting services from the disability office, the number of staff members employed, both full time and part-time, the responsibilities outside of providing academic accommodations, and tuition costs were requested.

These topics were chosen to explore the strengths and weaknesses of the programs provided at the ACCESS office and to investigate if the responses could assist in developing plans of the ACCESS office. Only three of the colleges contacted returned responses by email. A comparison chart is below followed by descriptions of the information provided by the colleges.

**Collin College**

Collin College enrolled 49,070 students and the ACCESS office served 4,271 students in Fiscal Year 2020 with 13 full-time staff members. Part-time staff number spanned between 16-19 based on the needs of students. In analyzing the number of students requesting services to the general enrolled population, Collin College ACCESS Department served approximately 11.5% of the total enrolled population in disability services in Fiscal Year 2020. The full-time staff ratio is approximately 1:329 students served.

**College Comparison Chart**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Collin College** | **Blinn College** | **Lone Star College** | **Texas State Technical College** |
| Federal Law is followed | X | X | X | X |
| Number of service locations | 8 | 7 | 7 with 12 centers | 10 |
| Enrollment in the college | 49,070 | 19,000 | 86,000 | 3,400 |
| Number served in Disabilities Service Office (DSO) | 4,271 | 1,300 | 2,400 | 718\* |
| Staff Employed in DSO (Full time) | 13 | 7 | 24 | 7 |
| LPC credentials required |  | X |  |  |
| DSO combined with other departments |  | X |  |  |
| Percent of total enrollment in DSO | 11.5% | 6.8% | 2.8% | 21.1%\* |
| Staff to student ratio | 1:329 | 1:163 | 1:100 | 1:102 |
| Provide other services (training) | X | X | X | X |

\*Number could be inflated due to duplicated students

**Blinn College**

Blinn College located in Brenham, Texas is a public community college and has seven locations in Brenham, Bryan, Schulenburg, and Sealy. Blinn has approximately 19,000 students with 1,300 students using disability services over the last fiscal year. Blinn has seven full-time staff in their disability office and one part-time staff member. The cost of tuition noted is $366 for 1-3 hours and $488 for 4 hours. Blinn provides training to academic divisions during convocation or special requests and is responsible for mental health counseling. Blinn requires that their disability staff providing accommodations be licensed counselors. They provide training to faculty for both disability services and counseling and conduct training once or twice per semester. Blinn College tracks monthly and semester statistics regarding students served via counseling, testing, and letters of accommodations. Blinn requires their disability staff to be licensed counselors as their office serves students with disabilities and are also responsible to providing mental health counseling to the general student population (students with mental health needs at Collin College are provided services by a separate office of licensed counselors). In analyzing the number of students requesting services to the general enrolled population, Blinn served approximately 6.8% of the total enrolled population in disability services. Their full-time staff ratio is approximately 1:163 students served.

**Lessons Learned:**

Blinn hires only licensed professional counselors as disability advisors as their disability services office staff is also charged with counseling. This could lead to a conflict of interest, as a disability advisor sometimes needs to exit a student out of services and attending classes when the student skillset does not fit in attending college coursework. The transition out of college can be much faster than ending a counseling relationship.

**Lone Star College**

Lone Star College is a public community college serving the northern portions of Greater Houston. They have approximately 86,000 students attending seven college campuses and 12 centers that host a smaller number of classes or a specific type of program. The disability offices are located on the seven main campuses. In fiscal year 2020, the Disability Services Office served approximately 2,400 students and recently implemented the Accessible Information Management (AIM) system. The Disability Services Office has 24 total staff consisting of system staff, campus staff, and interpreting and captioning staff. Lone Star College has 36 part-time staff which includes interpreters and captionists. The average cost of tuition per hour at Lone Star College is: In-District: $233.75 and $503.75 out of district. The Disability Services Office provides awareness training to faculty, staff, and students on as requested basis and have on-demand training that faculty and staff can access anytime online through the employee portal. Lone Star does not currently track data on students using disability services but with the implementation of AIM are looking at tracking graduation data.In analyzing the number of students requesting services to the general enrolled population, Lone Star College served approximately 2.8% of the total enrolled population in disability services. Their full-time staff ratio is approximately 1:100 students served.

**Lessons Learned:**

Collin College sees a much higher percentage of students using the ACCESS Department than Lone Star College. Collin College sees 10.2% of the enrolled population and Lone Star College sees 2.8% of their total enrollment.

**Texas State Technical College**

Texas State Technical College is a publicly funded technical college with ten locations in Texas. They have approximately 3,400 students with 718 students using the disability services office known as the ALA office. The disability services office noted that the 718 could count some duplicated students. They have seven full-time staff members and one part-time staff member. The average cost of tuition at Texas State Technical College is $160 per credit hour. In addition to the services provided to students, they provide disability awareness training one time each semester at each campus location. They also have statewide professional development training three times each year. The disability office meets with departments and faculty members to discuss particular students of concern as needed. The office provides information at kiosks at each campus event. The office does track the percentage of students that meet Satisfactory Academic Progress each semester, the number of visits to the ALA offices, and the percentage of students that have received services from ALA office that graduate each semester. In analyzing the number of students requesting services to the general enrolled population, Texas State Technical College served approximately 21.1% of the total enrolled population in disability services. This appears to be a high percentage, but a disability staff member did mention that there was a concern with the 718 count as it could have included duplicated students. Their full-time staff ratio is approximately 1:102 students served.

**Lessons Learned**

Data from Texas State Technical College is difficult to track as the school does not use a specialized disability case management system to track data on students using services and noted that their data could be duplicated students. The AIM disability case management system can track students without a concern of counting duplicates.

**4. HOW DO WE IMPACT STUDENT OUTCOMES?**

Make a case with evidence to show effects of the unit on student outcomes.

## *Suggested/possible points to consider:*

## *How does the unit influence the student experience?*

## *How does the unit influence the student environment and/or safety?*

## *In what way does the unit influence student enrollment, retention, persistence, and/or completion?*

* *Analyze the evidence you provide. What does it show about the unit?*

**How ACCESS influences the student experience (and faculty experience)**

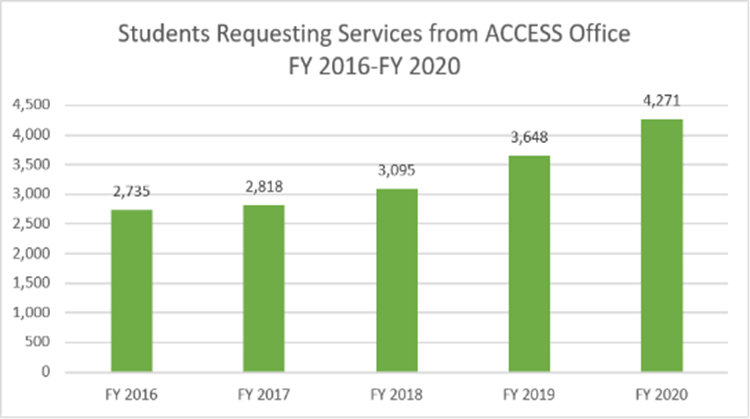
The following information uses two ways to view student experiences with ACCESS Department by 1) using quantitative data such as completion rates and 2) reviewing how students and faculty view the ACCESS department and services provided. Student and faculty comments made in institutional survey responses can be viewed for trends of concerns that need to be addressed. These comments also can give positive feedback on how students and faculty view the ACCESS Department.

**Completion Data**

Since the last service review, the ACCESS Department began to track completion data to evaluate the effectiveness of providing services and support by the ACCESS Department staff.

The following information shows the increasing number of students served by the ACCESS office over the past five fiscal years and the increased obligation of staff providing services to more students.

**The number of students served by the ACCESS office between FY 2016-FY 2020**



Source: ARGOS report

The Amendments Act of 2008 has increased the number of students requesting services in the ACCESS office at Collin College and in disability offices nationwide. The Amendments Act of 2008 expanded the number of people that can be protected from disability discrimination as it expanded the definition of who is considered disabled. The Amendments Act is located at <https://www.ada.gov/regs2016/adaaa.html>.

**Completion data for students using ACCESS and the General Education Student**

**Hours attempted and completed by students using ACCESS services and general education students**

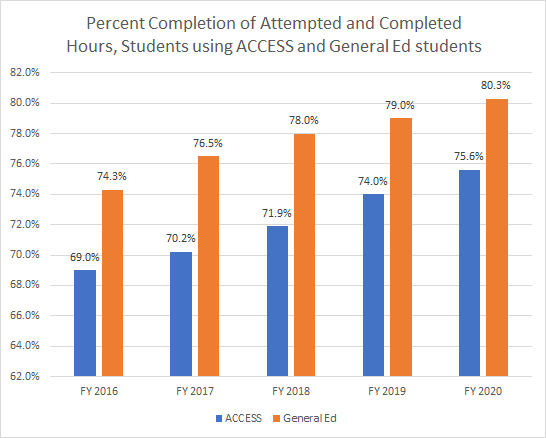
|  |  |  |  |
| --- | --- | --- | --- |
|  | **Hours Attempted** | **Hours Completed** | **Percent Completion** |
| ACCESS Students |  |  |  |
| FY 2016 | 19,727 | 13,620 | 69.0% |
| FY 2017 | 21,501 | 15,083 | 70.2% |
| FY 2018 | 22,389 | 16,094 | 71.9% |
| FY 2019 | 26,340 | 19,483 | 74.0% |
| FY 2020 | 31,831 | 24,052 | 75.6% |
|  |  |  |  |
| General Education |  |  |  |
| FY 2016 | 488,926 | 363,202 | 74.3% |
| FY 2017 | 522,027 | 399,279 | 76.5% |
| FY 2018 | 540,496 | 421,609 | 78.0% |
| FY 2019 | 565,334 | 447,430 | 79.0% |
| FY 2020 | 599,362 | 481,415 | 80.3% |

Source: ARGOS report

The data shows the number of hours attempted and completed by students using ACCESS services. The data captures the number of hours students are registered for on the census date and the number of hours students complete over the course of a semester, presented over the past five fiscal years. This is compared to the same data for the general education students.

The data can help to show the effects of support provided by ACCESS Advisors and staff to assist students using ACCESS services. The data shows students using services from the ACCESS office are consistent in completion to those general education students with a 5%-7% differential in completion percentage.

**Percent of Completion of Attempted and Completed Hours of students using services from ACCESS and the General Education Student**



Source: ARGOS/Banner report

The information was gained by working with an IT staff member writing a program in Banner and using Argos to pull the data. This Banner/Argos program is now available to track this information on a semester by semester basis and annually.

**Analysis of Data**

Being an open enrollment institution, students can come to Collin College as long as they have a high school diploma or GED. The number of students requesting services has grown and will continue to grow due to expanded definition of disability by the Amendments Act of 2008.

The completion data is dependent upon many facets, including the academic, physical, and behavioral issues of students coming to Collin College. The consistency of completion compared to the general education population is steady, showing that students using ACCESS services and accommodations complete at a rate that is between 5% and 7% below that of the general education student. The data shows that completion data has increased over the past five years for both groups.

**Survey Responses**

The following are quotes found in the Institutional Research Office (IRO) data from surveys completed by students and faculty regarding the ACCESS office.

**Student quotes:**

Spring 2019:

* “*Knowledgeable staff”.*
* *“The access office has helped me to get my accommodation letters”.*
* *“The ACCESS advisor in the ACCESS office is so awesome! She is wonderful and amazing. The process of applying for accommodations and the steps to enact them was a painless experience thanks to my ACCESS Advisor. She is so kind and caring and more than willing to answer questions. She made me feel very comfortable. She worked hard to help me”.*

Although an IRO survey was conducted in 2017, there was no information found on the ACCESS Department at that time.

**Faculty Quotes:**

Faculty, 2016:

* *“Interdepartmental cooperation with requirements of my office is appreciated”.*
* *“Staff are friendly, knowledgeable and responsive. Utilize the talented staff for more faculty and staff training for working with students with disabilities”.*

Faculty, 2018:

* *“ACCESS provides a great resource for helping out students succeed”.*
* *“I have not had any trouble with the process of working with students or staff associated with ACCESS”.*

Faculty, 2020:

* *“5 very helpful but since they have gone paperless it is more of a challenge for the teacher to keep accurate records”.*
* *“Access mostly good - I have a student with a disability and the CART writers are good”.*
* *“Accessible and supportive. Critical resource for students but processes seem to change every semester.*
* *“Sometimes communication is slow between access and faculty”.*
* *“They have been awesome when I have students that need their services”.*

All quotes were gathered from the IRO surveys conducted. In reviewing the faculty and student comments from FY 2016-FY 2020 there were individual suggestions made and the staff responded to those concerns.

The following data comes from internal office surveys conducted with students in spring semesters of 2017, 2019, and 2020. The goal from the last Service Unit Review in 2016 was to have 80% of each area of measurement rated a 4 or 5.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACCESS Program Review Data** |  |  | |  | |  | |  |
| **Student Survey Data FY 2017- FY 2020** |  |  | |  | |  | |  |
|  |  |  | |  | |  | |  |
| **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% |

Observations From Data:

The student surveys over these three years, 2017, 2019, and 2020, show areas for improvement. More communication with students on hours of operation could assist in increasing the number of students understanding the operation hours of the office.

Increasing the number of students responding to surveys could provide more data to the office. The percentage of returns were low compared to the number of students served. The total response of the surveys over this time period was 304. The ACCESS office served 10,737 over these three years (2017, 2019, and 2020). The response rate on the surveys was 2.8%. Using the new purchased SMS text system could help get the survey link out to students quickly and in a format they use more frequently than their college email.

**Environment and/or Safety**

The ACCESS Department assures confidentiality of the students served and the documentation shared by students is stored in the HIPPA compliant AIM system. This confidentiality can assist students in providing a safe place to discuss their disabilities and concerns for accessing information in coursework.

In reviewing this information, it shows that overall students are making progress in their coursework and maintain consistent levels of completion as their general population peers. This consistency correlates that the ACCESS Department and the services provided, allows students to feel comfortable in discussing their disabilities and the needs for accommodations as well as receive access to the resources needed to support their academic success.

Section II. Are We Doing Things Right?

**5. How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

The ACCESS office has not formally solicited feedback regarding the website and literature. The only experience that can be addressed is related to students requesting services on a semester by semester and year by year basis, which has grown. Students have mentioned that the application for services is easy to use and it is located on the website. The ACCESS Department has not actively sought feedback on the website and literature. However, when comments or concerns with the website are mentioned, the ACCESS office reviews and promptly addresses any issues. The director monitors and maintains the website every month. When changes are needed, staff members working with the website are consulted for assistance.

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

The department website is: [www.collin.edu/studentresources/disabilityservices/index.html](http://www.collin.edu/studentresources/disabilityservices/index.html)

Within the department website students may click on:

* Request Disability Services
* Remote TSI Assessment Information
* Contact Us
* Transitioning from High School to College
* Types of Services Provided
* Disability Verification
* Deaf/Blind Tuition Exemption
* FAQs
* Free Assistive Technology Apps
* AIM (staff only)
* Currently, there is a COVID-19 Alternative Course Delivery Request Form as the ACCESS Department has been working with students requesting to take all coursework online, due to concerns regarding COVID-19.

**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences.**

### Unit Literature Review Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| ACCESS  Accommodations at Collin College for Equal Support Services | Brochure | February 2020 | X Current X Accurate X Relevant X Available | ACCESS staff and then approval by public relations department |
| <http://www.collin.edu/studentresources/>  disabilityservices/index.html | URL | Summer 2020 | X Current X Accurate X Relevant X Available | ACCESS staff review and make suggested changes to Associate Dean |
| Testing Referrals | Handout | Summer 2019 | X Current X Accurate X Relevant X Available | Updated by Suzanne Chase ACCESS Advisor |
| Sign Language Interpreter and CART (Communication Access Realtime Translation) information | Rack Card | Moved the information to present digitally but it is still available if needed | Current X Accurate X Relevant X Available | ACCESS staff reviewed and moved the information online in 2018. |

**6.** What partnerships and partner resources are established by the unit, and how are they valuable?

**Partnership Resources: List any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes. If a formal agreement is involved, indicate its duration.**

## Partnership Resources Table

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |

|  |  |  |  |
| --- | --- | --- | --- |
| AHEAD | Membership in the national Association of Higher Education and Disability Organization | Annual renewal | Staff resource |
| AHEAD in Texas | Membership in the statewide organization of Association of Higher Education and Disability Organization | Annual renewal | Staff resource |
| BEI, RID, and TSID | Interpreting Certification Organizations and a Texas Society of Interpreting for the Deaf. | No formal agreement | Staff resource which benefits students |
| Counseling at Collin College | Internal counseling options for students at Collin College | N/A | For students with mental and/or emotional issues, the counseling department is invaluable. |
| Dean of Students Office | Internal department at Collin College to assist with issues of concerns to students and ACCESS staff. | N/A | This is a resource for students and ACCESS staff. |
| General Advising | Internal Advising at Collin College | N/A | With this resource the staff and students can ask for assistance in advising for coursework. |
| SAIL (Seniors Active in Learning) | Internal option for seniors interested in continuing education. | N/A | The ACCESS Department provides services to seniors with disabilities in the SAIL program. |
| SOBI (Strategies of Behavioral Intervention) | Internal committee that addresses issues of students’ behaviors and support for students. | N/A | Referrals can be made to this committee for students needing extra support in terms of behavior concerns. |
| Texas Workforce Solutions | State agency that assists students with disabilities attend college | No formal agreement | Student resource and provides documentation and financial support |

**7. What professional development opportunities add value to your service unit? List please examples.**

**Make a case with evidence that staff keep current, and fulfill roles that advance the unit and the College. List unit employees, their roles, and known professional development activity in the last four years.**

### Employee Resources

|  |  |  |
| --- | --- | --- |
| Employee Name | Role in Unit | Professional Development since Last Program Review\*\* (hours of training totaled, details listed in addendum) |
| Rusty Bishop, AA, BEI Level III | Staff Interpreter | 34.5 hours; activity listed in addendum |
| Suzanne Chase, M.Ed. in Education, Certified Diagnostician, and Certified Teacher | ACCESS Advisor | 71 hours; activity listed in addendum |
| Gloria Cloud, M.S. Vocational Rehabilitation Counselor, B.A. Counseling, Deafness, Interpreting minor | ACCESS Advisor | 104 hours; activity listed in addendum |
| Jessica Haapala, B.A. psychology, BEI Advanced Interpreting Certification | Interpreter/CART Coordinator | 57.55 hours; activity listed in addendum |
| Marilyn Harren, M.S. in Disability Services in Higher Education, Certified Special Education teacher, Licensed Social Worker | Director of ACCESS | 116.5 hours; activity listed in addendum |
| Erin Johnston | Staff Interpreter | 12.5 hours; activity listed in addendum |
| Chad Jones | Staff CART Captioner | 32 hours; activity listed in addendum |
| Benson Kinyanjui, Ph.D. Special Education and Rehabilitation Counseling, M.Ed. Rehabilitation Counseling, B.Sc. Learning Disabilities, B.A. Special Education | ACCESS Advisor | 151.5 hours; activity listed in addendum |
| Mariana Sanchez, Bachelor of General Studies | ACCESS Testing Coordinator | 181.5 hours; activity listed in addendum |
| Tanya Schildknecht, NAD Level IV Interpreting Certification, ASL/DS Certificate, ASLPI Level IV+, AAS Interpreting and Transliterating | ACCESS Advisor | 86.3 hours; activity listed in addendum |
| Melissa Solomon, M.Ed. Educational Counseling, B.S. Family Studies and Human Development, Minor special education | Dual Credit ACCESS Advisor | 69 hours; activity listed in addendum |
| Elizabeth Tiner | Staff CART Captioner | 60 hours; activity listed in addendum |
| Amy Weilert, M.A. in English, B.S. in Secondary Education with English concentration | ACCESS Advisor | 94 hours; activity listed in addendum |

\*\*Note professional continuing education is found in the Appendix, Section A.

**8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources, otherwise proceed to prompt 9.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Suggested/possible points to consider:*

* *The useful life of structures and equipment,*
* *Special structural requirements, and*
* *Anticipated technology changes impacting equipment sooner than usual.*
* *If you plan to include new or renovated facilities or replacement of equipment in your unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

### Due to the growth of the college and opening up of new facilities, the ACCESS office is not requesting further funding at this time.

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.

1. 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.

1. 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.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACCESS Program Review Data** |  |  | |  | | |  | | |  |
| **Student Survey Data FY 2017- FY 2020** |  |  | | |  | | |  | |  |
|  |  |  | | |  | | |  | |  |
|  |  |  | | |  | | |  | |  |
| **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% |
|  |  |  | |  | | |  | | |  |

1. 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.

1. 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.

1. 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.

See Appendix, Section B for the CIP tables from 2016 and 2018

**\*Please attach previous CIP Tables in the appendix**

**10. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented in your Program Review submission to this point, please summarize the strengths and weaknesses of this unit. This response should be based on information from prior sections of this document. Please describe how the continuous improvement plans you propose below will capitalize on the strengths, mitigate the weaknesses, and improve student success.**

With the information presented above, the ACCESS Department is functioning well, but improvements can be made. As noted, services provided to students have allowed many students with disabilities to access information and to continue through their educational pursuits. The completion rate of students using services from the ACCESS Department shows a differential rate that is 5%-7% below the general education student. The ACCESS Department has made progress on the student to staff ratio to move toward the 1:250 recommendation by the Association of Higher Education and Disability (AHEAD) guidelines.

Improvements in communication should assist to increase the return rate of departmental student satisfaction surveys and the understanding of hours of operation of the ACCESS Department. Hours of availability can also be affected by staffing numbers. In looking towards the next few years and opening up new campuses, staffing those locations with well-trained ACCESS staff will be needed to assist students in their completion rates by providing full access to information. Communication with students can be increased by use of a texting system put in place in fall 2020.

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

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

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  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 by February 15 using Survey Monkey. |
| 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. | Ratio of 250/1. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. 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 unit success.

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

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1**   To have an assessment tool that captures students’ feedback regarding their experience. | |
| 1. **Measure (Outcome #1)**   Assessment tool is developed to review student feedback. | 1. **Target (Outcome #1)**   A 10-question survey to capture student feedback regarding their experiences in the ACCESS office completed by Feb. 15. |
| 1. **Action Plan (Outcome #1)**   After development of student survey ACCESS will use the SMS system purchased in early FY 2021 to increase communication with students, and will send link of the student satisfaction survey to students for completion. Results will be seen in the number of responses received. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 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)**   Ratio of 250/1 students to staff. |
| 1. **Action Plan (Outcome #2)**   Will work with Associate Dean and develop plans for creating new position to serve students. This could be a dual credit or ACCESS Advisor depending upon needs of the students. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**Appendix**

**Section A**

**Professional Continuing Education of the ACCESS Department staff since 2016:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Team Member** | **Date** | **Training** | **Professional Development Hours** |
| **Rusty Bishop** | 10/17/2017 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 11/16/2018 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 11/9/2016 | FERPA for Higher Education | 1.00 |
|  | 11/18/2016 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 11/18/2016 | Unlawful Harassment Prevention for Higher Education StaffCol | 1.00 |
|  | 5/13/2016 | Collin College -  Policies and Acceptance | 1.00 |
|  | 5/15/2017 | Collin College -  Policies and Acceptance | 1.00 |
|  | 2/2/2016 | Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Non-Residential Faculty and Staff | 1.00 |
|  | 11/20/2017 | Security Awareness (en) | 1.00 |
|  | 6/15/2020 | Preventing Harassment and Discrimination: Non-Supervisors | 1.00 |
|  | 7/2/2020 | FERPA Basics | 1.00 |
|  | 6/12/2020 | certificate a look at mentoring and beyond | 2.00 |
|  | 6/26/2020 | certificate a look at the soft side of interpreting | 2.00 |
|  | 6/15/2020 | certificate bleep you the ethics of interpreting rated content | 2.00 |
|  | 6/23/2020 | certificate building relationships and understanding ethics in educational interpreting | 2.00 |
|  | 6/25/2020 | certificate ethical decision making and cognitive dissonance by Teresa Sedano | 2.00 |
|  | 6/18/2020 | certificate ethics in the legal setting by Eric Workman | 2.00 |
|  | 6/19/2020 | certificate hard ethical choices in interpretation | 2.00 |
|  | 6/22/2020 | certificate mental health ethics and professional judgement | 2.00 |
|  | 6/16/2020 | certificate my ethics vs your culture interpreting ethics in a multicultural world | 2.00 |
|  | 6/17/2020 | certificate situational ethics what you do when no one is looking | 2.00 |
|  | 7/2/2020 | FERPA-basics-certificate-of-completion | 1.00 |
|  | 7/2/2020 | preventing-harassment-discrimination | 1.00 |
|  | 8/6/2020 | Texas AHEAD Webinar: Power of Partnership for Accessibility | 1.50 |
|  |  |  | 34.5 |
| **Suzanne Chase** | 11/17/2016 | Compliance Webinar | 2.00 |
|  | 2/3/2017 | Director of First Impressions Conference | 8.00 |
|  | 1/26/2018 | AIM Community of Practice | 3.00 |
|  | 3/2/2018 | Director First Impressions Conference | 8.00 |
|  | 3/6/2018 | Guest Speaker-CDEC Course | 3.00 |
|  | 3/28/2018 | Webinar-SA/ESA | 2.00 |
|  | 5/16-5/18/18 | AHEAD Master Class-Disability Law and Compliance | 24.00 |
|  | 11/5/2018 | Webinar | 2.00 |
|  | 3/25/2019 | Webinar | 2.00 |
|  | 5/30/2019 | Customer Service Training | 3.00 |
|  | 8/15/2019 | Faculty Training with Paul Grossman | 2.00 |
|  | 8/15/2019 | ADA Law-Paul Grossman | 2.00 |
|  | 1/24/2020 | Change of Management | 3.00 |
|  | 2/19/2020 | QEP Presenter-Assoc faculty | 2.00 |
|  | 2/20/2020 | Addressing Employee Relations Issues | 3.00 |
|  | 2/21/2020 | QEP Presenter-Assoc faculty | 2.00 |
|  |  |  | 71.00 |
| **Gloria Cloud** | 3/13/2019 | Ethical Dilemmas | 8.00 |
|  | 3/13/2019 | Ethic Framework for Case Managers, Rehab and Disability Managers | 2.00 |
|  | 3/13/2019 | Blast Injuries Part 1: Overview and Treatment | 10.00 |
|  | 3/13/2019 | Burns: Assessment, Rehab, and Healing | 10.00 |
|  | 3/11/2019 | PTSD Part 1: Assessment and Treatment | 16.00 |
|  | 3/11/2019 | Americans with Disabilities Act: Legal Challenges Impact Influence | 6.00 |
|  | 3/7/2019 | Treatment Improvement Protocol: BHS for Homeless People | 16.00 |
|  | 3/1/2019 | Clinical Practice Guidelines for Opioid Therapy for Chronic Pain | 14.00 |
|  | 2/28/2019 | Clinical Guidelines Assessment Management Patient Suicide Risk | 18.00 |
|  | 10/23/2020 | Building Supportive Communities: Cleary Act Title IX | 1.00 |
|  | 8/12/2020 | Family Educational Rights Privacy Act FERPA Basics | 1.00 |
|  | 8/12/2020 | Preventing Harassment and Discrimination | 1.00 |
|  | 10/2/2018 | Section 504 and Academic Accommodations | 1.00 |
|  |  |  | 104.00 |
| **Jessica Haapala** | 7/12/2016 | It's a Touchy Subject: Challenging Subjects in Edu | 0.20 |
|  | 7/14/2016 | Social Media Ethics & Influences on the Interop | 0.20 |
|  | 7/14/2016 | Deaf Mental Health History and Theories | 0.20 |
|  | 7/14/2016 | Building Relationships and Understanding Ethics in | 0.20 |
|  | 7/18/2016 | Lip Service: lntro to Oral Transliterating | 0.20 |
|  | 7/18/2016 | Consultative Interpreting: Ten Tips to Improving Y | 0.2 |
|  | 7/18/2016 | Come Closer: lnterpreting Intimate and Informal Co | 0.20 |
|  | 7/22/2016 | Multiculturalism in lnterpreting: Meeting Diverse | 0.20 |
|  | 7/22/2016 | Facilitating Sign Language Development through Interp | 0.20 |
|  | 7/22/2016 | Classifiers: A Picture's Worth a Thousand Words | 0.20 |
|  | 8/2/2016 | Classifiers! DVD Post Test | 0.25 |
|  | 8/2/2016 | Personal or Professional: The Ethics Conundrum DVD | 0.30 |
|  | 8/2/2016 | The Right Rights: Interpreting the Miranda Warning | 0.10 |
|  | 8/2/2016 | Tangible DVD Post Test | 0.15 |
|  | 8/2/2016 | Blockbuster: Cinematic ASL DVD Post-Test | 0.15 |
|  | 8/3/2016 | Native Fingerspelling DVD Post Test | 0.25 |
|  | 8/3/2016 | We're Sorry a CDI Isn't Available | 0.20 |
|  | 8/4/2016 | Introduction to International Sign Interpreting | 0.20 |
|  | 12/12/2016 | What Interpreter Needs to Know about the ADA | 0.30 |
|  | 4/9/2017 | Deliberate Practice, How? | 0.40 |
|  | 2/16/2018 | Foundations I | 1.35 |
|  | 4/13/2018 | Understanding When They Understand | 0.30 |
|  | 5/30/2018 | My Ethics vs Your Culture Interpreting | 0.20 |
|  | 5/30/2018 | Mental Health Ethics and Professional Judgement | 0.20 |
|  | 6/10/2019 | A Look at the Soft Side of Interpreting | 0.20 |
|  | 6/12/2019 | A Look at Mentoring and Beyond | 0.20 |
|  | 8/3/2019 | The Ethics Behind Our Policies and Procedures | 0.20 |
|  | 5/26/2020 | Introductory Legal Terminology for Interpreters | 0.20 |
|  | 6/16/2020 | An Overview of the Legal System: An Interpreter's | 0.20 |
|  | 6/16/2020 | Ethics in the Legal Setting by Eric Workman | 0.20 |
|  | 5/27/2016 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 5/27/2016 | FERPA for Higher Education | 1.00 |
|  | 5/8/2017 | Respect and Inclusion Series: The Power of Respectful Language | 1.00 |
|  | 5/27/2014 | Title IX and the SaVE Act for Faculty and Staff | 1.00 |
|  | 10/8/2014 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 10/31/2012 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 10/24/2018 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 6/3/2016 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 10/9/2017 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 10/7/2016 | Unlawful Harassment Prevention Supervisor Supplement for Higher Education Staff | 1.00 |
|  | 10/8/2014 | Unlawful Harassment Prevention Supervisor Supplement for Higher Education Staff | 1.00 |
|  | 11/3/2014 | FERPA for Higher Education | 1.00 |
|  | 10/31/2012 | FERPA for Higher Education | 1.00 |
|  | 10/8/2014 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 10/31/2012 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 10/7/2016 | EEO Laws and Discrimination Prevention for Higher Education Supervisor Supplement | 1.00 |
|  | 10/7/2014 | EEO Laws and Discrimination Prevention for Higher Education Supervisor Supplement | 1.00 |
|  | 5/8/2017 | Respect and Inclusion Series: Uncovering Implicit Bias | 1.00 |
|  | 10/7/2016 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 5/5/2016 | Collin College - Policies and Acceptance | 1.00 |
|  | 5/8/2017 | Collin College - Policies and Acceptance | 1.00 |
|  | 2/9/2016 | Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Non-Residential Faculty and Staff | 1.00 |
|  | 11/14/2017 | Security Awareness | 1.00 |
|  | 6/8/2020 | Preventing Harassment and Discrimination: Supervisors | 1.00 |
|  | 6/9/2020 | FERPA Basics | 1.00 |
|  | 10/23/2020 | Building Supportive Communities: Clery Act and Title IX | 1.00 |
|  | 2019 | 2019 Kevin Mitnick Security Awareness Training (30 minute version) | 1.00 |
|  | 2016 | 2016 Handling Sensitive Information | 1.00 |
|  | 2019 | Captain Awareness: Detecting Suspicious Activity | 1.00 |
|  | 2019 | 2019 Your Role, Internet Security and You | 1.00 |
|  | 2016 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2017 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2018 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2019 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2020 | Annual Interpreter and Captioning Training | 2.00 |
|  | 6/3/2020 | Content Accessibility in the Online Era | 2.00 |
|  |  |  | 57.55 |
| **Marilyn Harren** |  |  |  |
|  | 5/19/2020 | AIM | 1.5 |
|  | 5/27/2020 | AIM-ESA | 1.5 |
|  | 6/1/2020 | Disability Access Information and Support (Pop-Up Pandemic Training) | 80.00 |
|  | 6/16/2020 | AHEAD in Texas-Current Trends in AT and Apps for Deaf/HoH | 1.00 |
|  | 6/30/2020 | AIM training-Extension of Deadlines | 1.50 |
|  | Jul-20 | National AHEAD Training | 29.00 |
|  | 8/5/2020 | AHEAD in Texas Power of Partnership in Accessibility | 1.00 |
|  | 8/14/2020 | Training re: AIM | 1.00 |
|  |  |  | 116.50 |
| **Erin Johnston** | 11/8/2013 | EEO Laws and Discrimination Prevention for Higher Education | NA |
|  | 11/11/2013 | FERPA for Higher Education | NA |
|  | 11/13/2013 | Unlawful Harassment Prevention for Higher Education Staff | NA |
|  | 5/21/2014 | Title IX and the SaVE Act for Faculty and Staff | NA |
|  | 12/17/2015 | Unlawful Harassment Prevention for Higher Education Staff | NA |
|  | 12/17/2015 | EEO Laws and Discrimination Prevention for Higher Education | NA |
|  | 2016 | Annual Interpreter and Captioning Training | NA |
|  | 2/24/2016 | Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Non-Residential Faculty and Staff | NA |
|  | 7/31/2016 | Come Closer: Interpreting Intimate and Informal | 0.20 |
|  | 7/31/2016 | Multiculturalism in Interpreting: Meeting Diverse | 0.20 |
|  | 7/31/2016 | Introduction to International Sign Interpreting | 0.20 |
|  | 7/31/2016 | Social Media Ethics & Influences on the Interpreting | 0.20 |
|  | 7/31/2016 | Consultative Interpreting: Ten Tips | 0.20 |
|  | 7/31/2016 | Building Relationships and Understanding Ethics in the Deaf Community | 0.20 |
|  | 7/31/2016 | Lip Service: Intro to Oral Transliterating | 0.20 |
|  | 7/31/2016 | Deaf Mental Health History and Theories | 0.20 |
|  | 7/31/2016 | It's a Touchy Subject | 0.20 |
|  | 7/31/2016 | Facilitating Sign Language Development through Interp | 0.20 |
|  | 2017 | Annual Interpreter and Captioning Training | NA |
|  | 2017 | Effective Communication: Working with Interpreters at Collin College | NA |
|  | 2017 | Effective Communication: Working with Deaf and Hard of Hearing Students and Interpreters at Collin College | NA |
|  | 1/14/2017 | Nothing Without Us With Us! | 0.30 |
|  | 2/11/2017 | Understanding when they understand: Expansion | 0.30 |
|  | 4/4/2017 | Collin College -  Policies and Acceptance | NA |
|  | 4/4/2017 | FERPA for Higher Education | NA |
|  | 4/8/2017 | You CAN Voice! ASL to English | 0.30 |
|  | 4/9/2017 | Deliberate Practice How | 0.40 |
|  | 5/11/2017 | Collin College -  Policies and Acceptance | NA |
|  | 11/29/2017 | Security Awareness (en) | NA |
|  | 11/29/2017 | The Clery Act and Campus Security Authorities | NA |
|  | 11/30/2017 | BEI FYI | 0.20 |
|  | 11/30/2017 | Facial Expressions in ASL: Linguistic vs. Affective | 0.20 |
|  | 11/30/2017 | Bleep You! The Ethics of Interpreting R Rated Content | 0.20 |
|  | 11/30/2017 | A Rose By Any Other Name: Creating Name Signs with | 0.20 |
|  | 12/31/2017 | Common Phrases in Medical Interpreting - Online | 0.20 |
|  | 12/31/2017 | Emotions, Micro-Expressions, and Affect. Understand | 0.20 |
|  | 12/31/2017 | ESPN: Everything Sports Possibly Needed - Online | 0.20 |
|  | 12/31/2017 | LGBTQQIA-XYZ: To a T - Online | 0.20 |
|  | 12/31/2017 | Developing Leadership Skills in the Field of Inter | 0.20 |
|  | 12/31/2017 | ASL Syntax for Interpreters - Online | 0.20 |
|  | 12/31/2017 | It’s Not All “Touchy-Feely” | 0.20 |
|  | 2018 | Annual Interpreter and Captioning Training | NA |
|  | 2018 | Deaf Students and Interpreters in the Office | NA |
|  | 1/31/2018 | LGBTQQIA-XYZ: Zoom in on the LGB - Online | 0.20 |
|  | 2/18/2018 | Foundations I | 1.30 |
|  | 4/13/2018 | Understanding When They Understand: Expanding | 0.30 |
|  | 6/20/2018 | TSID 2018 - President's Reception-Being an Ally | 0.20 |
|  | 6/20/2018 | TSID 2018 - Intersectionality and Interpreters | 0.80 |
|  | 6/20/2018 | TSID 2018 - LGBTQIA+ Forum | 0.40 |
|  | 6/21/2018 | TSID 2018 - Perspectives on Business Practices | 0.20 |
|  | 6/21/2018 | TSID 2018 - A Discussion of Sociolinguistics | 0.40 |
|  | 6/21/2018 | TSID 2018 - Engaging in Social Justice | 0.40 |
|  | 6/22/2018 | TSID 2018 - DeafBlind Way: Communication Culture | 0.40 |
|  | 6/23/2018 | TSID 2018 - Keynote Address | 0.10 |
|  | 11/7/2018 | The Clery Act and Campus Security Authorities | NA |
|  | 2019 | Annual Interpreter and Captioning Training | NA |
|  | 6/23/2019 | TSID 2018 - Unpacking Sexuality: Unconscious Bias | 0.40 |
|  | 10/20/2019 | Ethical Script Writing: How Our Past Professional Experience Can Influence Future Ethical Decisions | NA |
|  | 6/3/2020 | Content Accessibility in the Online Era | 2.00 |
|  | 6/9/2020 | FERPA Basics | NA |
|  | 6/16/2020 | Preventing Harassment and Discrimination: Non-Supervisors | NA |
|  |  |  | 0 |
|  | 10/30/2020 | Building Supportive Communities: Clery Act and Title IX | NA |
|  |  |  | 12.60 |
| **Chad Jones** | 7/2/2015 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 6/24/2015 | Title IX and the SaVE Act for Faculty and Staff | 1.00 |
|  | 3/11/2019 | FERPA for Higher Education | 1.00 |
|  | 6/23/2015 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 2016 | Annual Interpreter and Captioning Training | 4.00 |
|  | 7/24/2017 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 7/2/2015 | FERPA for Higher Education | 1.00 |
|  | 12/27/2017 | Respect and Inclusion Series: The Power of Respectful Language | 1.00 |
|  | 7/24/2017 | Collin College -  Policies and Acceptance | 1.00 |
|  | 7/24/2017 | Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Non-Residential Faculty and Staff | 1.00 |
|  | 7/24/2017 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 12/27/2017 | Respect and Inclusion Series: Uncovering Implicit Bias | 1.00 |
|  | 2017 | Annual Interpreter and Captioning Training | 4.00 |
|  | 1/8/2018 | Security Awareness (en) | 1.00 |
|  | 2018 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2019 | Annual Interpreter and Captioning Training | 4.00 |
|  | 6/30/2020 | Preventing Harassment and Discrimination: Non-Supervisors | 1.00 |
|  | 6/30/2020 | FERPA Basics | 1.00 |
|  | 2020 | Annual Interpreter and Captioning Training | 2.00 |
|  |  |  | 32.00 |
| **Benson Kinyanjui** | 11/30/2016 | Active Shooter/Campus Safety Training | 2.00 |
|  | 12/16/2016 | Preventing Discrimination and Sexual Violence | 2.00 |
|  | 12/16/2016 | EEO Laws and Discrimination Prevention | 1.00 |
|  | 12/16/2016 | FERPA for Higher Education | 1.00 |
|  | 12/21/2016 | Unlawful Harassment Prevention | 1.00 |
|  | 1/3/2017 | Director of First Impressions Training | 3.00 |
|  | 2/24/2017 | Services for Students with Mental Health Issues (Workshop) | 1.00 |
|  | 3/15/2017 | UAchieve Training (Degree Audit System) | 2.00 |
|  | 4/5/2017 | CougarCompass Degree Audit Training | 5.00 |
|  | 4/19/2017 | NCRE Annual Conference (3 Days) Disabilities and Rehabilitation | 16.00 |
|  | 5/10/2017 | General Advising Training (SCC) | 4.00 |
|  | 5/11/2017 | Minority Students with Disabilities Training/Teleconference | 1.50 |
|  | 5/15/2017 | AIM Demo/Introduction/Training | 1.00 |
|  | 9/19/2017 | Assistive Technology Webinar | 1.00 |
|  | 10/11/2017 | Training: The Clery Act and Campus Security Authorities | 1.00 |
|  | 10/11/2017 | Respect and Inclusion Series Training (Respectful Language) | 1.00 |
|  | 10/11/2017 | Respect and Inclusion Series Training (Uncovering Implicit Bias) | 1.00 |
|  | 11/1/2017 | Banner 9 Updates and Training | 1.00 |
|  | 11/14/2017 | Security Awareness Training | 1.00 |
|  | 1/5/2018 | Effective Communication Training | 2.00 |
|  | 1/10/2018 | AIM Training | 1.00 |
|  | 1/22/2018 | Implementing Behavior Intervention Training (Protocols and Tools) | 1.00 |
|  | 1/26/2018 | AIM Community of Practice | 2.00 |
|  | 2/9/2018 | AIM Webinar Training | 2.00 |
|  | 2/23/2018 | AIM Training (Jennifer Jordan) | 2.00 |
|  | 3/2/2018 | Director of First Impressions Conference/Training | 5.00 |
|  | 3/28/2018 | WebTraining (Dr. Qualia) | 1.00 |
|  | 3/29/2018 | CRC Webinar (TBI Rehabilitation Updates) | 1.00 |
|  | 4/16/2018 | Sonocent Disability Software Demo/Training (V. Reisch) | 1.00 |
|  | 5/14/2018 | Banner Training | 1.50 |
|  | 6/8/2018 | Academic Advising Webinar | 1.00 |
|  | 6/14/2018 | CCMC Teleconference (Disability Case Management) | 1.00 |
|  | 9/24/2018 | Section 504 and Accommodations in Higher Education | 1.00 |
|  | 10/5/2018 | QEP Appreciative Advising Workshop | 3.50 |
|  | 10/10/2018 | Advisors Workshop (Teamwork) | 2.00 |
|  | 10/25/2018 | IARP Annual Conference (3 Days) Disability/Rehabilitation Updates | 15.00 |
|  | 10/27/2018 | Professional Ethics Training | 3.00 |
|  | 10/28/2018 | TBI and Caregiver Burden (IARP) | 2.00 |
|  | 11/30/2018 | QEP Workshop | 1.00 |
|  | 12/6/2018 | Appreciative Advising Webinar | 1.00 |
|  | 1/11/2019 | All College Day Training (Diversity Training) | 3.00 |
|  | 1/15/2019 | ADA Webinar | 1.00 |
|  | 3/22/2019 | Webinar: How to Advise Students Online, Protocols and Pitfalls | 1.00 |
|  | 4/5/2019 | Communication Design Training | 1.00 |
|  | 5/2/2019 | Disability and Social Security Workshop (2 Day) | 12.00 |
|  | 5/16/2019 | Webinar: Advising diverse Populations Using Appreciative Advising | 1.50 |
|  | 5/21/2019 | Customer Service Training (Collin College) | 1.00 |
|  | 6/6/2019 | The Clery Act, Title IX, VAWA Training | 1.00 |
|  | 6/14/2019 | IPA International Writers Conference (2 Day) | 10.00 |
|  | 6/28/2019 | CRASE Training (Civilian Response to Active Shooter Event) | 1.00 |
|  | 7/18/2019 | Student Advising Updates (Nadia Khedairy) | 1.00 |
|  | 8/15/2019 | ADA/ADAAA Lecture/Faculty Training (Paul Grossman) | 2.00 |
|  | 8/15/2019 | ADA/Disability Law Review (Paul Grossman) | 2.00 |
|  | 9/10/2019 | SOBI Training (Everything you wanted to Know About SOBI) | 1.00 |
|  | 10/18/2019 | SOBI Training (Recognizing Red Flags) | 1.00 |
|  | 11/12/2019 | Workshop: Behavioral Intervention in Turbulent Times | 1.50 |
|  | 1/10/2020 | All College Day Training (Enhancing Learning) | 2.00 |
|  | 1/31/2020 | Web-Based Course (End of Life Care, Ethical Dilemmas) | 6.00 |
|  | 5/13/2020 | Cybersecurity Awareness Training | 2.00 |
|  | 7/5/2020 | FERPA Basics Training | 2.00 |
|  | 7/5/2020 | Preventing Harassment and Discrimination | 2.00 |
|  |  |  | 151.50 |
| **Mariana Sanchez** | 09/10/18-9/19/18 | Fundamental Skills of Managing | 12.00 |
|  | 09/24/18-10/03/18 | Fundamental Skills of Communication | 12.00 |
|  | 10/3/2018 | ACCESS Online Training | 1.00 |
|  | 10/08/18-10/17/18 | Selecting & Developmental Organizational Talent | 12.00 |
|  | 10/22/18-10/31/18 | Directing Employee to Success | 12.00 |
|  | 10/31/2018 | ACCESS Clerk Training | 2.00 |
|  | 11/1/2018 | Master Calendar Committee Meeting | 1.00 |
|  | 11/05/18-11/14/18 | Managing Change at Work | 12.00 |
|  | 11/8/2018 | Staff Council Meeting | 1.00 |
|  | 11/14/2018 | SES Residency Training | 2.00 |
|  | 11/26/18-12/05/18 | Managing Performance | 12.00 |
|  | 12/17/2018 | ACT Proctoring Training | 2.00 |
|  | 2/15/2019 | ACCUPLACER Re-certification | 1.00 |
|  | 3/20/2019 | SES Residency Training | 2.00 |
|  | 3/25/2019 | Service Animal Webinar | 1.00 |
|  | 4/16/2019 | Assistive Technology Webinar - Scanning Pens | 1.00 |
|  | 5/10/2019 | CRASE Training | 1.00 |
|  | 5/30/2019 | Customer Service Training | 4.00 |
|  | 6/5/2019 | Assistive Technology Webinar - Spellex | 1.00 |
|  | 6/11/2019 | QEP Summer Development - Planning, Organization, & Productivity | 1.00 |
|  | 7/23/2019 | Front Desk Training | 4.00 |
|  | 8/2/2019 | ACCESS/Counseling Retreat | 5.00 |
|  | 8/14/2019 | Mental Health Training Session for Front Desk | 1.50 |
|  | 8/15/2019 | In-service Day - OCR/Attorney ADA Specialist Paul Grossman | 8.00 |
|  | 9/3/2019 | Cougarmart Budget Training | 1.00 |
|  | 9/6/2019 | HiSET Training | 1.00 |
|  | 9/9/2019 | HiSET Training | 1.00 |
|  | 9/12/2019 | SOBI Training | 1.00 |
|  | 9/24/2019 | SES Training | 4.00 |
|  | 9/27/2019 | HR Informational Session | 1.50 |
|  | 10/9/2019 | Mental Health First Aid Workshop | 8.00 |
|  | 10/10/2019 | SOBI - Recognizing Red Flags | 1.00 |
|  | 10/14/2019 | ProctorU Webinar | 1.00 |
|  | 10/22/2019 | Leading for Excellence Academy: Managing Performance Evaluation | 2.00 |
|  | 10/23/2019 | NTFFV Conference | 2.00 |
|  | 10/23/2019 | SES Residency Training | 2.00 |
|  | 10/24/2019 | AHEAD Session | 1.50 |
|  | 10/31/2019 | Master Calendar Committee Meeting | 1.00 |
|  | 11/6/2019 | Leading for Excellence Academy: Fostering a Healthy & Inclusive Workplace | 2.00 |
|  | 12/12/2019 | Annual Purchasing/Accounts Payable Procedures Training | 2.00 |
|  | 2/16/2020 | Leading for Excellence Academy: Delegation and Motivation | 2.00 |
|  | 2/19/2020 | PCard Training | 1.00 |
|  | 2/21/2020 | Budget Training | 2.00 |
|  | 4/16/2020 | Texthelp Webinar | 1.00 |
|  | 4/17/2020 | Collin College Perkins V Grant Task Force | 2.00 |
|  | 5/7/2020 | Perkins - Improving Access & Equity | 1.00 |
|  | 5/11/2020 | Ensuring ADA Accessibility | 1.50 |
|  | 5/19/2020 | AIM Webinar: Future of Notetaking | 1.50 |
|  | 5/27/2020 | The Gendered Impact of COVID-19 on Higher Education: Key Considerations for Leaders | 1.00 |
|  | 5/29/2020 | Recovery 2020: Scenarios for the Fall and Beyond | 1.50 |
|  | 6/3/2020 | AIM Webinar: Accessible Content for Deaf & Hard of Hearing Students | 1.50 |
|  | 6/15/2020 | Flipping Student Services: Using StudentLingo to Provide Hybrid & Online Service Delivery | 1.50 |
|  | 6/16/2020 | AIM Webinar: Improving Report and Goal Outcomes | 1.50 |
|  | 6/17/2020 | Webinar: Describing Images in Publications | 1.50 |
|  | 6/18/2020 | AIM Webinar: Adapting to Sudden Changes: How AIM Is Supporting Online Instruction | 1.50 |
|  | 6/18/2020 | Workplace Gain: A Discussion on Self-Advocacy, Marketing and Navigating the Workplace with Hearing Loss | 1.50 |
|  | 6/22/2020 | Webinar: Creating A Virtual Orientation & Resource Center To Prepare First-Year Students | 1.50 |
|  | 6/24/2020 | AIM Webinar: Accommodations Clinical Programs | 1.50 |
|  | 6/24/2020 | Perkins/CLNA Task Force | 2.00 |
|  | 6/30/2020 | AIM Webinar: Taming the Beast: Using AIM to Manage Accommodations of Flexible Attendance and Deadlines | 1.50 |
|  | 7/7/2020 | AIM Webinar: Alt Testing: Sharing of Best Practices and Beyond | 1.50 |
|  | 7/8/2020 | AIM Webinar: It's Housing Accommodations Season! An Overview of AIM's Housing Module | 1.50 |
|  | 7/14/2020 | AIM Webinar: Educate, Navigate, Self-Advocate: Improving Assistive Technology Engagement Through Inclusive Processes | 1.50 |
|  | 7/15/2020 | AIM Webinar: Social Justice and Disability | 1.50 |
|  | 7/28/2020 | Equation Webinar: Alt Media & Document Workflow | 1.00 |
|  | 8/18/2020 | ACCUPLACER TSI Webinar | 1.00 |
|  |  |  | 181.50 |
| **Tanya Schildknecht** |  |  |  |
|  | 1/6/2016 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 7/21/2016 | TSID: Working with CDI |  |
|  | 7/22/2016 | Math and ASL Level II | 3.00 |
|  | 7/23/2016 | Prof. Path Seasoned Interpreters Part I and 2 | 6.00 |
|  | 7/31/2016 | Tangible | 2.00 |
|  | 7/31/2016 | Ethics of Interpreting R Rated Content | 2.00 |
|  | 7/31/2016 | Emoting Emotions | 2.00 |
|  | 7/31/2021 | Building Relationships and Understanding Ethics | 2.00 |
|  | 7/31/2016 | The Ethics Conundrum | 2.00 |
|  | 7/31/2016 | Classifers | 1.00 |
|  | 7/31/2016 | Native Fingerspelling | 1.00 |
|  | 7/31/2016 | The Right Rights: Interpreting the Miranda | 3.00 |
|  | 7/31/2016 | Cinematic ASL | 2.00 |
|  | 7/31/2016 | It's a Touchy Subject | 2.00 |
|  | 8/31/2016 | LGTQQIA: to a T | 2.00 |
|  | 8/31/2016 | Zoom in on the LGB | 2.00 |
|  | 8/31/2016 | Fingerspelling in Educational Setting | 2.00 |
|  | 8/31/2016 | Multiculturalism in Interpreting | 2.00 |
|  | 8/31/2016 | Facilitating Sign Language Development | 2.00 |
|  | 8/31/2016 | Voicing: The Dark side of Interpreting | 2.00 |
|  | 8/31/2016 | Classifers: A Picture is worth a thousand words | 2.00 |
|  | 8/31/2016 | Lip Service: Intro to Oral Transliterating | 2.00 |
|  | 11/15/2016 | FERPA for Higher Education | 1.00 |
|  | 4/9/2017 | Deliberate Practice How | 4.00 |
|  | 5/5/2017 | Respect and Inclusion Series: Uncovering Implicit Bias | 1.00 |
|  | 5/5/2017 | Respect and Inclusion Series: Power of Respectful Language | 1.00 |
|  | 10/5/2017 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 11/8/2017 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 11/8/2017 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 11/8/2017 | FERPA for Higher Education | 1.00 |
|  | 11/14/2017 | Security Awareness | 1.00 |
|  | 2/18/2018 | Foundations I | 1.30 |
|  | 4/13/2018 | Understanding When They Understand : Expansion | 3.00 |
|  | 9/24/2018 | Section 504 and Academic Accommodations | 1.00 |
|  | 10/24/2018 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 5/1/2019 | FERPA | 1.00 |
|  | 6/6/2019 | The Clery Act, Title IX, VAWA | 1.00 |
|  | 11/11/2019 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 11/30/2018 | QEP Workshop | 1.00 |
|  | 2/11/2020 | A New Generation of Slang | 2.00 |
|  | 4/13/2020 | Audism and Linguicism | 2.00 |
|  | 2/12/2020 | A Look at Mentoring and Beyond | 2.00 |
|  | 3/9/2020 | A Rose by Any Other name: Creating Name Signs | 2.00 |
|  | 3/10/2020 | ASL Syntax for Interpreters | 2.00 |
|  | 3/10/2020 | A Tanker Truck and Legal Equivalency | 2.00 |
|  | 6/8/2020 | FERPA Basics | 1.00 |
|  | 6/15/2020 | Preventing Harassment and Discrimination: Non Supervisors | 1.00 |
|  | 7/1/2020 | 4 Linguistic Principles that will improve your ASL | 2.00 |
|  | 7/2/2020 | Deaf Mental Health History and Theories | 2.00 |
|  | 7/15/2020 | Common Phrases in Medical Interpreting | 2.00 |
|  |  |  | 86.30 |
| **Elizabeth Tiner** | 5/18/2015 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 5/18/2017 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 5/19/2015 | FERPA for Higher Education | 1.00 |
|  | 4/2/2013 | FERPA for Higher Education | 1.00 |
|  | 5/18/2017 | Respect and Inclusion Series: The Power of Respectful Language | 1.00 |
|  | 5/18/2017 | Respect and Inclusion Series: The Power of Respectful Language | 1.00 |
|  | 5/20/2015 | Title IX and the SaVE Act for Faculty and Staff | 1.00 |
|  | 5/18/2017 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 5/20/2015 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 5/18/2017 | Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Non-Residential Faculty and Staff | 1.00 |
|  | 2016 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2017 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2018 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2019 | Annual Interpreter and Captioning Training | 4.00 |
|  | 2020 | Annual Interpreter and Captioning Training | 2.00 |
|  | 6/3/2020 | Content Accessibility in the Online Era | 2.00 |
|  | 2018 | Case CATalyst Training w/Larry Paiz | 2.00 |
|  | 2017 | Being a CART Captioner w/Cindy Hines | 2.00 |
|  | 2019 | CaseView Training for Part-Time Captioners | 2.00 |
|  | 2020 | StreamText Training w/ Nick Wilkie | 1.00 |
|  | 2020 | StreamText Training for Part-Time Captioners (multiple sessions) | 1.00 |
|  | 5/10/2019 | CRASE Training | 1.00 |
|  | 8/2/2019 | ACCESS/Counseling Retreat | 5.00 |
|  | 8/15/2019 | In-service Day - OCR/Attorney ADA Specialist Paul Grossman | 8.00 |
|  | 6/1/2018 | ACT Proctoring Training | 2.00 |
|  | 2018 | Deaf Students and Interpreters in the Office w/Erin Johnston | 1.00 |
|  | 2018 | Director of First Impressions Seminar | 4.00 |
|  | 10/10/2019 | SOBI - Recognizing Red Flags | 1.00 |
|  |  |  | 60.00 |
| **Amy Weilert** | 1/15/2016 | Academic Coaching Training | 2.00 |
|  | 2/11/2016 | EEO Laws and Discrimination in Higher Ed Training | 1.00 |
|  | 2/11/2016 | FERPA for Higher Education Training | 1.00 |
|  | 2/11/2016 | Unlawful Harassment Prevention got Higher Education Staff Training | 1.00 |
|  | 2/11/2016 | Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty and Staff Training | 1.00 |
|  | 2/12/2016 | Quality Enhancement Program: Learning Styles Workshop | 1.50 |
|  | 2/4/2016 | Banner Training | 2.00 |
|  | 2/12/2016 | Banner Training | 2.00 |
|  | 2/19/2016 | Staff Development Day - College Wide Training | 8.00 |
|  | 2/26/2016 | Quality Enhancement Program: Appreciative Advising | 1.50 |
|  | 3/11/2016 | Strengths Retreat | 8.00 |
|  | 4/22/2016 | Quality Enhancement Program: Transfer 101 Workshop | 1.50 |
|  | 5/4/2016 | Collin College - Policies and Acceptance Training | 1.00 |
|  | 6/17/2016 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 11/4 - 11/7/2016 | Active Minds National Conference, Sacramento, CA | 16.00 |
|  | 4/6/2017 | Cougar Compass - Degree Audit Software Training | 4.00 |
|  | 5/22/2017 | Respect and Inclusion Series: The Power of Respectful Language | 1.00 |
|  | 5/22/2017 | Collin College - Policies and Acceptance Training | 1.00 |
|  | 5/22/2017 | Respect and Inclusion Series: Uncovering Implicit Bias | 1.00 |
|  | 11/2/2018 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 10/15/2018 | AIM Training | 2.00 |
|  | 10/25/2018 | AHEAD Webinar | 1.50 |
|  | 11/30/2018 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 11/30/2018 | Security Awareness | 1.00 |
|  | 12/6/2018 | Webinar | 2.00 |
|  | 1/11/2019 | All College Day Training | 1.50 |
|  | 5/29/2019 | Completing Self - Evaluation Training | 1.50 |
|  | 5/30/2019 | SES Customer Service Training | 4.00 |
|  | 6/5/2019 | UDL Webinar | 1.50 |
|  | 6/20/2019 | Understanding New Degrees at Tech Campus with Kate Smith | 1.50 |
|  | 8/15/2019 | Paul Grossman Faculty Development and ACCESS Workshop | 8.00 |
|  | 9/18/2019 | SES Training | 4.00 |
|  | 11/11/2019 | Leading for Excellence Academy: Managing Performance | 2.00 |
|  | 11/12/2019 | Leading for Excellence Academy: Fostering a Healthy and Inclusive Workplace | 2.00 |
|  | 1/10/2020 | All College Day Training | 2.00 |
|  | 1/30/2020 | Leading for Excellence Academy: Delegation and Motivation | 2.00 |
|  |  |  | 94.00 |
| **Melissa Solomon** | 6/27/2018 | FERPA for Higher Education | 1.00 |
|  | 6/27/2018 | Collin college-Polices and Acceptance | 1.00 |
|  | 6/27/2018 | EEO Laws and Discrimination Prevention for Higher Education | 1.00 |
|  | 6/29/2018 | Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Non-Residential Faculty and Staff | 1.00 |
|  | 6/20/2018 | Unlawful Harassment Prevention for Higher Education Staff | 1.00 |
|  | 10/25/2018 | AHEAD Start: An Academy for Newer Disability Resource Personnel | 25.00 |
|  | 11/8/2018 | The Clery Act and Campus Security Authorities | 1.00 |
|  | 11/15/2018 | Respect and Inclusion Series: The Power of Respectful Language | 1.00 |
|  | 11/16/2018 | Respect and Inclusion Series: Uncovering Implicit Bias | 1.00 |
|  | 4/24/2019 | Child & Family Guidance Center: Learning Differences & Mental Health | 4.00 |
|  | 5/10/2019 | CRASE Training | 2.00 |
|  | 5/30/2019 | Customer Service Training | 4.00 |
|  | 8/2/2019 | ACCESS/Counseling retreat | 5.00 |
|  | 8/14/2019 | Mental Health Training Session for Front Desk | 3.00 |
|  | 9/12/2019 | SOBI training | 1.00 |
|  | 10/10/2019 | Recognizing Red flags | 1.00 |
|  | 10/14/2019 | ProctorU training | 1.00 |
|  | 10/28/2019 | Mental Health First Aid training | 8.00 |
|  | 2/20/2020 | National Autism Association of North Texas: Behavioral Principles and Social Skills for the Classroom | 7.00  69.00 |
|  |  |  |  |

**Appendix, Section B**

**2016 CIP Goals for ACCESS Department**

|  |  |  |
| --- | --- | --- |
| 1. **Outcome(s)**   Results expected in this department/program | 1. **Measure(s)**   The instrument or process used to measure results | 1. **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 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.

**Section C-AIM Application**

