



## Unit End of Year Report

|  |   |
|--|---|
| Report includes: <ul style="list-style-type: none"> <li>• 2018-2019 Annual Goals</li> <li>• 2018-2019 Assessment Plan</li> <li>• Key Performance Indicators</li> <li>• 2018-2019 Points of Pride</li> <li>• 2019-2020 Annual Goals</li> <li>• 2019-2020 Assessment Plan</li> </ul> | <b>Unit: Academic Success Center - Student Accessibility Services</b><br><br><b>Director:</b> Mike Dentino, Director of ASC Tutoring<br><b>Coordinator:</b> Nicole Hall |
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## UNIT OVERVIEW

### Unit Mission

As a part of the Academic Success Center – We are student-centered support, inspiring the college community to achieve academic success and engagement.

Student Accessibility Services (SAS) shares in the College's and division's commitment to student success, by assisting in providing equal access to educational opportunity and guarding against discrimination toward students with disabilities. Through cooperative partnerships with students, faculty, and staff, SAS endeavors to promote students' independence and to ensure recognition of their abilities, not disabilities. Student Accessibility Services is committed to assisting the College in creating an accessible College community, where students with disabilities have an equal opportunity to participate fully in all aspects of the educational environment.

### Functional Goals and Division/College Mapping

| Unit Functional Goals  | Division Goal Mapping | College Goal Mapping |
|--|-----------------------|----------------------|
| SAS 1: Advance campus knowledge and awareness of accessibility through awareness and utilization of assistive technology to promote student success. | 6                     | 1.1, 1.8             |
| SAS 2: Advance the usage of technology within the department and for broad campus usage.   | 3                     | 1.1                  |
| SAS 3: Provide equal opportunity to students with documented disabilities to ensure access to the educational environment.                           | 1,2,3,6               | 1.1, 1.8             |

**SECTION ONE: 2018-2019 UNIT ANNUAL GOALS**

| <b>Unit Annual Goals</b>  | <b>Outcome/Status</b> |
|---|-----------------------|
| Provide resources to students to promote personal growth, independence, self-advocacy, and student success. | Goal Partially Met    |
| Collaborate with other members of the campus community to promote inclusion of this diverse population.     | Goal Partially Met    |
| Advance the usage of technology within the department and for broad campus usage.                           | Goal Partially Met    |

## **SECTION TWO: 2018-2019 Assessment Plan**

| <b>Unit Goal</b>   |  | <b>College Mission Alignment:</b>  |
|--|--|--|
| Collaborate with other members of the campus community to promote inclusion of this diverse population.                  |  | This goal is directly applicable to the mission of the College to be an inclusive learning community.  |
| <b>Outcomes and Criteria:</b>  | <b>Data Sources and Methods:</b>   | <b>Assessment Data:</b>  |
| Continue collaborating with the Committee on Accessibility to address course access needs of students with disabilities. | Continue regular monthly meetings to address issues of concerns for students with specific disabilities.                                 | This goal was partially met. Case management meetings regularly held throughout Academic Year. SAS advisory board meetings. Conversations with faculty/staff about accommodations for students registered with the office. |
| Collaborate with MoTek regarding accessible apps for students with disabilities.   | Analyze current resources/handouts, have SAS represented at upcoming MoTek meetings and incorporate the Assistive Technology Specialist. | SAS Staff has and will continue to search for low-cost and/or no-cost apps and technologies using outside innovative and in-house resources.   |

### **CLOSING THE LOOP**

**Resources Used:** SAS staff time

**Key Findings:** The average number of student intake registrations in the most recent two years is 23% greater than in F15-S17.

Faculty and staff communicate regarding students with particularly challenging situations to ensure that all students' needs are being met appropriately and within legal requirements. SAS staff will continue ongoing collaboration with MoTek and outside vendors.

**Dissemination/Discussion of Key Findings:** Recent findings have indicated that MoTek may have disbanded at some point in the 2018/2019 school year. Due to this, SAS will discontinue collaboration with MoTek until Motek reconvenes or reactivates. SAS staff will continue to collaborate with outside vendors and College technology specialists to stay abreast with relevant applications that support Students with Disabilities in the classroom environment.

**Summary Sentence for EMSA Briefing Book:** Student Accessibility Services facilitates the communication and collaboration with other members of the campus community to promote inclusion of students with disabilities.

| Unit Goal  |  | College Mission Alignment:  |
|--|--|---|
| Advance usage of technology within the department and for broad campus usage.  |  | This goal is directly applicable to the mission of the College to be an inclusive learning community.   |
| Outcomes and Criteria:   | Data Sources and Methods:  | Assessment Data:  |
| <p>Purchase effective assistive technology software in collaboration with the assistive technology specialist that meets student needs.</p> <p>Design and implement assistive technology workshops to be administered to students, faculty, and staff across campus to enhance campus understanding.</p> | Equipment inventory considered through the New York State Disability Services Council and tracked through SAS. | <p>This goal was met. New technologies procured in 2018-2019: braille label maker, tactile maps, braille embossing software, ergonomic keyboard, large print ZoomText keyboards, track balls, wireless mice, Onyx text-to-speech and screen enlarger, Ruby magnifying devices, BlueRay player, implementation of Kurzweil 3000.</p> <p>Sonocent Pilot – 3 of the 4 students in pilot gave positive feedback on Sonocent and would use it in lieu of a student note taker or digital recorder. One student had a negative experience with Sonocent but it was due to low quality functionality of their personal audio equipment. (Feedback received via 1-on-1 meetings).</p> |

## CLOSING THE LOOP

**Resources Used:** Time of Program Assistant and Assistive Technology Specialist

**Key Findings:** Students are utilizing new assistive technologies in higher numbers than in years past (see Books in Alternate Format graph data below).

**Dissemination/Discussion of Key Findings:** ASC Director and AVP of EMSA approved dissemination of new technologies available to students in the 2019/2020 academic year.

**Summary Sentence for EMSA Briefing Book:** Assistive Technology capabilities, services and equipment have been enhanced to accommodate the needs of the entire campus community.

### SECTION THREE, CAS REVIEW

#### **CAS Part 7 Summary of Findings: Diversity, Equity and Access**

Overall average (#).

**2.35**

##### *Areas Requiring Follow-Up:*

- Student worker training must include EDI.
- EDI training for professional staff.
- Continue to review of ASC area's usage and how that may tie into diverse groups.
- Review potential new professional staff lines for ASC (more specifically, SAS).

##### *Action Items:*

- Develop onboarding processes for professional/support staff and students to include intentional EDI training.
- Create opportunities for remaining staff to attend/participate in SafeZone Racial Justice Training.
- Utilize EagleSUCCESS to identify percentage of students registered with SAS who use the various support services offered through ASC

##### *Achievements:*

- Usage data from 2017-2018 suggest that minorities are using tutoring services at a higher rate than their Caucasian peers. This finding suggests that minority students may find the environment of the Student Learning Center to be a welcoming space and useful resource.
  - 29.6% of African American or Black students utilize tutoring services
  - 22.9% of Asian students utilize tutoring services
  - 22.2% of Hispanic students utilize tutoring services
  - 13.6% of Caucasian students utilize tutoring services
- Many Academic Success Center staff have completed SafeZone and Racial Justice training.
- A significant number of staff members assist with the Diversity Conference.
- EDI has been built into APS/TAPS curriculum including but not limited to the diversity training module for students (fall 2020).
- Four-hundred fifteen students with disabilities served in the 2018/2019 school year.

#### SECTION FOUR: STUDENT LEARNING OUTCOMES

##### **Institutional Student Learning Outcomes**

- |                                   |   |
|-----------------------------------|---|
| 1. Written and Oral Communication | 4. Critical Thinking and Information Literacy |
| 2. Quantitative Reasoning         | 5. Civic Engagement                           |
| 3. Intercultural Competence       |   |

| Departmental Learning Outcomes  | Institutional Learning Outcomes |   |   |   |   | Assessment Year |
|---|---------------------------------|---|---|---|---|-----------------|
|   | 1                               | 2 | 3 | 4 | 5 |                 |
| 1. Learn and demonstrate self-advocacy and professional communication when disclosing documented disabilities and accommodations received from Student Accessibility Services | x                               |   | x |   |   | 2019-2020       |
| 2. Understanding and utilization of assistive technologies and alternate methods to access the curriculum   |                                 |   | x | x |   | 2019-2020       |
| 3. Engaging with the community to educate and advocate for accessibility issues   | x                               |   | x | x | x | 2018-2019       |

**Departmental Learning Outcome Measured in 2018-2019:**

Engaging with the community to educate and advocate for accessibility issues

| Strategies/Programs  | Assessment Tools/Data Sources   | Results  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Committee on Accessibility</li><li>• Assistive Technologies Training</li></ul> | <ul style="list-style-type: none"><li>• CDA Annual report including tracking numbers for events</li><li>• Requests and revisions of training material</li></ul> | <ul style="list-style-type: none"><li>• Ongoing attendance, participation, and collaboration to ensure college-wide accessibility.</li><li>• Over 10 faculty trainings, Dozens of student trainings, Assistive tech website created and technologies added to all public campus computers.</li></ul> |

**Summary of Findings and Next Steps:**

One-on-one trainings are necessary as each issue tends to be specific. Marketing and general understanding need to increase and are necessary. Internal ASC training can go a long way, these will take place each semester during Full Staff meetings.

## SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

| Key Performance Indicators and Benchmarks  | Analysis                  |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
|--|---------------------------|---------------------------|-------|------|-------|------|-------|------|-------|------|---|---------------|---------------------------|-----------|------|-----------|------|-----------|------|-----------|------|
|  <p><b>SAS-# of Tests Administered</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th># of Tests Administered</th> </tr> </thead> <tbody> <tr> <td>FY 16</td> <td>1748</td> </tr> <tr> <td>FY 17</td> <td>1736</td> </tr> <tr> <td>FY 18</td> <td>2431</td> </tr> <tr> <td>FY 19</td> <td>2154</td> </tr> </tbody> </table> | Fiscal Year               | # of Tests Administered   | FY 16 | 1748 | FY 17 | 1736 | FY 18 | 2431 | FY 19 | 2154 | <p>Testing Totals</p> <table border="1"> <thead> <tr> <th>Academic Year</th><th># of Tests administered</th></tr> </thead> <tbody> <tr> <td>2015-2016</td><td>1748</td></tr> <tr> <td>2016-2017</td><td>1736</td></tr> <tr> <td>2017-2018</td><td>2431</td></tr> <tr> <td>2018-2019</td><td>2154</td></tr> </tbody> </table> <p>The average number of tests administered in academic years 2017-2018 and 2018-2019 was 2292.5. The average number of tests administered in academic years 2015-2016 and 2016-2017 was 1742. The average number of tests administered in the most recent two years is 32% greater than in F15-S17.</p>                               | Academic Year | # of Tests administered   | 2015-2016 | 1748 | 2016-2017 | 1736 | 2017-2018 | 2431 | 2018-2019 | 2154 |
| Fiscal Year  | # of Tests Administered   |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 16  | 1748                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 17  | 1736                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 18  | 2431                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 19  | 2154                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| Academic Year  | # of Tests administered   |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2015-2016  | 1748                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2016-2017  | 1736                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2017-2018  | 2431                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2018-2019  | 2154                      |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
|  <p><b>Books in Alternate Format</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Books in Alternate Format</th> </tr> </thead> <tbody> <tr> <td>FY 16</td> <td>78</td> </tr> <tr> <td>FY 17</td> <td>145</td> </tr> <tr> <td>FY 18</td> <td>295</td> </tr> <tr> <td>FY 19</td> <td>290</td> </tr> </tbody> </table>     | Fiscal Year               | Books in Alternate Format | FY 16 | 78   | FY 17 | 145  | FY 18 | 295  | FY 19 | 290  | <p>Books in Alternate Format</p> <table border="1"> <thead> <tr> <th>Academic Year</th><th>Books in alternate format</th></tr> </thead> <tbody> <tr> <td>2015-2016</td><td>78</td></tr> <tr> <td>2016-2017</td><td>145</td></tr> <tr> <td>2017-2018</td><td>295</td></tr> <tr> <td>2018-2019</td><td>290</td></tr> </tbody> </table> <p>The average number of books in alternate format in academic years 2017-2018 and 2018-2019 was 292.5. The average number of books in alternate format in academic years 2015-2016 and 2016-2017 was 111.5. The average number of books in alternate format in the most recent two years is 162% greater than in F15-S17.</p> | Academic Year | Books in alternate format | 2015-2016 | 78   | 2016-2017 | 145  | 2017-2018 | 295  | 2018-2019 | 290  |
| Fiscal Year  | Books in Alternate Format |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 16  | 78                        |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 17  | 145                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 18  | 295                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 19  | 290                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| Academic Year  | Books in alternate format |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2015-2016  | 78                        |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2016-2017  | 145                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2017-2018  | 295                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2018-2019  | 290                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
|  <p><b>SAS-# of Intakes</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th># of Intakes</th> </tr> </thead> <tbody> <tr> <td>FY 16</td> <td>152</td> </tr> <tr> <td>FY 17</td> <td>153</td> </tr> <tr> <td>FY 18</td> <td>214</td> </tr> <tr> <td>FY 19</td> <td>162</td> </tr> </tbody> </table>                         | Fiscal Year               | # of Intakes              | FY 16 | 152  | FY 17 | 153  | FY 18 | 214  | FY 19 | 162  | <p>Number of Intakes (including students with temporary disabilities)</p> <table border="1"> <thead> <tr> <th>Academic Year</th><th># of Intakes</th></tr> </thead> <tbody> <tr> <td>2015-2016</td><td>152</td></tr> <tr> <td>2016-2017</td><td>153</td></tr> <tr> <td>2017-2018</td><td>214</td></tr> <tr> <td>2018-2019</td><td>162</td></tr> </tbody> </table> <p>The average number of student intakes in academic years 2017-2018 and 2018-2019 was 188. The average number of student intakes in academic years 2015-2016 and 2016-2017 was 152.5. The average number of student intakes in the most recent two years is 23% greater than in F15-S17.</p>     | Academic Year | # of Intakes              | 2015-2016 | 152  | 2016-2017 | 153  | 2017-2018 | 214  | 2018-2019 | 162  |
| Fiscal Year  | # of Intakes              |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 16  | 152                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 17  | 153                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 18  | 214                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| FY 19  | 162                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| Academic Year  | # of Intakes              |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2015-2016  | 152                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2016-2017  | 153                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2017-2018  | 214                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |
| 2018-2019  | 162                       |                           |       |      |       |      |       |      |       |      |   |               |                           |           |      |           |      |           |      |           |      |



**SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS**

| <b>Point of Pride/Accomplishment</b>  | <b>College Mission and Priorities Alignment</b>   |
|---|---|
| The hiring and onboarding of the Assistive Technology Specialist which included the purchase of multiple campus wide assistive technology programs (i.e. Kurzweil) and available tech to borrow (i.e. Keyboards, note taking pens). | To be a Great College at which to Learn   |
| Updated marketing and a push to identify points of collaboration have broadened campus understanding of SAS.  | To be a College Engaged with its Community; To be a Great College at which to Learn; To be a Great College at which to Work |
| Transition to the Academic Success Center allows for easier collaboration amongst professional staff, more readily accessible services in a centralized location.   | To be a Great College at which to Work; To be a Great College at which to Learn   |
| Successfully navigated the transition from the long tenured coordinator to hiring a new coordinator all in the Spring semester.   | To be a Great College at which to Work  |
| Effectively managed a 32% increase in the demand for accommodated testing services over a two-year time period (2017-2019).   | To be a College Engaged with its Community  |
| Effectively managed a 162% increase in demand for textbooks in alternate format over a two-year time period (2017-2019).  | To be a College Engaged with its Community  |

**SECTION SEVEN: 2019-2020 UNIT STRATEGIC GOALS**

| <b>Annual Goals</b>   | <b>Divisional Goal Mapping</b>   | <b>Strategic Plan Operational Objective(s)</b> | <b>Action Plan</b>   | <b>Timeline</b>  |
|---|--|--|--|--|
| Advance the SAS mission to the College and community by increasing visibility and awareness to promote students' personal growth, independence, self-advocacy, and student success. | EMSA Goal #1, Develop and execute data-informed recruitment, admission, financial, and academic support models which promote the highest likelihood of student enrollment, retention, and success. | 1.7, 1.8, 2.5                                  | <ul style="list-style-type: none"> <li>• Provide SAS-focused informational seminars at campus events, in classrooms, and through campus media outlets (radio, etc.)</li> <li>• Collaborate with newsletter producers (SYE newsletter, FE &amp; ST newsletter, etc.), and Peer Mentor Coordinator to promote services/provide FAQs</li> <li>• Partner with social media administrators for marketing opportunities</li> <li>• Collect and publicize anonymous referrals/testimonials to elicit interest of prospective SAS registrants</li> <li>• Cooperate with CC to develop eye-catching infographics to place in high-traffic campus areas and develop targeted infographics for recruitment of prospective students</li> </ul> | <p>Summer 2019 semester – coordinate efforts with newsletter producers, radio programmers, event coordinators, social media administrators, and College Communications (CC)</p> <p>Fall 2019 and Spring 2020 semesters – implementation of seminars, media outlet opportunities, social media and blasts</p> |

|  |  |          |   |  |
|--|--|----------|---|--|
| Advance the usage of technology within the department and for broad campus usage.  | EMSA Goal #3, Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life.                        | 1.1      | <ul style="list-style-type: none"> <li>• Implementation and evaluation of Student Accessibility Services information system</li> <li>• Promote assistive technology across the campus</li> <li>• Promotional material for AT availability</li> <li>• Expansion of existing assistive technology</li> <li>• Support the Kurzweil 3000 tool</li> <li>• Update the AT website with applications and recommendations that benefit all students</li> <li>• Creation of a tactile campus map</li> <li>• Utilize Sonocent to reduce the cost of human note taking accommodations</li> </ul>                | Fall 2019 and Spring 2020 semester – collaboration between AT and SAS department to support the usage of AT across the campus  |
| Advance the College and division's commitment to student success by providing specialized instruction to ASC tutors and faculty for implementation of research-based and peer-reviewed pedagogy techniques to elicit student academic success. | EMSA Goal # 4, Ensure staff members have opportunities to achieve their maximum potential through purposeful supervision, mentoring, and professional development. | 4.3, 4.5 | <ul style="list-style-type: none"> <li>• Collaborate with Tutoring center staff for a needs assessment</li> <li>• Determination of percentage of SAS students who have specific disabilities to focus high-impact training</li> <li>• Determination of percentage of SAS students who currently partake in tutoring services and percentages of disability statistics</li> <li>• Creation of presentation materials and Quick Reference guides</li> <li>• Development of training workshop assessment questionnaire to be provided to tutors for ongoing refinement of course objectives</li> </ul> | <p>Summer 2019 - SAS Coordinator to develop training materials and Quick Reference guides</p> <p>Fall 2019 - SAS Coordinator to collaborate with Assistant Director of Tutoring for departmental needs assessment</p> <p>Fall 2019 - SAS Coordinator to collaborate with Director of ASC Tutoring and CELT to schedule training sessions</p> |

|  |   |     |  |  |
|--|---|-----|--|--|
| Advance the usage of a Student Accessibility Services information system for the improvement of campus-wide accommodation accessibility. | EMSA Goal #3, Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life. | 1.1 | <ul style="list-style-type: none"> <li>• SAS team to evaluate the tool</li> <li>• Brockport IT evaluates the tool</li> <li>• Financial planning</li> <li>• Implementation planning</li> <li>• Deployment/integration</li> <li>• Faculty/student training</li> <li>• Campus-wide rollout</li> <li>• Maintenance and feedback</li> </ul> | <p>Summer 2019 - ASC meets with IT to determine feasibility of merging existing SIS with Student Accessibility Services information system</p> <p>Fall 2019 - financial planning and implementation planning</p> <p>Spring 2019 – campus-wide rollout and feedback</p> |
|--|---|-----|--|--|

## **SECTION EIGHT: 2019-2020 Assessment Plan**

| <b>Unit Annual Goal:</b>   |  |  |
|--|--|--|
| Advance the usage of a Student Accessibility Services information system for the improvement of accommodation accessibility  |  |  |
| <b>Outcomes and Criteria:</b>  | <b>Data Sources and Methods:</b>   | <b>Resources Needed and Individual(s) Responsible:</b>   |
| Systematically implement and evaluate the usage of a Student Accessibility Services information system, designed to increase the accessibility, expediency, and effectiveness of the SAS department to meet the needs of students who utilize testing accommodations, books in alternate format, Assistive Technology, note taking accommodations, and the SAS office for appointments and registration.<br><br>Design and implement training and eLearning videos to be administered to students, faculty, and staff across campus to enhance campus understanding and participation. | Data of quantity of students served and faculty participation<br><br>Pre and post surveys of students, faculty, and SAS staff regarding efficiency and effectiveness of software usage | IT resources for programming and implementation<br><br>Marketing & communication resources to update web materials<br><br>Assistive Technologist, IT, and SAS staff to customize and configure the Student Accessibility Services information system |

### **Action Plan:**

- SAS team to evaluate the tool
- Brockport IT evaluates the tool
- Financial planning
- Implementation planning
- Deployment/integration
- Faculty/student training
- Campus-wide rollout
- Maintenance and feedback

**Goal Rationale:** Enhancing technological resources to improve workflow effectiveness and accessibility between professors, the SAS department, and the students they serve.

| <b>Unit Annual Goal:</b>  |   |  |
|---|---|--|
| Provide campus-wide assistive technology supports to increase students' academic success  |   |  |
| <b>Outcomes and Criteria:</b>   | <b>Data Sources and Methods:</b>  | <b>Resources Needed and Individual(s) Responsible:</b>   |
| Increase student utilization of SAS services assistive technology through direct marketing to the College and prospective students. | <p>Comparison of historical data to new trends</p> <p>Daily Eagle links and utilization of faculty channels</p> <p>Student focus groups, student surveys, as well as pre and post surveys regarding knowledge of assistive technology scheduled for 2019/2020 academic year</p> | Assistive Technologist to collaborate with SAS Coordinator to coordinate a shared vision for marketing |

**Action Plan:**

- Provide AT-focused promotional materials at campus events, in classrooms, and through campus media outlets (radio, etc.) to promote the services and resources of AT
- Collaborate with newsletter producers (SYE newsletter, FE & ST newsletter, etc.) to promote services/provide FAQs
- Collect and publicize anonymous referrals/testimonials to elicit interest
- Cooperate with CC to develop eye-catching infographics to place in high-traffic campus areas and develop targeted infographics for recruitment of prospective students

**Goal Rationale:** Visibility of and accessibility to College assistive technology is a vital resource and is critical to student success.