

Unit End of Year Report

Report includes:

- · 2018-2019 Annual Goals
- · 2018-2019 Assessment Plan
- Key Performance Indicators
- 2018-2019 Points of Pride
- · 2019-2020 Annual Goals
- · 2019-2020 Assessment Plan

Unit: Academic Success Center - Student Accessibility Services

Director: Mike Dentino, Director of ASC Tutoring

Coordinator: Nicole Hall

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

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

SECTION ONE: 2018-2019 UNIT ANNUAL GOALS

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

SECTION Two: 2018-2019 Assessment Plan

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

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

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.
 - o 29.6% of African American or Black students utilize tutoring services
 - o 22.9% of Asian students utilize tutoring services
 - o 22.2% of Hispanic students utilize tutoring services
 - o 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				Assessment
	Outcomes			Year		
	1	2	3	4	5	
Learn and demonstrate self-advocacy and professional communication when disclosing documented disabilities and accommodations received from Student Accessibility Services	X		X			2019-2020
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

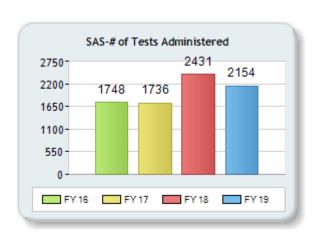
Strategies/Programs	Assessment Tools/Data Sources	Results
Committee on Accessibility	CDA Annual report including tracking numbers for events	Ongoing attendance, participation, and collaboration to ensure college-wide
Assistive Technologies Training	Requests and revisions of training material	 Over 10 faculty trainings, Dozens of student trainings, Assistive tech website created and technologies added to all public campus computers.

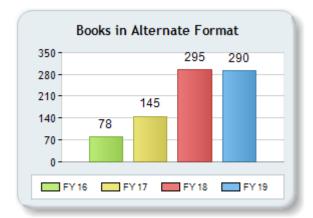
Summary of Findings and Next Steps:

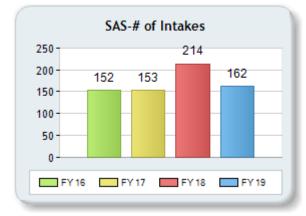
One-on-one trainings are necessary as each issue tends to be specific. Marketing and general understanding need to increase and are necessary. Internal ASC training can go a long way, these will take place each semester during Full Staff meetings.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks







Analysis

Testing Totals

Academic Year	# of Tests administered
2015-2016	1748
2016-2017	1736
2017-2018	2431
2018-2019	2154

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.

Books in Alternate Format

Academic Year	Books in alternate
	format
2015-2016	78
2016-2017	145
2017-2018	295
2018-2019	290

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.

Number of Intakes (including students with temporary disabilities)

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Ac	ademic Year	# of Intakes
20	15-2016	152
20	16-2017	153
20	17-2018	214
20	18-2019	162

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.

SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS

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

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
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	 Provide SAS-focused informational seminars at campus events, in classrooms, and through campus media outlets (radio, etc.) Collaborate with newsletter producers (SYE newsletter, FE & ST newsletter, etc.), and Peer Mentor Coordinator to promote services/provide FAQs Partner with social media administrators for marketing opportunities Collect and publicize anonymous referrals/testimonials to elicit interest of prospective SAS registrants Cooperate with CC to develop eye-catching infographics to place in high-traffic campus areas and develop targeted infographics for recruitment of prospective students 	summer 2019 semester — coordinate efforts with newsletter producers, radio programmers, event coordinators, social media administrators, and College Communications (CC) Fall 2019 and Spring 2020 semesters — implementation of seminars, media outlet opportunities, social media and blasts

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	 Implementation and evaluation of Student Accessibility Services information system Promote assistive technology across the campus Promotional material for AT availability Expansion of existing assistive technology Support the Kurzweil 3000 tool Update the AT website with applications and recommendations that benefit all students Creation of a tactile campus map Utilize Sonocent to reduce the cost of human note taking 	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 peerreviewed 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	 Collaborate with Tutoring center staff for a needs assessment Determination of percentage of SAS students who have specific disabilities to focus high-impact training Determination of percentage of SAS students who currently partake in tutoring services and percentages of disability statistics Creation of presentation materials and Quick Reference guides Development of training workshop assessment questionnaire to be provided to tutors for ongoing refinement of course objectives 	Summer 2019 - SAS Coordinator to develop training materials and Quick Reference guides Fall 2019 - SAS Coordinator to collaborate with Assistant Director of Tutoring for departmental needs assessment Fall 2019 - SAS Coordinator to collaborate with Director of ASC Tutoring and CELT to schedule training sessions

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	 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 	Summer 2019 - ASC meets with IT to determine feasibility of merging existing SIS with Student Accessibility Services information system Fall 2019 - financial planning and implementation planning Spring 2019 - campus-wide rollout and feedback
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SECTION EIGHT: 2019-2020 Assessment Plan

Unit Annual Goal:

Advance the usage of a Student Accessibility Services information system for the improvement of accommodation accessibility

Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s)	
		Responsible:	
Systematically implement and	Data of quantity of students served	IT resources for programming and	
evaluate the usage of a Student	and faculty participation	implementation	
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.	Pre and post surveys of students, faculty, and SAS staff regarding efficiency and effectiveness of software usage	Marketing & communication resources to update web materials Assistive Technologist, IT, and SAS staff to customize and configure the Student Accessibility Services information system	
Design and implement training and eLearning videos to be administered to students, faculty, and staff across campus to enhance campus understanding and participation.			

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.

Unit Annual Goal:

Provide campus-wide assistive technology supports to increase students' academic success

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

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.