Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Disability Services

Goal	**Develop Student Participation In And Satisfaction With Programs And Services.** DRAFT 🔑
	Review and evaluate Services for Students with Disabilities (SSD) program to encourage student participation in services and to promote efficacy of same.

Objective (P)	**Program Effectiveness.** DRAFT 🔑
	Provide academic adjustments and auxiliary aids and services for purpose of promoting full and equal access on part of students with disabilities to educational programs and activities and student life.

KPI Performance Indicator	**Program Evaluation Survey.** DRAFT 🔑
	Questionnaire administered at conclusion of Fall, 2014 and Spring, 2015 semesters, respectively, to gauge client satisfaction with various aspects of the Services for Students with Disabilities (SSD).
	SSD will administer Program Evaluation Surveys to its clients by means of mass e-mailings at the conclusion of the Fall, 2014 and Spring, 2015 semesters, respectively, in an effort to gauge client satisfaction with the quality and efficacy of it services.
	SSD anticipates the following results from its Program Evaluation Surveys in 2014-2015:
	1) At least 80% of respondents will rate their overall experience with SSD as "Good" or "Excellent;" and
	2) At least 80% of respondents utilizing academic adjustments and/or auxiliary aids and services provided by SSD will report that these services contributed to improvements in their academic performance.

Result	**Program Evaluation Survey Results** DRAFT 📎 🔑
	The 2014-2015 SSD Program Evaluation Surveys yielded the following, cumulative results:
	1) 85.3% of respondents rated their overall experience with SSD as either "excellent" (57.4%) or "good" (27.9%). 96.7% of respondents indicated that they would definitely or probably recommend SSD services to fellow SHSU students with disabilities.
	2) 82.5% of respondents reported that the accommodations provided by SSD contributed to improvements in their academic performance. With regard to auxiliary aids and services, 63.7% and 80.0% of respondents indicating usage of alternative textbook services and captioning/transcription services, respectively, credited these services with

improvements in their course grades. 71.4% of respondents endorsing use of the SSD Adaptive Technology Lab characterized the lab computers, adaptive software, and related technologies as adequate for their purposes.

Action	**Program Effectiveness** DRAFT 🔑

The results of the 2014-2015 SSD Program Evaluation Surveys suggest that students are generally satisfied with the quality of SSD services and would recommend SSD to fellow SHSU students with disabilities. In an effort to increase the survey response rate, the SSD staff provided students with verbal reminders regarding the surveys and designated a desk-top computer in the Adaptive Technology Lab for use on students' part in completing the surveys. In addition, the department continued to utilize pre- and reminder mass e-mailings to students regarding the surveys. As a likely result of these efforts, the survey response rate increased from 6.7% in 2013-2014 to 9.1% in 2014-2015. Given the still, relatively limited response rate to the Program Evaluation Surveys, however, SSD will explore additional means of increasing the response rate and, as a consequence, generating a larger and more representative sampling of client satisfaction than has been observed in previous cycles.

The 2014-2015 survey results further suggest that SSD services, including auxiliary aids and services, contribute to improved academic performance on the part of SSD clients. In particular, respondents utilizing alternative textbook services and captioning/transcription services, respectively, credit these services with improvements in their course grades. Moreover, the results suggest that students are generally satisfied with the quality of auxiliary aids and services provided by SSD. In addition, the 2014-2015 surveys reflect increased satisfaction on the part of SSD clients with the Adaptive Technology Lab. As noted above, 71.4% of the 2014-2015 respondents endorsing use of the Adaptive Technology Lab indicated that the lab was adequate for their purposes, compared with 50.0% of such respondents in the 2013-2014 surveys. This increase is likely attributable to the relocation and expansion of the lab within the Lee Drain Annex and the upgrading of adaptive software, completed in August-September, 2014. As was the case with the 2013-2014 results, however, the current findings suggest a limited awareness on the part of SSD clients regarding the adaptive technologies available at the SSD Office and other venues on the SHSU campus. For instance, only 11.3% of the 2014-2015 survey respondents indicated use of the Adaptive Technology Lab. Limitations in time and resources precluded the development of outreach programming designed to publicize such technologies in 2014-2015. In future cycles, the department will explore additional means of publicizing these services and technologies, encouraging the use of such technologies, and collecting data regarding client satisfaction with same. In pursuing these objectives, SSD will attempt to partner with various departments on campus, such as the Newton-Gresham Library, the Academic Success Center, and the campus bookstore, to

facilitate orientations to adaptive technologies and alternative formats of instructional materials.

Goal

Engage Students In Programs And Services That Promote Critical Thinking And Lifelong Learning Skills. DRAFT 🔑

Promote the acquisition of knowledge and skills essential to the vocational development of students with disabilities.

Objective (L)

Student Outreach And Educational Programs. DRAFT 🔑

Present educational programs to students with disabilities to facilitate the acquisition of knowledge and skills essential to their vocational development and transition to employment.

SSD will partner with Career Services and other departments on the SHSU campus to present educational workshops and related training opportunities for students with disabilities, addressing such issues as: the rights of persons with disabilities in the workplace; disability disclosure; workplace accommodations; and campus and community resources for persons with disabilities seeking employment.

Indicator

Student Outreach/Education Program Surveys. DRAFT 🔑

Questionnaires administered at conclusion of outreach and educational programs to gauge the extent of knowledge and understanding gleaned by program participants.

Criterion

Student Outreach/Education Survey Findings. DRAFT 🔑

As a result of the aforementioned programs, SSD will observe the following in participant surveys:

1) At least 80% of respondents will report increased knowledge of the rights of persons with disabilities in the workplace and the process for requesting workplace accommodations; and

2) At least 80% of respondents will report increased awareness of campus and community resources for persons with disabilities seeking employment.

Finding

Student Outreach/Education Survey Findings DRAFT 📎 🔑

The following findings were obtained from participant surveys administered at the "No Limits: Removing Barriers to Your Career Success" workshop jointly presented by SSD and Career Services:

1) 100% of participants reported that, as a result of the workshop, they had a better understanding of the rights of persons with disabilities in the workplace and the process for requesting workplace accommodations. Additional

comments on the surveys further indicated that the participants found the information on disability disclosure and resume preparation quite helpful.; and

2) 100% of participants reported that, as a result of the workshop, they had a greater awareness of campus and community resources that assist students with disabilities with their transition from college to a career. In addition, 100% of participants reported greater familiarity with the services provided by the Career Services Office.

Action

Student Outreach And Educational Programs DRAFT 🔑

The participants in the "No Limits: Removing Barriers to Your Career Success" workshop, jointly presented by SSD and Career Services, indicated that this program enhanced their knowledge and awareness of the rights of persons with disabilities in employment settings, the process for disclosing one's disability and requesting accommodations in the workplace, and campus and community resources that assist persons with disabilities in developing their vocational potential and transitioning to employment. Per the survey findings noted above, this workshop was successful in meeting its learning objectives. It should be noted, however, that attendance at the workshop was limited, despite concerted efforts on the part of SSD and Career Services to publicize it. Moreover, limitations in time and staffing precluded additional such programs in the 2014-2015 cycle.

Given the overwhelmingly positive feedback from the participants in the "No Limits" workshop, SSD will further explore opportunities for student outreach and education in the coming cycle, particularly, with regard to the issues of vocational and career development, disability awareness, and SSD services. SSD will collaborate with other departments on campus, such as Career Services, in disseminating such programs to a wider audience.

Goal

Foster Professional And Personal Development Of Faculty And Staff. DRAFT 🔑

Provide training in disability related topics to SHSU faculty and staff.

Objective (L)

Faculty Outreach And Education. DRAFT 🔑

Promote awareness and understanding of disability-related issues on part of SHSU faculty members by means of training opportunities, such as outreach presentations, workshops, teleconferences, etc.

SSD will present outreach programs on disability-related topics to additional academic departments in 2014-2015. These programs will address such topics as: SSD policies and procedures; responsibilities of faculty members regarding student accommodations; testing procedures for accommodated exams on the Huntsville campus and the satellite campuses;

recommended strategies for recruiting volunteer student note-takers; alternative formats of instructional materials; and the limits of client confidentiality regarding disability-related information.

Indicator

Faculty Outreach/Education Program Surveys. DRAFT 🔍

Questionnaires administered at conclusion of training opportunities to gauge extent of disability-related knowledge, insights, and/or skills gleaned by participants.

Criterion

Faculty Outreach/Education Survey Findings. DRAFT 🔍

As a result of the aforementioned programs, SSD expects to observe the following in participant surveys:

1) At least 80% of respondents participating in faculty outreach programs addressing SSD policies and procedures will report increased knowledge and understanding of said policies and procedures; and

2) At least 80% of respondents will report increased knowledge and understanding of their responsibilities as faculty members regarding students with disabilities.

Finding

Faculty Outreach/Education Survey Findings DRAFT 📎 🔍

The following findings were obtained from participant surveys administered to the College of Health Sciences Leadership Team at the conclusion of the presentation, "SSD Services, Policies, and Procedures:"

1) 100% of participants reported that, as a result of the presentation, they had a fuller knowledge of SSD services, policies, and procedures; and

2) 100% of participants reported that, as a result of the presentation, they had a clearer understanding of faculty responsibilities regarding students with disabilities.

Action

Faculty Outreach And Education DRAFT 🔍

The findings obtained from participant surveys at the faculty outreach presentation noted above indicate that this presentation was successful in meeting its learning objectives, i.e., to promote enhanced knowledge and understanding on the part of faculty members regarding SSD policies and procedures and the responsibilities of faculty vis-à-vis students with disabilities. It should be noted that this presentation was the only faculty outreach program conducted by the department in the 2014-2015 cycle, despite concerted efforts on the part of SSD to engage the academic colleges and departments in such programming. At various junctures in the 2014-2015 cycle, SSD contacted the academic deans and department chairs, respectively, by e-mail to offer such presentations at chair

and faculty meetings. Regrettably, these offers resulted in only one firm invitation for SSD to present, i.e., to the College of Health Sciences Leadership Team, as noted above. In future cycles, SSD will attempt to partner with the Faculty Senate and the Professional and Academic Center for Excellence (PACE) in conducting outreach presentations on disability services to faculty members.

Previous Cycle's "Plan for Continuous Improvement"

In an ongoing effort to improve the quality of its services, SSD will attempt to elicit feedback from a broader sampling of its clientele in the 2014-2015 academic year than has been obtained in previous cycles. The department will explore alternative strategies for increasing the response rate to the student surveys, such as lap-top computers made available to students at the SSD Office for their use in completing the survey. These strategies would supplement the pre- and reminder mass e-mailings currently used to distribute the surveys. In addition, SSD will explore alternative methods of eliciting client feedback regarding its services, such as roundtable discussions and/or focus groups.

Given the positive feedback from participants in the Spring, 2014 Student Orientation Program, SSD will expand its student outreach programming in the 2014-2015 academic year. The purpose of such programming will be twofold: (1) to promote awareness of SSD services on the part of prospective client populations; and (2) to enhance knowledge and understanding on the part of existing clients with regard to SSD policies and procedures and auxiliary aids and services. In addition to orientation events for new and returning clients, SSD will present outreach programs on its services to student organizations at SHSU. A particular emphasis of student outreach programs in 2014-2015 will be the availability of adaptive technologies on the SHSU campus and the expanded offerings of such technologies at the newly enlarged SSD Office. This emphasis would serve to address the limited awareness of adaptive technologies evidenced by the student survey results of recent assessment cycles.   An additional emphasis of student outreach programming in 2014-2015 will entail collaborative efforts with SHSU Career Services to present information on career-related issues facing students with disabilities.

Given the relatively favorable response on the part of SHSU faculty members to the outreach presentations conducted by SSD in 2013-2014, the department will expand its faculty outreach in the 2014-2015 academic year. To that end, SSD will offer presentations on its policies, procedures, and services to additional academic departments. In addition, SSD will develop programs on identified topics of interest to faculty, such as effective pedagogical strategies for teaching students with disabilities. Finally, SSD will explore opportunities for collaborating with the academic colleges, SHSU On-Line, the Newton-Gresham Library, and the campus bookstore in promoting the acquisition and use of accessible instructional platforms and materials.

Efforts such as those outlined above would serve to promote the academic performance and future prospects of students with disabilities at SHSU.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

As planned in the 2013-2014 cycle, SSD administered Program Evaluation Surveys to its clientele in 2014-2015 in an ongoing effort to gauge client satisfaction with SSD services. In addition to sending pre- and reminder mass e-mailings to survey recipients, SSD provided students with verbal reminders regarding the surveys and made a desk-top computer available in the Adaptive Technology Lab for students to use in completing the surveys. As a likely

consequence of these actions, the survey response rate increased from the 6.7% rate obtained in the 2013-2014 cycle to 9.1% in 2014-2015. It should be noted that the extensive staff trainings necessitated by the department's transition to a stand-alone operation in August, 2014 precluded the development of additional methods of eliciting client feedback regarding SSD services, such as roundtable discussions and/or focus groups.

The aforementioned transitional process further impacted departmental decisions regarding student outreach in 2014-2015. Due to limitations in time and resources, SSD was unable to expand its student outreach and orientation programs to the extent indicated in the 2013-2014 Plan for Continuous Improvement. The department was able to develop and present a collaborative workshop with SHSU Career Services that addressed career-related issues of concern to students with disabilities (see above). This joint effort reflected a prioritization of needs in light of client feedback and the aforementioned departmental limitations.

As planned in the previous cycle, the department made a concerted effort to expand its outreach to SHSU faculty members in 2014-2015. To that end, SSD contacted the academic deans and department chairs, respectively, to offer outreach presentations on SSD services, policies, and procedures. Although SSD received expressions of interest in such presentations from several of the colleges, only the College of Health Sciences arranged time for this purpose (see above). The limited response from the academic colleges and departments to SSD's outreach offers and the above-noted departmental limitations in time and resources further precluded the development of programs on specialized topics of interest to faculty members. It should be noted, however, that SSD presented at the New Faculty Investment sponsored by PACE and significantly expanded its collaboration with SHSU Online and the academic departments to render media content in online courses accessible to deaf and hard-of-hearing students.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

In an ongoing effort to improve the quality of its services, SSD will continue to elicit feedback from its clients via Program Evaluation Surveys in the coming cycle. The department will further explore means of increasing the response rate to these surveys in order to obtain a broader and more representative sampling of its clientele than has been obtained in previous cycles. SSD will continue to use data obtained from the surveys to guide decisions regarding service enhancements and implementation, as well as student and faculty outreach.

Given the positive feedback received from participants at the "No Limits: Removing Barriers to Your Career Success" workshop co-sponsored by SSD and Career Services (see above), the department will implement additional, collaborative programs designed to further the career prospects of students with disabilities at SHSU. In the Fall, 2015 semester, SSD will introduce the Workforce Recruitment Program (WRP) of the Office of Disability Employment Policy, U. S. Department of Labor, to the SHSU community and serve as the campus host of this program. The mission of the WRP is to promote internship and employment opportunities in the private sector and federal government for otherwise qualified, college students with disabilities. In implementing this program, SSD will publicize the WRP on the SHSU campus, meet with prospective applicants, assist applicants in obtaining required documentation, refer applicants to SHSU Career Services for mandatory resume critiques and mock interviews, and schedule telephone interviews for applicants with WRP recruiters.

In addition to implementing the WRP, the department will expand its student outreach regarding SSD services in the coming cycle. To that end, SSD will conduct an orientation on it services, policies, and procedures for UNIV 1301 instructors in the Summer of 2016, with the aim of scheduling student outreach presentations to the UNIV 1301 classes in the Fall, 2016 semester. The purpose of such outreach will be to further publicize SSD services to the freshman community at SHSU.

SSD will further expand its outreach to SHSU faculty members in the coming cycle. Specifically, SSD will partner with the Faculty Senate, PACE, and the academic departments to schedule presentations on SSD services, policies, and procedures for faculty members. In

addition, SSD will continue to present at the New Faculty Investment sponsored by PACE. Finally, SSD will further explore opportunities for collaborating with the academic colleges, SHSU On-Line, the Newton-Gresham Library, and the campus bookstore in promoting the acquisition and use of accessible instructional platforms and materials. In particular, SSD will further refine its collaboration with academic departments, SHSU Online, and contract vendors to facilitate captioning/transcription of media content in online courses taken by students who are deaf or hard-of-hearing.

Efforts such as those outlined above will serve to promote the academic performance and future career prospects of students with disabilities at SHSU.