

Program Review Guide: Student Support Services

Unit Name: Disability Access Services

Welcome to Program Review

During this process, you will:

1. Analyze annual effectiveness data for measured outcomes related to your Unit Goal(s);
2. Analyze effectiveness of highlighted strategies in place for your unit to achieve its stated goals and measured outcomes;
3. Analyze your Unit's staffing and resource needs;
4. Revise Unit structure and organization, including relationships with other Units in Student Support Services;
5. Formulate a list of needs to achieve your unit goal and measured outcomes (e.g. staffing, budget, resource allocation) for operational planning in the upcoming academic year.

Section 1: Unit Overview

Strategic Priority/Core Theme: Access

Overall Unit Goal(s): Increase student success by supporting access

Measured Outcomes: Increase number of new students contacting DAS for accommodations by 10%

We will achieve this by comparing the number of new SVC students who enroll with the number of students who identify as having at least one documented disability on the OAAP. This will give the office an estimate of how many students to anticipate. DAS policy requires that students reach out to the office first to self-disclose. Thus this data point is only for helping measure the potential number of students who need our support.

To achieve the goal of increasing by 10%, we will increase awareness of program, policies, and procedures of DAS for SVC staff and faculty. To measure this goal, we will increase the meetings that the associate dean, disability access manager, and disability access coordinator attend to provide information on the policies, practices, and procedures.

1. We will begin by sending out a survey to measure the awareness of the DAS policies, practices, and procedures in SVC faculty and staff.
2. This will be followed by sharing resources and follow-up meetings with staff and faculty to increase awareness.
3. This work will result in a better-informed SVC environment who have the right tools to support students with disabilities.

Section 2: Operationalization (Strategies)

Please list your current Unit Strategies to achieve your stated unit goals and measured objectives.

Currently, we are attempting to increase awareness, but it is not centralized. We have collaborated with other support programs to be a part of a survey that new students take. We are in the process of implementing a new student management system, AIM. And we have been intentionally begun visiting FQE classes to build awareness with students. However, given the staffing structure of DAS, we do not have enough staff to centralize the surveying and support necessary to increase staff and faculty awareness of DAS policies, practices, and procedures.

AIM is new, and will only help continuing students manage their accommodation requests. It will take time to navigate and learn for students, and also does not replace the work the manager will do with faculty on understanding DAS. Additionally, the survey is only helpful in contacting students who leave their email to be contacted. It is not mandatory at the moment.

As of Fall 2024, we average about 2-3 FQE class visits per quarter. This should be every single FQE, but we do not have the staff. Given the annual growth in students seeking accommodations, the manager does not have the capacity to do this work alone. Each initial access planning meeting takes, on average, one hour. This is followed by at least one hour, on average, of documentation. This does not reflect higher-touch students, any sickness, scheduling and contracting with interpreters, or continuing students who are seeking support.

Similarly, some instructors are familiar with DAS and accommodations, but not all. This awareness is key for smooth accommodation notifications and to ensure there is compliance. The manager is meeting with faculty but only as a reaction. This is good to support students in the moment, but it is hectic and hard for the manager to do while also supporting continuing students and intaking new students. A dedicated director could be proactive and schedule meetings with deans and department chairs on an on-going basis, as well as coordinate a group for best practices.

Section 3: Program Resources and Staffing

Related to staffing, we found it challenging to outreach to students about DAS, inform faculty about DAS, work with students who were already using DAS but were having issues, work with all DAS students, intake new students into our system, and ensure we are up-to-date on compliance and best practices.

This past year we increased the effectiveness of serving students through DAS by both hiring and training a work study student and also training the coordinator to take some of the processing off of the manager's plate. Prior to 2020, we had 4 employees who worked in DAS. During COVID, this was lowered to 1. While we have increased this to 1 and 30%, this is not sustainable considering the national average and given our quarterly increases in students served.

To improve ongoing students accessing DAS, we are working to implement a new platform, AIM, but this will only help maintain the current number of students. To increase the number of students we can serve, while also outreaching to faculty, mediating when issues arise, serving on commission, and building resources, we need to split these duties between a manager and a

director, while also having a dedicated DAS coordinator. The director would look at data, trends, meet with other departments, build resources, step in when issues arise, and sit on committees (DSSC, WAPED, etc). The manager will intake new students, provide support, process requests, and members of WAPED/DSSC. The coordinator will maintain documentation and materials, outreach, purchasing, member of WAPED, and scheduling.

Section 4: Unit Organizational Structure

In terms of DAS' structure and staffing in relation to its goal and measured outcomes, we currently only have part of an Associate Dean of Student Support Programs, 1 manager, 30% of coordinator, and 1 part-time work study student.

In terms of relationships with other Units, we can ask the Dean of Advising and Student Success if all Counselors, Advisors, and Navigators can make the same general pitch about DAS when working with all students. We can also ask for the Student Support Survey to be more broadly shared with all students.

To achieve our goals and objectives, we hope to increase capacity to serve students by changing structure from part of an Associate Dean of Student Support Programs, one manager, 30% of coordinator, and one part-time work study student to also have a director and a full-time coordinator.

Section 5: Operational Planning

To increase number of new students contacting DAS for accommodations by 10%, we need to build awareness of SVC staff and faculty around DAS policies practices, and procedures.

To do this, we propose more centralized and intentional meetings and professional development for SVC staff and faculty. However, the current staffing structure does not allow for this, as the DAS Manager can only serve about 20 students a week, and must choose between supporting students or attending meetings for staff and faculty. These 20 students also do not consider any sickness, emergencies, mandatory meetings and trainings, or professional development that the DAS Manager may have. Further, the growth cannot be supported with the 12 hours that the DAS Coordinator can give, so we also propose having a fulltime coordinator for DAS.