Part I: Department Background

Section 1: Mission

State the department’s formal mission:
The Office for Students with Disabilities is committed to the provision of accessibility, allowing students an equal opportunity to participate, in their efforts to achieve individual success.

The department mission is formally documented and published (e.g. website, intranet, posted in the office, etc...).

How does the department mission align with CLC’s institutional mission, vision, values, and goals?
The mission, vision, values, and goals of the institution center on comprehensive services that enrich a student's educational experience while fostering success. The Office for Students with Disabilities (OSD) provides the first step in the success model in providing equal opportunity.

Section 2: Duties and Functions of the Department

List the essential duties, functions, programs, and services performed/offered by your department:

- Provide academic accommodations (extended time on exams, audio recorders, sign language interpreters, etc...) to registered students with disabilities.
- Align students with resources at the college to foster their academic success.
- Act as liaison to faculty, staff, and community, in the provision of accommodations and/or concerns.
- Educate area high schools on the transitioning concerns and processes for students with an IEP/504 plan.

Why are these duties, functions, programs, and services important for the college?
These duties are integral from both the legal and social aspect of student service. Any individual with a qualifying disability is legally entitled to an accommodation within their respective class, and/or in obtaining access to campus. The OSD performs these duties as a function of legal compliance. Second, the OSD works to provide accommodations to foster social justice and equity, in providing individuals...
with disabilities an equal opportunity to achieve success.

How do these duties, functions, programs, and services compare to those offered at peer institutions or to industry best practices?

The differences vary. Peers in other institutions may have a one person office, or may (ex..Harper) have twenty-four staff which includes faculty. The variation is dependent on the types of disability served, the amount of students being served, and the philosophy of the particular institution. Best practice is usually legal-based, but can expand dependent on those variables.

Are there any functions that the department could offer that is does not currently offer? Please explain.

Yes. Many departments such as OSD foster an external support program, typically for additional cost, to support specific disability groups. For example, students with Autism may enroll in a secondary support group, providing specialized tutoring, monitoring, etc...specific to students with Autism, in order to promote success. Again, this is typically a spin from traditional services, and almost always comes at an additional cost to the student as it is not legally required, and technically not an accommodation. With the right financial support, a program such as this could be offered at CLC.

Section 3: Structure

Upload a current department organization chart:

OSD Org chart 2019.pdf

How does your department structure/organization compare to that of peer institutions or industry best practices?

Reporting structure varies, however, many institutions report through Student Development. The greater structure of disability services often depend on the resources at hand, as well as the philosophy of the institution. For example, some offices employ faculty tutors specifically for students with disabilities. Those with lesser staff traditionally have greater support in the provision of accommodations by faculty, in that they may proctor exams, etc..

Who are the department's primary stakeholders (e.g. students, faculty, staff, community members, other)?

The entire college is impacted by the work of OSD. While the student is foremost, in that accommodations are provided, adequate for the individual, etc... the faculty are equally as impacted. When discerning accommodations, OSD must take into account whether a particular accommodation will detract from an instructor’s key learning objectives. OSD must also determine whether or not the provision would provide that particular student an advantage over other students. As faculty, OSD may often deny an accommodation long before the student enters class, thus protecting faculty. Lastly, OSD impacts the college in the provision of accommodations under section 504 of the Rehab Act and the Americans with Disabilities Act. Whether or not a student may obtain an accommodation almost always has a legal consequence, and decisions are made based on the impact this would have against the entire college, should the Office of Civil Rights become involved.

List key internal collaborative relationships:

Although OSD works collaboratively with student development counseling and advising, referring to support services across the college such as TRiO, CAS, and Tutoring, much of our work and interaction is with academic departments. When accommodations need clarification or resolution, OSD must interact with faculty and that specific division in order to maintain equity.
List key external collaborative relationships:
Much of OSD’s direction comes via information from AHEAD (Association on Higher Education and Disability), as best practices are developed through this organization. Additionally, OSD works with guidance from the Office of Civil Rights (OCR), through the Department of Justice (DOJ).

How does your department assess stakeholder satisfaction?
Returning students are asked to take part in a student satisfaction questionnaire. The results of this questionnaire are tallied at the end of each semester. In addition, our students are required to meet with staff each semester, and the opportunity is consistently presented to discuss prior semester progress and satisfaction with the office and their respective accommodations.

Part II: Resources

Section 1: Human Resources

Staffing Table Template

Upload the Staffing table:

Based on the data provided on the Staffing table, is your department adequately staffed to fulfill the department mission, duties, and functions listed in Part I? Explain.
Yes, however, should additional ADA related responsibilities involve OSD, it will likely increase the need for an additional staff person in order to serve students.

How do your department staffing levels compare to those at peer institutions and industry standards?
Varied. As stated earlier, the number of staff in disability services is heavily dependent on the types of disability being served in that geographic region, the duties and expectations of those staff, and the philosophy of the individual institution. For example, Harper College employs 24 staff in their department, but also coordinates testing within their location, has tutoring as part of their office, and has a greater Deaf population. Other institutions may have a one person office, given low numbers of those that seek out services and typically require much more from faculty by way of arranging accommodations and proctoring exams.

Do you anticipate staff turnover in key positions over the next 5-years?
No

List new and replacement staffing needs for the next review cycle (5-years). Rate the urgency of each on a 1 (least urgent) to 5 (most urgent) scale.
Should responsibilities regarding the ADA and the entire college be placed upon OSD, we would require at minimum, an additional part time flex position to review documentation and meet with students. This need would be rated a ‘5.’

Section 2: Technology, Systems, Equipment, and Facilities Resources

Technology, Systems, Equipment, and Facilities Inventory Template
Based on the data provided on the Inventory, is your department adequately equipped to fulfill the department mission, duties, and functions listed in Part I? Explain.

No. Technology changes at an alarming rate, and as these items gain use each semester, some must be repaired or replaced entirely. As adaptive equipment changes, new operating systems are created, and the needs of our students change, it becomes necessary to update our aging equipment.

How do your department technology, systems, equipment, and facilities levels compare to those at peer institutions and industry standards?

Receiving comments in the past from parents, they would note that the equipment available to students with disabilities at CLC outweighs that of other institutions. I would note that the equipment and technology available to our students is adequate for this population. We do have innovative pieces of technology though, from our own home-grown book conversion process (that has met with acceptance from OCR) to a 3D printer used to convert visual images to tactile images. We are in a state of constant innovation with technology. While other colleges use technology to meet accommodation requirements, we attempt to find ways to use traditional technology to enhance learning experiences beyond accommodation.

List your department’s technology, systems, equipment, and facilities needs for the next review cycle (5-years). Rate the urgency for each on a 1 (least urgent) to 5 (most urgent) scale.

- Maintain/Update software systems, and plan for future change (5)
- Repair, remove, or re-supply available adaptive equipment for students; ensure budget needs match student need (4)
- Update computer systems for book production (3)
- Update and maintain subscription needs for book production (2)
- Update braille equipment (1)

Section 3: Financial Resources

Describe your department's major funding sources (i.e. revenues; e.g. student fees, grant funding, fundraising, etc...).

General fund

Attach a copy of your department’s most recent budget document outlining major expenditure categories:

- Budget report 8 2019.PDF

What cost-saving steps has your department taken over the past 5-years?

With support of a web developer, if acquired on campus, we have the capacity to ‘go-green.’ We have taken steps to green the note taking process, along with reducing the payment allotment to students taking notes for those needing this accommodation. In addition, OSD felt the ramifications of layoffs, losing our FT sign language interpreter.

What is your department's contingency plan for reduced revenues? How will you decide which areas to make cuts in your budget, if necessary, in the future?

Our contingency plan is dependent on the population we are heavily serving at that time. As
accommodation provision is protected by law, and cannot be cut, the department would need to ascertain during that time period what might be reduced/removed. This may be in delaying of purchasing additional equipment, cutting travel costs, or working collaboratively with other departments to revise a process for rewarding note takers, other than monetary gain.

**Part III: Quality**

**Section 1: Policies, Procedures, and Processes**

**IEPR Website - Process Mapping Resources**

List key departmental policies, procedures, and processes:

- Acquisition of Accommodations (student perspective)
- Obtaining a note taker
- Obtaining testing accommodations through the testing center
- Obtaining books on audio
- Supporting Deaf/HoH students with accommodations

**What percent of your department's key policies, processes, and procedures have been formally documented and shared (e.g. manuals, process maps, etc..)?**

90%-99%

Upload a copy of your department's cycle/plan for reviewing and updating key processes (e.g. which process are updated when and by whom):

[OSD process assessment.xlsx](67_OSD_process_assessment_8655.xlsx)

**Describe any professional standards/organizations or legal/accreditation responsibilities that guide the department's policies and processes:**

- Association for Higher Education and Disability (AHEAD)
- Office of Civil Rights (OCR) on behalf of the Department of Justice (DOJ)

**Section 2: Measurement, Analysis, and Assessment**

Upload a copy of the department's current performance assessment plan:

[67_OSD process assessment_8655.xlsx](67_OSD_process_assessment_8655.xlsx)

**What are the department's key performance indicators?**

Metrics and measurements used to assess department performance include student satisfaction surveys, qualitative student responses/interactions, and national best practice standards as dictated by the Office of Civil Rights, Department of Justice, and the Association for Higher Education and Disability. In addition, our performance must be in compliance with applicable disability law, such as section 508 of the Rehabilitation Act, and the Americans with Disabilities Act.

**What methods and tools are used by the department to assess its performance (e.g. surveys, data sets, systems, etc...)**

Student satisfaction surveys given to returning students each semester. Informal methods include noting
Describe how department leaders use the results of your department assessments for decision-making. How has the department used the assessment results to make improvements?

Student satisfaction surveys are reviewed by the Director, as well as the staff of OSD to gain student input. Information received directly from those we serve helps us understand where delays may occur, how to streamline a process which may be confusing, or notice trends in accommodation provision. At times, this information may also be used to foster process change or additional training, should a certain population spike be evident.

Describe any quality improvements or modifications made since the last review period.

Application process altered to allow for a faster review of those requesting accommodations for the proficiency exam, rather than for classes. OSD currently monitors and coordinates all assistive equipment.

Co-Curricular Areas Only:

List the department's student learning outcomes:

Part IV: Strategic Planning

List the goals from your last review and explain whether each goal was achieved and why/why not:

From NADR 2016:

Enhance our services by the addition of a college level autism itinerant. This goal was met by the addition of an 'intern' through North Park University. Ultimately, funding was not procured to achieve a full or part time paid status position to permanently assist in this endeavor.

Enhance accessibility at the Southlake Campus through the StepHear System. This goal was achieved, however, technical issues with the system post-installation resulted in removal of the system. Other accessibility measures were investigated, and are currently in the last stages of approval.

Enhance services through the addition of two part time sign language interpreters. This goal was not achieved as budget constraints would not allow additional staffing.

Increase sustainability through the use of digital signature pads. Current software conflicts did not allow for the implementation of this initiative. However, current initiatives (AIM) are within the college plan anticipating implementation.

Based on the current review, what are the department's strengths?

OSD strengths lie in its niche-like staff structure and ability to serve the student based on their individual needs. The current process is functional and allows for a quick turn around time. OSD also has a unique method of book production, which is home grown, and allows us to be a good steward of public college funds. In addition, OSD provides a vast assortment of assistive equipment which may be lent to students each semester in efforts to further their own success.

Based on the current review, what areas for improvement has the department identified?

Digitizing material. While the current process is functional and efficient, opportunities remain to meet the student where they are at, and provide them with the ability to request testing accommodations, submit documentation, and acquire needed forms, digitally. New software and/or LMS, can be one avenue to this improvement. in addition, serving students on the spectrum in a more holistic fashion is a growing number of students served by disability.
need. Creating a more specific program to serve this unique population is mutually beneficial.

**Goals Worksheet Template**

**Upload the Goals worksheet:**

![Goals Worksheet OSD NADR.docx](docx)

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**What structure and personnel changes will your department need to make in order to achieve its goals for the next 5 years?**

OSD will request an additional FT staff person to offset additional ADA related concerns and duties currently given to OSD Director. The addition of a staff person will allow students to continue to meet with a staff person in order to acquire accommodations without experiencing a delay.

**What financial support will your department need in order to achieve its goals for the next 5 years?**

While money is currently within the OSD budget to float costs, this available fund is dependent on the ever-changing needs of our current students. For example, with a low Deaf population, interpreting services may not be utilized, allowing for a surplus in funds during a semester that may be allocated to other things. However, change is often difficult to anticipate, and the population may triple between semesters, meaning the surplus is no longer available. Unless the college as a whole is able to supply costs associated with a new LMS for example, the financial support needed is a solid understanding of the changing nature of this budget.

**What additional resources (e.g. technology, equipment, space, systems) will your department need in order to achieve its goals for the next 5 years?**

Utilizing Image Now, OSD will soon have the ability to digitize psychological documentation, make notes, and hold team discussions to determine accommodations without paper. However, since the data is being reviewed, discussed, and accommodations are done simultaneously, OSD will be seeking to purchase a two monitor system for each specialist within the office.

In addition, staffing should considered when ADA concerns need addressing. For example, any additional expectations of ADA compliance reporting, coordination, or resolution, on behalf of the Director of OSD results in reduction of time spent in administrative duties. In order to accomplish compliance related goals, additional staffing for OSD would be required.

**What factors (internal and external) could impact your department's ability to meet its goals for the next 5 years?**

The changing needs of the population is always a factor in goal setting and advancement. For example, an influx of the Blind population requires services/equipment etc...that pull staff time and resource from other projects or initiatives.

If implemented, the learning curve for AIM or other LMS could delay the achievement timeline of goals. There are several modules to these kinds of systems, which require faculty and staff buy-in, as well as training time for students. These modules are then released, piece at a time, to the college community.

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**Summary**

**Please detail all major findings resulting from the current review.**

OSD continues to offer a vast array of equipment and accommodations to students with disabilities. While
constantly looking for ways to improve, the digitizing of material and the way students interact with our office needs to be a focal point.

**Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.**

Explore opportunities to digitize the accommodation process and experience - January 2020

Develop system, obtain specialized consultant, or acquire LMS specific to disability accommodation provision within a digital format - June 2020

Implement system in three phases, depending on components of the digital system (testing; note taking; accommodation acquisition, etc...)

Phase one - October 2020
Phase two - January 2021
Phase three - May 2021

**Part V: Division Dean or VP Response**

The division dean or VP should complete this section after reviewing the responses provided in Parts 1-4 and discussing the NADR with department leadership.

Please select **ONE** of the following three options:

I concur with the findings in this department review without exception.

Provide a narrative explaining the basis for each exception in the space below:

Provide a narrative explaining the reason(s) you do not concur with this review:

Signature