



Co-curricular Assessment Report

Office/Department Name: Disability Support Services

Year of CAR Completion: 2020-21

CAR Cycle: 2018-19 to 2020-21

Co-curricular Assessment Report

Organization of Program Review Materials:

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-Curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Office/Department Summary Work Plan
- ◆ Appendix B: Assessment Council Review Form

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-Curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. *****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Office/Department: Disability Support Services

The Disability Support Services (DSS) department at Stark State College serves over 800 students and provides equal access to educational programs and services for all qualified students with disabilities. The DSS staff assists students by providing academic support services and accommodations, academic advising, admissions and financial aid assistance, and career guidance. The College's DSS office coordinates various services with academic and non-academic offices and serves as a liaison between the College community and state and local agencies.

Strengths:

DSS continues to provide high-quality support to the students it serves, as indicated by consistently high scores on the student satisfaction survey. DSS has an environment of continuous quality improvement and is always looking to respond to students' needs.

DSS has improved the availability of appointments, including urgent appointments and walk ins based on feedback from students. This is an ongoing objective that is reevaluated often to ensure this remains an area of strength.

Opportunities:

1) From the previous CAR, an area of opportunity for DSS was training to improve access of specialized services to veteran students with disabilities. This was to be done through training specific to working with veterans who were accessing Disability Support Services.

2) Another area of opportunity was to improve communication with the high schools that were participating in College Credit Plus (CCP) with Stark State College. This was necessary because of the students who required academic accommodations from Stark State College, even though the classes were conducted on the high school campus.

3) It was noted the DSS also lacked a specific staff member who was or could become an expert on the types of Assistive Technology and software that our students might require at the College, and be comfortable training students on using this equipment/software.

Threats:

The most significant threat to DSS from the last assessment period was having the need for a new staff member who could concentrate on the CCP students who wanted to use DSS services, be the department's go-to person for questions involving assistive technology, and become well-versed in serving veteran students as well.

Progress to Date:

Disability Support Services was able to hire a new staff person in July of 2017. This individual was charged with researching, becoming proficient in, and training students on a variety of assistive technology devices and software. This person also created an organized system to communicate with CCP students who wished to use accommodations in their classes, and was able to develop a system for facilitating the accommodation process.

We were also able to provide training to the department's staff members specifically in serving veteran students who have mental health difficulties. Three members of the staff attended one of two VA Mental Health Summit trainings, and one attended a Star Behavioral Health Providers Tier One training, which included mental health issues regarding veterans.

Component II

Review of Previous Assessment Data

*****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

1. What changes have been recommended that have had a positive effect on your outcomes? (Please be specific.)

We have become much more intentional in reaching out to CCP partners, instructors and students who are interested in using services from our department when taking SSC classes at their high schools. Below are some strategies we have used:

- We have reached out by email to every CCP (College Credit Plus) Instructor teaching at the high school locations, plus the special education directors.
- We presented to all local CCP Coordinators about setting up accommodations and about what the DSS office does at Stark State College. This was presented in collaboration with Kent State University Stark campus.
- Facilitated an email sent by Tom Nanziato from State Support Team 9 to all CCP partners, reminding them to reach out to us if students need accommodations.

2. What changes to your office/department were made based on findings from the previous CAR?

One of our threats during the previous CAR review, was the staffing level, as we did not have a sufficient number of staff to serve the increasing number of students, many who have significant disabilities requiring extensive staff knowledge of resources and assistive technology. We were able to hire a staff member in July of 2017 who had significant teaching experience in a secondary environment, and was familiar with assistive technology through her role as a special education instructor, so was able to fill this need successfully.

The opening and expanding enrollment at our Akron Perkins campus also made the staffing level a threat to maintaining the high quality of individualized service DSS has always provided. Fortunately, the department was able to hire a new counselor in 2018 who had nearly ten years of experience in the field of Disability Services at several local universities. She is based at the Akron Perkins campus, and serves many students who require specialized services. Our staffing level is now a strength.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: The mission of the Disability Support Services department is to provide equal access to educational opportunities for all qualified students with disabilities and to ensure that all students can freely and actively participate in all facets of the college.

Vision: No vision has been developed for DSS during this assessment period, and it is recommended that this be accomplished over the next three-year period.

Values: The Disability Support Services department values equal opportunity and access for students who have disabilities, and believes that respect for every individual is important.

Goals:

*Goals should align with current SSC Strategic Plan.

Goal 1- To provide information, academic accommodations, advising, and support services.

Goal 2- To maintain assistive technology for effective access in all learning environments.

Goal 3- To provide quality information about services and accessibility to individuals involved with College Credit Plus.

Goal 4- To continuously enhance the quality of Disability Support Services.

***Note if any changes have been made to the mission, vision, values, and/or goals since the last CAR.**

Changes:

Goals Revisions, as of 3/12/18

The previous Goal 2 was, “To empower students through advocacy”, and Goal 3 was, “To maintain community partnerships”.

Goal 2 was discontinued as we naturally work on every meeting we have with our students. We changed this goal to “To maintain assistive technology for effective access in all learning environments.”

Goal 3 was changed to “To provide quality information about services and accessibility to individuals involved with College Credit Plus” for the next assessment cycle. This change reflects our increasing commitment and responsibility to working with College Credit Plus students who have disabilities and rely on the services our department provides.

Criterion 2.0 Longitudinal Data

1.) What longitudinal data has your Office/Department collected during this CAR term?

a. Goal 1:

- Noel-Levitz Student Satisfaction Inventory (Item 77)
- DSS Satisfaction Survey
- Workshop Evaluations
- Case Studies

b. Goal 4:

- DSS Satisfaction Survey
- Spring 2020 Support Services Effectiveness Survey

2.) How is that data used to evaluate the Office/Department?

- a. We look at trends that become apparent after assessing all of the data from these measures. Of particular note are areas in which we have done well or conversely had some regression in satisfaction.

Criterion 3.0 Assessment Measures Inventory

***The matrix should contain all goals as they pertain to the CAR.**

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.])
Goal 1: To provide information, academic accommodations, advising, and support services.	Yes	Yes	<p>Internal: DSS satisfaction survey, CCP Instructor Survey, CCP student satisfaction survey, Focus groups, Case Studies, Workshop evaluations</p> <p>National: Noel-Levitz SSI items #77</p>
Goal 2: To maintain assistive technology for effective access in all learning environments.	No	No	<p>Internal: Question on DSS Satisfaction Survey, Equipment Inventory</p>
Goal 3: To provide quality information about services and accessibility to individuals involved with College Credit Plus.	No	No	<p>Internal: CCP student and faculty surveys</p>
Goal 4: To continuously enhance the quality of Disability Support Services.	Yes	Yes	<p>Internal: DSS Satisfaction surveys, Spring 2020 Support Services Effectiveness Survey</p>

Criterion 4.0: Assessment Results Report

Office/Department Name: Disability Support Services
Individual Completing Report: Kathy Bernstein
Individual(s) Reviewing Report: Fedearia Nicholson-Sweval, Peter Trumpower
Date: 5/28/21

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic, student service, or learning goals of the Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Office/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).

Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

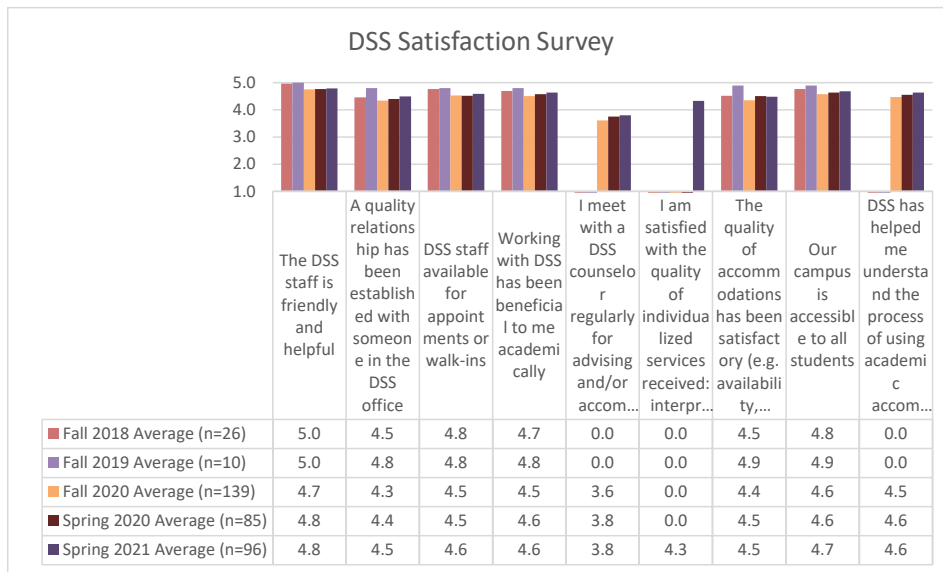
Goal 1: To provide information, academic accommodations, advising, and support services

Outcome Measure 1: DSS Satisfaction Survey

Terms of Assessment: Fall X Spring X Annual X

Findings:

A survey was administered to students who were registered with the office of Disability Support Services every fall and spring semester of the three years of this assessment cycle. The last three surveys were done electronically, and Institutional Research emailed it to every person registered with DSS who was taking classes each semester. The email lists were compiled after the non-pay and non-attendance drops, to get the best information. This assessment technique was very beneficial as there were far more respondents than during the previous DSS surveys administered in person this assessment period, and is the new standard. As the chart below shows, students served by this department continue to be satisfied with the services they receive. Many of the comments received reflected satisfaction with the outreach from this department.



Review Committee/Review Process:

Assessment results were reviewed with DSS staff every Fall and Spring semester.

Outcome Measure 2: Conferences- Best Practices

Terms of Assessment: Summer X Fall X Spring X Annual X

Findings:

The staff in the DSS office attended many webinars, trainings, and town halls designed to hone their skills as DSS practitioners, learn about new technologies and strategies, and gain more awareness about bridging the equity chasm. Professional development is also necessary to remain up-to-date regarding the Americans with Disabilities Act, and ensuring compliance with these accessibility laws. The trainings included several trainings focusing on Assistive Technology, as well as ones on serving students with a variety of disabilities. We also participated in several trainings designed to educate about and forward the effective practices of equity-related issues.

Outcome Measure 3: Noel-Levitz SSI (Items 77)

Terms of Assessment: Fall _____ Spring 2021 Annual _____

Findings:

Item 77 – “Availability of Disability Support Staff for appointments and assistance”. The Importance of this item in the Noel-Levitz Student Satisfaction Inventory administered in 2020 was 86%, and the Satisfaction was 82%, with a gap of 4%. This showed improvement over the 2017 scores in all areas. In 2017 the Importance of this item was 84%, the Satisfaction was 74%, with a performance gap of 10%. There is no National Community Colleges-Midwestern data to compare it with, but even with a performance gap as small as the survey showed on this item, DSS will continue to be mindful of this and implement strategies to ensure we are reaching out to students and meeting with them in a timely manner.

See Appendix B – Noel-Levitz Student Satisfaction Inventory

Outcome Measure 4: Physical accessibility survey: Employees

Terms of Assessment: Fall X Spring _____ Annual _____

Findings:

There were 185 faculty and staff who completed this survey, and 32 who partially completed it.

The scores on most items were positive for how the respondents viewed accessibility on the campus, and 95% indicated they thought the campus was accessible, 93% thought the restrooms were accessible, and 80% knew where to go in case of a building evacuation.

The items that drew the least number of positive responses were 74% who thought there were enough automatic doors on campus, followed by 76% of respondents who thought there were enough ramps/elevators on campus.

The written responses to the question of what areas of the college are the least accessible also indicated a number of concerns regarding the number of automatic doors, and many respondents gave suggestions as to where these are needed or expressed their concern about the absence of these in certain areas.

Note: These findings were shared with Physical Plant and DSS staff.

See Appendix C - Summary Report – SSC Physical Accessibility 2018-2019

Outcome Measure 5: Physical accessibility student focus groups

Terms of Assessment: Fall _____ Spring X Annual _____

Findings:

This focus group consisted of 14 students, several of whom used wheelchairs or scooters on the campus, who were asked 10 questions about their perceptions of physical accessibility at Stark State College. The students had many suggestions for improvement, and the scribed results of this focus group were shared with Physical Plant staff and DSS. Highlights of concerns include

- Elevators are too small – difficult to navigate in a wheelchair or scooter
- Ramps are too steep
- Not enough automatic doors
- Not clear on building evacuation plans if using a wheelchair or scooter

See Appendix D - Physical Accessibility Focus Group April 2019

Outcome Measure 6: Case Studies using Personal Growth and Responsibility Rubric

Terms of Assessment: Fall _____ Spring X Annual _____

Findings:

In these case studies, each student was evaluated using the Personal Growth and Responsibility Rubric. Both case studies show Disability Support Services' ability to provide information, academic accommodations, advising, and support, allowing students with disabilities the same opportunity for success as other SSC students. Both of these students received a great deal of support and services from DSS during their time, and both showed marked improvement in all categories of the rubric. Both students gained a greater understanding of how accommodations are implemented in higher education, as well as strategies for communicating effectively and self-advocacy. Additionally, both students ended their semesters with high GPAs (both over 3.90). Student 1 is continuing her studies in Early Childhood Education, while Student 2 is set to graduate in Spring 2021.

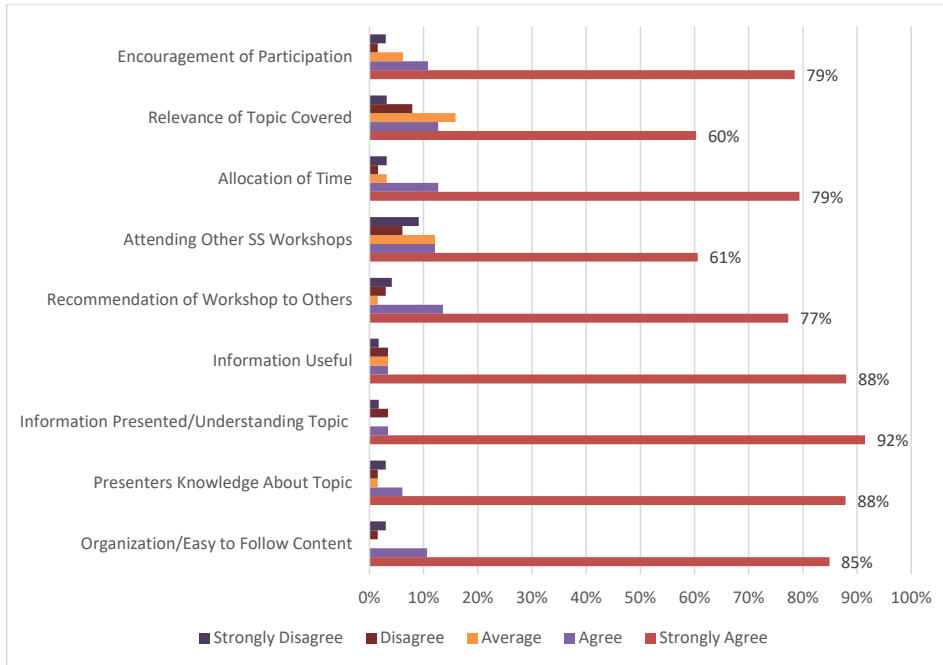
See Appendix E – Case Studies

Outcome Measure 7: Student/Faculty/Staff Success Workshops

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual _____

Findings:

During the fall of 2018, the spring of 2019 and the fall of 2019, DSS staff conducted workshops titled: "Accommodations, Autism and the ADA/AA". These were open to faculty, staff and students. Comments from these workshops gave the department feedback on how to develop future trainings. In summary of positive comments, 12 people gave feedback that they enjoyed learning about the B.A.S.E. (Building Academic and Social Excellence) program, 11 individuals commented it was very useful information to go over disability populations and/or etiquette and 7 people commented on how they enjoyed the activities. We had 66 participants and the evaluation results are as follows:



During spring of 2020, the DSS staff conducted a faculty workshop titled, “Instructional Strategies”. We had two participants attend the workshop. The evaluation results are as follows:

Participant	Excellent	Good	Average	Below Average	Well Below Average
“Time and Availability of Presentation”	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
“Value of Information Presented”	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)
“Overall Quality of Information Provided”	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

During spring 2020, fall 2020 and spring 2021, the DSS staff conducted in-person and online workshops titled, “Disability 101: An Interactive Experience.” Comments from this workshop provides the department with feedback on how to develop future trainings. In the summary of positive comments, 19 individuals commented it was very useful information to go over disability populations, services and/or etiquette and 5 people commented on how they enjoyed the activities. Due to the pandemic, this presentation had to shift from in-person to an online format, which increased sign ups. There were a total of 65 participants, but only 38 completed the evaluation forms, with the following results:

Participant	Excellent	Good	Average	Below Average	Well Below Average
“Time and Availability of Presentation”	35 (92.1%)	1 (2.6%)	2 (5.3%)	0 (0%)	0 (0%)
“Value of Information Presented”	36 (94.7%)	2 (5.3%)	0 (0%)	0 (0%)	0 (0%)
“Overall Quality of Information Provided”	33 (86.8%)	5 (13.2%)	0 (0%)	0 (0%)	0 (0%)

Improvements:

After evaluating the feedback, the DSS staff implemented and will continue to make improvements on their trainings and workshops.

The DSS staff took into account the small amount of participants who attended, “Instructional Strategies” training. A DSS staff member developed an online training that will be available via Blackboard, that faculty and staff can complete on their own time.

The DSS staff decided to shift from presenting, “Accommodations, Autism and the ADA” and revamp the presentation to, “Disability 101: An Interactive Experience” which launched spring 2020. Students have the opportunity to sign up for this workshop as part of their Student Success Seminar class. The DSS staff offered numerous time slots for the training during the fall of 2020 and spring of 2021 to accommodate the feedback in the comment section of the evaluation form.

Also, after reviewing feedback, the staff will make a conscious effort to slow down when presenting, to give students more time to process the information and ask questions if desired.

The DSS Staff will continue to take feedback into consideration when preparing for these workshops each semester. We will also make sure we update the presentation based on trends and/or law changes in post-secondary disability services.

A goal for future trainings is to develop a system where the student receives the certificate of attendance only after they complete the evaluation, in order to collect more data and suggestions for improvements.

Goal 2: To maintain assistive technology for effective access in all learning environments

Outcome Measure 1: Student survey

Terms of Assessment: Spring 2021

Findings:

A question was added to the DSS Satisfaction survey in spring of 2021 to assess student satisfaction with the quality of individualized services such as interpreters, scribes, notetakers and audiobooks. This item on the survey received a 4.3 out of 5, which indicated that students were satisfied with these services.

Documented Improvement:

N/A – This was the first year this item was on the survey

Outcome Measure 2: ATC Replacement and Maintenance Checklist

Terms of Assessment: Fall X Spring X Annual X

Findings:

DSS developed a checklist of all of the equipment and software that we currently have, and use it for keeping track of what students have borrowed which equipment each semester, as well as maintenance and replacement records. This has been useful, as it revealed the age of some of our equipment, which had to be retired. We had to dispose of two CCTVs, used for students with visual impairments, as they no longer worked, and were over a decade old. We also have decided to dispose of three of the mobility scooters, as they were thirteen years old, and no longer worked as well.

There have been two notable developments during this assessment period. The first is that the students are using far less of the equipment provided by the DSS department, as technology has advanced so rapidly, and as the College has invested in a software package named ReadSpeaker, which converts material on Blackboard and the web from text to speech. This is available for every student at Stark State College, and also allows students to upload documents, which has truly made the audiobook process for our students who require their books in this format, much more manageable. Because of this, we no longer have to loan out devices such as iPads (which we obtained through a grant) for this purpose. Technology changes so rapidly, and the equipment used by DSS for students gets outdated so quickly, that we are encouraged by this huge step towards Universal Design. Another piece of equipment that no longer gets signed out so frequently is the Digital recorder, for students who are eligible to record their lectures. Now most students feel more comfortable recording on their smartphones, although we do keep a supply of about 20 for those students who prefer the recorders.

The second interesting development in this area over this assessment period was brought about as a result of the COVID-19 pandemic. Most of our students have not been taking classes on-campus for the last year due to the pandemic-related restrictions that were in place. Because of this, scooters have not been

used to get around the campus, campus assistive software and equipment hasn't been utilized as much, and it really has given the department time to determine what will be needed when the campus returns to business as usual.

Documented Improvements:

The documented improvements have been reassessing what kind of equipment is needed, based on the needs of the students, and actually determining which of the equipment is defunct and could be disposed of, and developing a tentative equipment replacement plan.

Goal 3: To provide quality information about services and accessibility to individuals involved with College Credit Plus.

Outcome Measure 1: Survey of CCP faculty

Terms of Assessment: Fall _____ Spring X Annual _____

Findings:

DSS conducted a survey of all the faculty who were teaching CCP classes at the high school campuses. As the table below show, there were 33 respondents to this survey, and 24.1 percent reported having students who were using accommodations from the DSS office in their classroom. The survey highlighted some areas of opportunity for the department to increase information disseminated to the instructors located at the high school who were teaching the CCP classes.

CCP Faculty Survey, Spring 2021 (n=33)

	Yes	No
I have students using DSS accommodations	24.1%	75.9%
I understand the process of getting approved for college level accommodations	79.3%	20.7%
I know who to contact if I have questions about my CCP academic accommodations for students	86.2%	13.8%
The DSS staff that I have had contact with have been friendly and helpful	100.0%	0.0%
I would like to learn more about how students can obtain academic accommodations for CCP courses	46.4%	53.6%

Documented Improvements:

As noted in Component II Item 1 of this report, we have become much more intentional in reaching out to CCP partners, instructors and students who are interested in using services from out department when taking SSC classes at their high schools.

Outcome Measure 2: Survey of CCP students

Terms of Assessment: Fall _____ Spring X Annual X

Findings:

A survey was emailed to all CCP students who are registered with Disability Support Services who were 18 or older at the time the survey was administered. There are 46 students receiving services from the department during the Spring 2021 semester, but only the 17 who were over 18 years of age were permitted to participate in the survey. Of the 17 who received this survey, there were only four respondents, but this survey will continue to be administered spring semester for the next CAR cycle to get data. The students, when meeting with the Disability Support Counselors from Stark State College, will also be encouraged to check their Stark State College email, so hopefully more will take part in this survey.

Of the four students who did respond, 100% indicated they Strongly Agreed with two of the three items on the survey, that of being satisfied with the accommodations they were receiving for their CCP classes, and that the process of getting these accommodations set up was easy to understand. The last question was if the staff that the student has come in contact with through the Disability Support Services office at SSC have been helpful and friendly, and three students strongly agreed with this, while one was neutral.

Goal 4: To continuously enhance the quality of Disability Support Services.

Outcome Measure 1: DSS Satisfaction Survey

Terms of Assessment: Fall X Spring X Annual X

Findings:

The results of the DSS Satisfaction survey over this assessment period, as reviewed previously, demonstrate a strong level of satisfaction among the students in most of the items assessed.

Outcome Measure 2: Spring 2020 Support Services Effectiveness Survey

Terms of Assessment: Fall _____ Spring X Annual _____

Findings:

Over this CAR period, the Support Services Effectiveness Survey with input about the Disability Support Services department was sent to all employees of the College in 2020 This survey had over 280 respondents, 51% who were full-time or part-time faculty, and 49% who were full-time or part-time staff. It is very interesting to note that the trend over the three survey administration times is consistently upward for every item except for “Exhibits solid understanding of issues” which dropped very slightly from 2014 to 2016. Based on the results indicated below, the action taken by the DSS department will be consistently working to maintain these scores over the next CAR cycle. Since our Goal 4 is “To continuously enhance the quality of Disability Support Services”, we will attempt to improve our grade in at least one area to an A rather than an A- and will work to demonstrate we have a thorough and solid understanding of disability-related issues.

Commented [ML1]: Deleted a hard page break that forced a huge space between lines here. 😊

Disability Services	2016		2018		2020	
	Score	Grade	Score	Grade	Score	Grade
Meets personally with you	3.72	A-	3.67	A-	3.73	A
Speaks by phone with you	3.71	A-	3.69	A-	3.74	A-
Provides help when needed	3.75	A	3.67	A-	3.76	A
Exhibits solid understanding of issues	3.60	A-	3.61	A-	3.74	A-
Provides accurate, helpful information	3.69	A-	3.63	A-	3.76	A
Shows courtesy and respect	3.71	A-	3.68	A-	3.82	A
Demonstrates appropriate level of confidentiality	3.79	A	3.73	A-	3.85	A
Responds in timely manner	3.69	A-	3.67	A-	3.77	A

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			5.1	Employee (full-time and part-time) credentials meet college requirements.
X			5.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			5.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.
X			5.4	Employees are involved in the development of initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Office/Department.

Performance Evaluations enhance the Disability Support Services Department through the ability to work on and track the goals that each employee is working on, and following how they are contributing to the whole mission of the department and of the college. Performance evaluations also provide an opportunity for staff members to discuss and develop personal and professional goals and opportunities for growth.

2. Describe how professional development benefits the Office/Department.

Professional Development is necessary in the field of Disability Support Services. The assistive technology changes frequently with the constant technological advances being made, and we need to keep learning how to serve our students with more knowledge and skills. In addition, there are frequent legal situations that other colleges and universities have faced that are discussed during these professional development opportunities, and truly help us in our quest to serve both the students and the College effectively.

3. Describe how employees are involved in the development of initiatives that support the College Mission.

The employees in the Disability Support Services department are definitely involved in the development of initiatives that support the College Mission, in many meaningful ways. The first is in the area of Guided pathways 2.0. One of the staff members is on the Steering Committee of this initiative, and three of the team members are on Design Teams. We also are heavily involved in the College’s Standing Committees, as one of our staff was chair of the Academic Policies and Procedures committee during this assessment period, and one was on the President’s Cabinet. We are also involved in many committees that are charged with forwarding the mission of the College, including the Care Team, the First Year Experience committees, and the Assessment Council.

Criterion 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
X			6.1	Office/Department changes are consistent with technological and scientific advances, and Office/Department content incorporates new developments in the field.
X			6.2	Employees work with supervisors to ensure adequate and current resources available to provide services.
X			6.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

With the advent of more personal Smart devices, and ever-changing accessibility features (or lack of) in new technology, DSS Staff works to stay up to speed on new advances through webinars, tutorials, by self-teaching, or by reaching out to accessibility specialists within specific vendors. In addition to understanding the rapid advances in accessible technology that students may be using, DSS staff also must be aware of new software and programs that the College utilizes to ensure those programs are accessible as well.

2. How are these changing conditions addressed within the Office/Department?

DSS communicates frequently about equipment and software needs. Additionally, several staff that work the most with Assistive Technology research and communicate directly with vendors, other Disability Services offices across the country, and the student to determine the most appropriate technological solution.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

DSS staff complete a Software Installation request and sends it to the Helpdesk when there is a need for specialized software or equipment in a classroom or computer lab on campus.

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Office/Department: Disability Support Services

Strengths:

- Staff are passionate and student-centered
- The students served by DSS find the department's consistent communication and strong efforts to reach out to these students is appreciated and helpful.
- The collaboration with the Physical Plant, in terms of focus groups designed to discuss the physical campus and accessibility challenges. The department and our students who have more physical challenges were pleased that automatic door-openers were added to many doors around the campus over this assessment period.

Weaknesses:

- On the DSS Satisfaction Survey, one of the lower rated items was meeting with a DSS counselor regularly for advising and/or accommodations. Since students have been more virtual during the years surveyed with this question, this is a potential root cause of the lower scores on this item, however, other root causes should be explored including setting upfront expectations of the students for how frequently they should expect to meet with their counselor. This weakness seen over the past 15 months seems to reflect the difficulties of the COVID-19 pandemic. We had many students who struggled when the in-person classes were switched to on-line, both in the area of technological prowess, but every more importantly, in expressed variables of loneliness, increased family and work interruptions and concerns, and financial burdens due to the loss of jobs or reduction in hours.

Opportunities:

- Continuing staff training in providing Assistive Technology resources and training to students.
- Continue reaching out to students, faculty, and administrators involved with College Credit Plus classes, to ensure knowledge about getting academic accommodations through Stark State College is disseminated, and that there are differences between the types of accommodations available in high school and the ones used in college.
- Reconnect with other community partners to better serve our students

- Ongoing disability awareness training for staff, faculty, and students will continue as the feedback has been positive and the workshops have been well-received
- Perkins grant funds continue to assist the department with updating equipment and technology needs. There will be a line item added to the 2021-2022 budget for equipment as well.

Threats:

- The director and a seasoned counselor in this department will be retiring in the near future, which, in combination with the College's hiring freeze that is currently in effect, presents a threat to continuity of excellent service to the students served by Disability Support Services. Sufficient staff is needed to continue maintaining compliance with disability laws and serving students, and succession planning must be strongly considered.

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the [Summary Work Plan - Appendix A](#). Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.

Appendix A - Summary Work Plan

Appendix B - F 20 Noel-Levitz SSI Results

Appendix C - Summary Report – SSC Physical Accessibility 2018-2019

Appendix D - Physical Accessibility Focus Group April 2019

Appendix E - Case Studies