Office of Accessibility Services

#10 Plan cycle - 10
Plan cycle 2023/2024
7/1/23 - 6/30/24

Introduction

The mission of the Office of Accessibility Services is to provide academic support services and accommodations for emotionally, physically, and learning impaired students enrolled at this institution as recognized by the Americans with Disabilities Act (ADA).

The Office of Accessibility Services provides academic support services and accommodations for emotionally, physically, and learning impaired students enrolled at this institution as recognized by the Americans with Disabilities Act (ADA). Such services include monitored testing, interpreters, and note-takers for students with disabilities that qualify for these accommodations. Additionally, the office helps facilitate the transition from high school to college; assists students in developing the necessary skills to succeed in college; provides counseling, including career counseling; and assists in the successful transition from college to employment.

The Office of Accessibility Services provides academic support services and accommodations for distance learning students through correspondence with the student and their instructors. Instructors are informed of proper accommodations that student may need or qualify for.

Performance Objective 1 Coordinate and provide support services and programs that enable students with disabilities to maximize their educational potential. Provide students with information regarding services, including classroom adjustments and referrals.

1 Assessment and Benchmark

Benchmark: For the academic year, we will track the number of students that register with the department in proportion to campus enrollment. We will also compare end of academic year GPAs of OAS students to the rest of the University population.

1.1 Data

Number of Students Registered with Office:

Academic Year	# of students	Change (+/-)	
		#	%
2013-2014	179	+21	+13.29%
2014-2015	169	-10	-5.59%
2015-2016	190	+21	+11.05%
2016-2017	182	-8	-4.21%
2017-2018	178	-4	-2.19%
2018-2019	181	+3	+1.66%
2019-2020	168	-13	-7.19%
2020-2021	144	-24	-14.28%
2021-2022	173	+29	+16.76%
2022-2023	210	+37	+17.61%
2023-2024	227	+17	+8.095%

2020-2021 GPA Comparison:

Classification	OAS GPA	Non-OAS GPA
Freshman	3.13	2.31
Sophomore	2.90	2.72
Junior	3.21	2.82
Senior	2.84	3.15
Early Admissions	4.00	3.24
Graduate Master Candidate	4.00	4.00
Special Graduate	4.00	3.54
Average	**3.38**	**3.11**

2021-2022 GPA Comparison:

Classification	OAS GPA	Non-OAS GPA
Freshman	2.24	2.33
Sophomore	2.92	2.74
Junior	2.96	2.87
Senior	3.02	3.11
Early Admissions	4.00	3.33

Graduate Master Candidate	3.78	3.41
Average	**3.15**	**2.97**

2022-2023 GPA Comparison:

Classification	OAS GPA	Non-OAS GPA
Freshman	3.13	2.29
Sophomore	2.90	2.83
Junior	3.21	2.96
Senior	2.84	3.06
Early Admissions	4.00	3.18
Graduate Master Candidate	4.00	3.50
Average	**3.38**	**2.97**

2023-2024 GPA Comparison:

Classification	OAS GPA	Non-OAS GPA
Freshman		1.646
Sophomore		
Junior		2.885
Senior		3.091
Early Admissions		3.202
Graduate Master Candidate		3.177
Average		**2.787**

End of Semester report fall 2017   [DOC 115 KB 3/4/20]

end of semester report fall 2018   [DOC 137 KB 3/4/20]

end of semester report Fall2023   [DOC 418 KB 8/13/24]

end of semester report spring 2018   [DOC 1,102 KB 3/4/20]

end of semester report spring 2019   [DOC 225 KB 3/4/20]

end of semester report Spring2020   [DOC 124 KB 6/10/20]

end of semester report Spring2021   [DOC 163 KB 6/28/21]

end of semester report Spring2022   [DOC 569 KB 6/27/22]

end of semester report Spring2023   [DOC 1,513 KB 7/12/23]

ODS Student vs Non ODS Student Sp 21 (1)   [XLSX 32 KB 7/21/21]

Spring 2021 Non Accessibility Services Students Vs Accessibility Services Students GPA Comparison   [DOCX 14 KB 7/21/21]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

- Student enrollment in the office decreased by 7.18% from the previous academic year while the University as a whole decreased 4.6%. Spring semester numbers were down due to the Covid-19 pandemic which caused classes to be moved to online instruction. Performance indicators for the academic year when compared to the University numbers were actually better in all major areas except one. ODS had 54 students graduate in the 2019-2020 academic school year. We did not meet the benchmark in increasing the number of students registered with the department, BUT as far as Performance Indicators go, we definitely met our benchmark!

- I met with 98% of the students that registered with ODS in the fall semester. Since we went online during the spring semester, I was only able to meet with 90% of the students that registered in person.
- I spoke with several instructors and met with a couple of departments to give an overview of our services. I met individually with all new instructors if I had a student taking one of their classes.
- All students had to switch to online testing midway through the semester. The majority of my students, although a little apprehensive at first, seemed to adjust to this change quite well.
- Comparing ODS students GPA to the rest of the University population gave very positive results. The GPAs were higher in almost every category. The benchmark as far as showing success for students using the services is being met.
- Most notable improvement was freshman registering with ODS had a 0.37 higher GPA than freshman not registered with ODS by the end of the academic school year.
- Black, non-Hispanic students registered with ODS continue to have a significantly higher GPA than those not registered. With ODS 2.94, which is an improvement of 0.21 from last year while those not registered had a 2.74 GPA.

2020-2021:
- Student enrollment in the department decreased by 14% while the University as a whole decreased by 2%.
- I contribute this to classes switching to strictly online and no on-campus classes.
- Comparing student GPA of those registered with Accessibility Services with those that are not showed a favorable result in all areas except seniors.
- The average GPA for students registered with the Accessibility Services is 3.02 while the average GPA for students not registered with Accessibility Services is 2.93.
- Freshman registered with Accessibility Services their first year had a GPA of 3.13 while freshman not registered with Accessibility Services had a GPA of 2.31.

2021-2022:
- Student enrollment in the department increased by 16.76%. We increased from 144 students a year ago to 173 now.
- More students are slowly starting to take more face-to-face classes or at least a combination of in-class and online.
- Students registered with OAS had higher GPAs in most areas, except incoming freshmen. Our seniors had a slight lower score than other seniors. Many of our students do not register with us during the last part of their senior experience due mostly to internships or special projects where accommodations from OAS does not play a role.
- The average GPA of a student registered with OAS is 3.15 while those not registered with OAS had an average GPA of 2.97.
- Black, non-Hispanic students registered with OAS continue to have a significantly higher GPA than those not registered. Students registered with OAS had a 2.93 GPA while those not registered with OAS had a 2.65 GPA.

2022-2023:
- Student enrollment in the department increased by 11.73%. We increased from 173 students enrolled with the office of Accessibility Services to 196 students enrolled with OAS.
- We did see a significant increase for face-to-face classes rather than online classes.
- We did not have any male students of Hispanic or Asian race registered with OAS this last academic school year.
- On average, students that register and use the services offered through the Accessibility office, such as distraction-reduced testing and extended time on tests, have a higher GPA.
- Although GPAs fluctuated in both the female and male categories, the final over all combined GPA was the same as in the previous academic year and was higher than the student population not using OAS services.

- Female students registered with OAS had a higher GPA than their male counterparts in almost every race category.
- OAS had several referrals from faculty members and from other students already registered with the department.
- Fifteen nursing majors graduated that used the testing accommodations and credited in their surveys that it would not have been possible without the accommodations through OAS.
- The Office of Accessibility Services helps students reach success and plays a vital role in retention rates by maintaining a positive outcome.

2023-2024:
- Student enrollment in the department continues to increase. In the 2023-2024 academic school year, we had a 9.48% increase in students registering with the OAS office.
- On average, students enrolled with OAS that use their accommodations tend to have a higher GPA than students not registered with OAS.
- Female students registered with OAS continue to have a higher GPA than their male counterparts.
- We continue to receive several referrals for our services through faculty and other students already registered with OAS.
- The Office of Accessibility Services continues to put students first by helping them reach success and raising their confidence levels.
- Our office plays a vital role in retention rates for students that have disabilities.

2020 Spring End of Academic Year GPA comparison chart   [DOCX 13 KB 6/17/20]

Average of Fall 2023 Term GPAs   [DOCX 14 KB 8/23/24]

Fall 2023 Accessibility Services Students   [DOCX 12 KB 8/23/24]

2 Assessment and Benchmark

Benchmark: Achieve an overall score of 3.5 on a 4-point scale on an automated faculty and staff survey administered near the end of the academic year.

Prior to 2018-2019, the benchmark was a score of 4.5 on a 5-point scale.
Prior to 2017-2018, the benchmark was a score of 3.0 on a 5-point scale.

Combined_Service_Surveys_Spring_2022_-_Accessibility_Services   [PDF 49 KB 6/1/22]

Office of Disability Services Faculty Survey 2016-2017   [PDF 768 KB 3/4/20]

Office of Disability Services Faculty Survey 2017-2018   [PDF 66 KB 3/4/20]

Office of Disability Services Faculty Survey 2018-2019   [PDF 51 KB 3/4/20]

2.1 Data

Academic Year	Responded		Departmental score	% approval rating
	#	%		
2013-2014	98/501	20%	4.4/5.0	88%
2014-2015	43/265	16%	4.5/5.0	90%
2015-2016	62/252	25%	4.5/5.0	90%
2016-2017	47/246	19%	4.71/5.0	94%
2017-2018	71/248	29%	4.49/5.0	90%
2018-2019	116/795	15%	3.62/4.0	91%
2019-2020	162/634	26%	3.86/4.0	93%
2020-2021	176/600	29%	3.61/4.0	90%
2021-2022	163/561	29%	3.65/4.0	91.25%
2022-2023	142/533	27%	3.72/4.0	93%
2023-2024	107/544	20%	3.52/4.0	88%

Combined_Service_Surveys_Spring_2022_-_Accessibility_Services [PDF 49 KB 6/1/22]

Faculty Survey Results 2018   [DOCX 11 KB 3/4/20]

Office_of_Disability_Services_Survey_18-19   [PDF 53 KB 6/2/22]

Spring 2020 Office of Disability Services Service Survey Results   [PDF 50 KB 6/23/20]

Spring 2021 Office of Accessibility Services Service Survey Results   [PDF 53 KB 6/22/21]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- We met our benchmark. Faculty and staff scored us at 3.86/4.0. We switched to a 4-point scale last year and raised the bar to an expectancy of 3.5.
- We had 162 faculty/staff members complete the survey.
- Most of the comments were quite refreshing and very positive.
- Will continue to maintain faculty confidence in ODS and our services

2020-2021:
- We met our benchmark. We received an overall score of 3.61/4.0.
- There were 176 survey participants.
- Most of the comments were positive.
- My only concern is that our new office name had not been distributed very well to faculty and staff and many had no idea that the Office of Disability Services and Compliance is now the Office of Accessibility Services.
- We will continue to work with faculty and staff and make them aware of our new office name and possible new location.
- We are now sending out letters to faculty rather that having students hand deliver them. Faculty seem to like this method better. Students definitely like this method better.

2021-2022:
- We met our benchmark. We received an overall score of 3.65/4.0.
- We had 163 faculty/staff members complete the optional survey.
- All comments were positive. The only disparity is that a lot of faculty did not have interaction with OAS because of the pandemic and some have not returned to campus and are teaching remotely.
- I continued to send out accommodation letters to instructors by email and I copy the students in the email. This way they do not have to hand deliver the letters in person. Both faculty and students seem to prefer this method.
- We will continue to maintain faculty and staff confidence in the Office of Accessibility Services.
- Faculty is referring more and more students to us when they see the need. This is great.

2022-2023:
- We met our benchmark. We received an overall score of 3.72/4.0.
- We had 142 faculty/staff members complete the optional survey.
- The majority of the comments were positive. There was a complaint regarding the noise level in the testing area. Presently, the office is connected to the testing area. There is a folding room divider separating the two, but this does not suppress the noise level coming from the copy machine, telephones and staff. This problem will be eliminated once we are told where we will officially be located. The testing area will be by itself and not connected to the office.
- Instructors as well as students prefer me sending out the accommodation letters by email. This seems to work quite well, and I will continue this practice.
- We will continue to maintain faculty and staff confidence in the Office of Accessibility Services.
- Faculty are continuing to refer students to OAS, and this has really helped with retention and according to some of the student surveys and exit surveys, graduation success.

2023-2024:
- We met our benchmark. We received an overall score of 3.52/4.0 on the Faculty/Staff survey.

- We had 135 faculty/staff members complete the optional survey.
- The majority of the comments were positive. The noise level surrounding the Testing area was once again mentioned by faculty from receiving complaints from their students. Unfortunately, this is beyond our control.
- There is a possibility that we may be moving to the former Testing Services area in the near future.
- I continue to email accommodation letters to faculty and students.
- We continue to maintain faculty and staff confidence as reflected by the survey.
- We scored a 4.75 on a 5-point Fall student quality survey and 4.4 on a 5-point Spring student quality survey.
- I sent out a mid-term survey regarding how many uses other campus services like the Writing Center and tutoring. Less than 40 students completed the survey, and the results were not favorable. I will redirect the fall mid-term survey and send it out to only those that are taking remedial math and English so that I may get a more accurate result.

Mid semester services survey results Spring 2024   [DOCX 43 KB 8/23/24]

student survey 2023-2024   [DOCX 11 KB 8/23/24]

Student Survey Fall23_0001   [PDF 292 KB 8/23/24]

3 Assessment and Benchmark

Benchmark: Achieve an overall score of 3.0 on a 4-point scale on a student satisfaction survey internally administered near the end of the academic year.

Prior to 2019-2020, the benchmark was a score of 4.5 on a 5-point scale.
Prior to 2017-2018, the benchmark was a score of 3.0 on a 5-point scale.

Spring Semester Student Satisfaction Survey for the Office of Disability Services   [DOCX 58 KB 3/4/20]

Student Eval. Form   [DOCX 35 KB 6/2/22]

Student survey chart (1)   [DOCX 12 KB 6/2/22]

3.1 Data

2019-2020:
We offer surveys at the end of the fall and spring semesters. We are using a 4-point scale. The benchmark we would like to achieve would be a 3 out of 4 or a 75% positive rating.

2020-2021:
We only offered one student survey this academic year due to all the unforeseen circumstances taking place.

2021-2022:
We offer student surveys only at the end of the spring semesters and exit surveys for graduating seniors at the end of both the fall and spring semesters.

2022-2023:
We continue to offer student satisfaction surveys at the end of the spring semester and exit surveys for graduating seniors at the end of both the fall and spring semesters.

2023-2024:
We continue to offer student satisfaction surveys at the end of the spring semester and exit surveys for graduating seniors (and Graduate students) at the end of both fall and spring semesters.

2022 Student Eval. of OAS   [DOCX 14 KB 6/2/22]

Office_of_Accessibility_Services_Student_Survey_Spring_2023   [PDF 61 KB 5/30/23]

Student Quality Survey 2020-21   [DOCX 15 KB 6/22/21]

Student Quality Survey Results for 2019-20 Semester   [DOCX 15 KB 6/26/20]

Student Quality Survey Results Spring 2018   [DOCX 12 KB 3/4/20]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

- Benchmark was met. We switched to a 4-point scale. On the questions that were measurable, question #3 we scored a 3.73, question #6 we scored a 3.92 and question #8 we scored a 3.78. The average came out to 3.81.
- The majority of students that completed the survey stated that they would have difficulty passing classes without the services offered by ODS.
- Only complaint was from one student regarding the notetaker they had. Stated was not good.
- The majority was very pleased in two areas, testing and the friendliness of the office staff.

2020-2021:
- The benchmark was met. The office scored a 3.1 out of 4. Nothing to brag about; it definitely needs work.
- Considering the way things happened that were out of the school's control. I am surprised that we scored that high.
- A majority of the students did not like online learning.
- Many did not like using the Testing Services office. It was more of a situation that they were familiar with our location, setup and staff. They did not say anything negative about the Testing Services staff; it's just that they were not familiar with the center.
- Some had difficulty contacting their instructors and I was able to help with that.
- A handful preferred the online format and will continue taking online classes when available.
- The majority preferred registering with OAS through email and liked not having to hand deliver their letters to instructors. I will continue the service of emailing instructors the letters and "cc" the students.
- Will possibly keep the option open to register through email.

2021-2022:
- The benchmark was met. The office scored a 3.65 out of 4.
- We have improved our rating from last semester. This is good. Our office relocated and it took some time for students to adjust to it.
- We have been in our new location for a year now. New students coming in will not know we were ever located in another area so this should work out well.
- Plans are under way to create an Academic Success Center which OAS is a part of and it will include tutoring. Student Services will all be located in one general area. This should be good for retention.
- We returned to administering exams at our location this spring rather than using Testing Services. Our students were very pleased with this. We administered/proctored 258 tests in our office. We scribed for two students and read tests aloud for two students as well.
- Although you cannot tell by the student remarks, we are getting more referrals from instructors now. I have met with several students that told me their instructor had sent them to us or had recommended our office to them. This is a good thing.
- We have purchased some electronic note taking equipment for students called LiveScribe. So far only one has tried it and continues to use it. The cost was only a few hundred dollars. We would have paid a note taker more in one semester than what we paid for this and he is on his second semester using the equipment.

2022-2023:
- The benchmark was met. The office scored a 4.4 out of 5.
- Referrals from instructors continues to rise.
- Administering the exams at our location is preferred by the students.
- There were a couple of complaints regarding noise levels while testing. This will be resolved once our location is finalized. I believe we are phase five of the Student Success Center project, which is the last phase, but I think it will be completed by the end of the next academic school year.
- There were 15 nursing students that tested at our location this last semester. All 15 graduated and the majority contributed their success in part to using the testing accommodations at our office. The OAS office plays an important part in student retention.

2023-2024:
- The benchmark was met. The office scored a 4.7 out of 5.
- Referrals from instructors has been productive.
- The University is now using a software called Navigate to refer possible students to our office.

4 Assessment and Benchmark

Benchmark: Attain a score greater than 4.5 on a 5-point scale on an exit survey administered to students that have graduated and have utilized the services of our office.

Prior to 2017-2018, the benchmark was a score of 3.0 or greater.

Exit Survey 2018   [DOC 46 KB 3/4/20]

4.1 Data

Academic Year	Responded		Average score	Change (%)
	#	%		
2013-2014	10	24.39%	4.9	+0.1%
2014-2015	5	13.12%	5.0	+0.1%
2015-2016	7	18.42%	4.9	-0.1%
2016-2017	9	21.43%	4.9	0%
2017-2018	12/31	38.70%	4.9	0%
2018-2019	10/44	22.72%	4.9	0%
2019-2020	12/54	22.22%	5.0	+0.1%
2020-2021	11/32	34.38%	5.0	0%
2021-2022	9/45	20%	5.0	0%
2022-2023	9 /66	14%	4.7	-0.3%
2023-2024	9/58	15.51%	4.6	-0.1%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- The performance indicator was met.
- Reply to surveys were once again low.
- We had 54 students graduate in the 2019-2020 academic year.
- School switched to online in the middle of the semester due to the Covid-19 virus. The majority of students seemed to like online classes so I am considering putting this survey as well as the student satisfaction survey online.
- Although participation in surveys laxed we will continue to strive and put forth the competence level that students expect from ODS.

2020-2021:
- The performance indicator was met.
- Reply to surveys were once again low but higher than normal.
- We had 32 students graduate in the 2020-2021 academic year.
- May put all surveys online and send out reminders starting with the next academic school year once some normalcy returns.
- The overall score stayed the same which considering the last year, is not really bad.
- We continue to provide our students the competence level that they deserve and expect form OAS.

2021-2022:
- The performance indicator was met.

- We had 45 students graduate in the 2021-2022 academic school year. That's almost 28% of the students registered with OAS.
- None of the exit surveys were returned online. All were done in house. I will put more emphasis on getting more students to complete these next year. I don't like to ask them before they take their finals because I know they can be really stressed and I don't want to add to that. I need to catch them after their last final. I will look ahead the next two semesters and see who is graduating and have a plan in place to ask them after their last final is complete.
- We continue to provide our students with the competence level they deserve and expect from OAS.
- We have been in a new location for a year now and students are getting used to it.

2022-2023:
- The performance indicator was met.
- We had 66 students graduate in the 2022-2023 academic school year. That equates to 34% of the students registered with OAS.
- We did not have as many return the exit surveys as we hoped, but we still had great reviews. Those that elected to return the exit surveys were all nursing majors. (9 of the 66)
- The majority of those that graduated contributed this with the services that OAS provides.
- We will continue to provide our students with the competence level that they deserve and expect from OAS.

2023-2024:
- The performance indicator was met.
- We had 58 students graduate in the 2023-2024 academic school year.
- Nine students out of 58 that were graduating completed the option exit survey. We scored a 4.6 out of 5.
- The lower survey score was attributed to the noise level in the testing room which was beyond our control.
- We had roughly 28 students that chose to forfeit their extended time accommodation and instead took their exams in class without extended time. A couple of the instructors did provide the accommodation of a quiet testing area on their own.

5 Assessment and Benchmark

The administrative assistant will hire and train note-takers and student workers at the beginning of each semester and will train others if needed during the semester. She will keep a record of required online training for each student and their completion dates which will be turned in to Human Resources. Also, to keep ratings by students on the office satisfaction scale above a 3 out of 4 and to improve student satisfaction on note-takers, which is normally the number one accommodation complaint. To lower note-taker turnover ratio.

5.1 Data

2019-2020:
- A list of all students that have not completed their mandatory training was received and students were instructed to complete asap in order to continue their employment with the University.
- Two meetings were held for note-taker training in case some could not make the first one.
- Student office workers were trained throughout the semesters.
- Student workers and note-takers were trained on how to complete timesheets correctly on paper and how to submit their timesheets online.
- Student satisfaction scale came out to a 4.78.
- Only had one complaint on note-takers this time. That is a big improvement. Also, note-taker turnover ratio was very small this year compared to years past.

2020-2021:
- All student workers that had not completed their mandatory training were notified. (2) They both completed their training.
- Due to the pandemic and two hurricanes we were not working from campus the entire academic year. We are in process of relocating to a more visible location.

- We only hired three employees and they were loaned out to the Testing Services office to help with accommodating our students.
- The student satisfaction scale was lower, but that was expected since many did not like online classes.
- We did not hire any note takers for the 2020-2021 academic school year.

2021-2022:
- All students that had not completed their mandated training were notified. (3)
- Students workers were trained thoroughly. We have an entirely new crew since the hurricanes of 2020 so it was like starting over without any veteran student workers or GAs.
- Note takers were trained. Note taker request was down from years past.
- Our student surveys resulted in higher, positive scores compared to last year's scores.

2022-2023:
- All students that had not completed their mandated training were notified. (3)
- Student workers were trained thoroughly. We did not have any GAs apply that were qualified.
- Note takers were trained and note taker requests were down significantly. We had nine notetakers hired for five students.
- Our student survey scores dipped a little, but we still met the benchmark. (4.4 out of 5)

2023-2024:
- All students completed their required training and safety meetings.
- Student workers were trained thoroughly. We only had student workers. No GA's applied.
- We have implemented a new note taking software called Glean. We only hired one actual note taker, and it was for a math class for a student with Cerebral Palsy.
- Student surveys were optional, and we scored a 4.75 on a 5-point scale.

5.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- There has been a big improvement regarding student workers and note-takers as far as their mandatory online training goes. We only had a few that we had to contact to complete this. In the past it would have been a lot.
- We had fewer complaints regarding our note-takers this academic year when compared to years past. The training has gotten better, more thorough.
- We seem to have less turnover when it comes to student workers and note-takers than in years past. I would attribute this to the training that my assistant has been teaching these students. We will continue to offer more than one training session for note-takers.

2020-2021:
- This was a year like no other. We did not have any note takers since all classes were offered online in the fall semester and the majority in the spring were also online.
- There were no complaints regarding note takers and there were no request for note takers.
- Students have voiced their opinions regarding testing and they definitely want to start back testing in our office as soon as they can.
- We are relocating to a new office and will be part of the new McNeese Academic Center. I am looking forward to this move. It will really benefit the students with having all services located in one area on campus. I applaud the administration for making this move. One-stop shopping seems to be what everyone expects moving forward.
- We will be starting with a new crew with only one student worker returning so we will be training early and swiftly. We have a blind student that will be attending in the fall and I will need to train at least two students on how to transcribe words into the language that the Braille Embosser recognizes and how to format the words correctly.

- The new location will be like starting fresh and I like that. I think more students will actually register and use our services once they realize we are in the same location as tutoring and the computer labs.
- We had changed the student survey scale a couple of years back to a 4-point scale with a benchmark of 3 or better. We scored a 3.1 this year and with all that happened I am okay with that. We still made our benchmark.

2021-2022:

- We did not have any complaints regarding note takers this last academic year. The only issue we had was finding note takers for certain time slots, mostly the Tuesday-Thursday 9:30 sections. We sent student workers when available to cover these classes until we were able to find someone to take the class.
- Our student survey scores improved over last year's scores.
- We were able to return to Testing in our location rather than using the Testing Services location. Our students were really pleased regarding this service.
- The Academic Success Center is a work in progress. I believe the plan will become reality by next spring. I think that this will be a positive move for our students and will play an important role in retaining students, especially first time freshmen.
- We purchased 20 new cubicles for testing. We also purchased four Exam Reader C-Pens for students that need their exams read to them but prefer this method. It can be less intimidating when the student can control the device reading to them rather than having a person read to them. Of course some still prefer a person but at least we give them a choice and I think they like having the option.
- We are offering a new note taker option to students called LiveScribe. Two students have tried it and one liked it. It pays for itself in one semester. He's using it again this semester. Some of the high schools are using these devices. He had asked if we had it before he was a student, while visiting our office with his mother.

2022-2023:

- I started a practice of having students rewrite their notes either by hand or typed to show me that they 1) are actually using the notes and 2) It has been proven in several studies that rewriting the notes helps students to retain the information. Looking at notes in someone elses handwriting is not always helpful unless the student rewrites the notes.
- The majority of students like the new testing area and it will only get better once we are able to separate the testing area from the OAS office. This should eliminate the noise issue.
- One student still uses the LiveScribe pen and likes it.

2022-2023

- Having students rewrite their notes may have lowered the amount of people requesting note takers but from talking with the students that took advantage of this services, their grades did improve.
- We did have a couple of complaints regarding the noise level in the testing area. Once facilities get to working on our location, I feel that these complaints will diminish.
- We still offer earplugs and headsets as noise suppressors for those that choose to use them.
- I continue to meet with as many students as possible.
- Although I am not an advisor, I still meet with several students regarding their upcoming class schedules and help them decide on which class to take according to their learning style.

2023-2024:

- We switched to a software note taking service. This allows students to decide what is important and they get all notes.
- We did have several complaints about the noise level coming from the main office (phones, copy machine and students either scheduling exams or placing their book sacks down and zipping them). Plus, Starbucks is right outside the office, and it is very loud.
- We still offer earplugs and noise suppressing headphones.

- I met with several students to help create a schedule for the following semester that they might be successful with. I am not an advisor, but I am familiar with their different learning styles.

Performance Objective 2 **Provide students with the necessary tools to help make the high school-to-college transition a smooth one and the college experience a success.**

1 Assessment and Benchmark

Benchmark: The director will personally meet with at least 95% of all students newly registered with the office at the beginning of each semester in a given academic school year. At each meeting, policies and procedures will be explained to all students and needed services will be assessed.

Prior to 2017-2018, the benchmark was personally meeting with at least 85% for all students newly registered with the office.

1.1 Data

Academic Year	# of students met with	Total # of students registered	% of students met with
2017-2018	174	178	98%
2018-2019	181	181	100%
2019-2020	168	168	100%
2020-2021	144	144	100%
2021-2022	173	173	100%
2022-2023	191	191	100%
2023-2024	162	243	66%

Chart new   [DOCX 11 KB 8/20/24]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- The benchmark was met. The director met with 100% of students registered with the Office of Disability Services.
- I kept in touch with several "at risk" students and advised them on their upcoming schedules and workloads. Tutoring in the math and sciences were still encouraged. I advocated strongly using the Writing Center this semester for those struggling in writing enriched type classes.
- I continue to contact students from the previous semester to remind/encourage them to register and take advantage of the accommodations that the Office of Disability Services offers.
- Freshman registered with the Office of Disability Services had an overall GPA of 3.00 while freshman not registered with the Office of Disability Services had an overall GPA of 2.63.

2020-2021:
- The benchmark was met. Our office has been displaced so all registration by students have been through email. Although I did not meet in person with my students, I was in contact through email with everyone. I sent out the registration forms to continuing students as well as new students.
- I sent out all the accommodation letters for the students to their instructors to put less stress on them with all that they have been through this academic year.
- I used the program Degree Works and was able to contact students that were not enrolled with our office but were enrolled at McNeese.
- I referred several students to the Writing Center and to the Learning Center for math tutoring. There was no face-to-face tutoring this last academic school year. It was all online tutoring due to hurricane damage buildings received.
- Freshman registered with the Office of Accessibility Services had an overall GPA of 3.13 while freshman not registered with the Office of Accessibility Services had an overall GPA of 2.31.

2021-2022:

- The benchmark was met I had to make adjustments since many of my students are still taking online classes only and do not meet on campus.
- I met with close to 40% in person. The rest completed their registration forms online. I sent instructions to each, and all were sent a copy of the rules for scheduling exams. Online students still get extended time on all quizzes and exams (50%) if they qualify.
- I'm hoping that the fall semester will have more students taking face-to-face classes and we get back to a sense of normalcy.
- The overall GPAs were still good as a whole and I am pleased with that.
- I have had more parent involvement with registration for services than normal which is a good thing. I can't force the students to use the services, but the parents can.

2022-2023:
- I still communicate with every student that registers with the Office of Accessibility Services whether that is in person, by phone or by email.
- I personally send out all accommodation letters to their instructors and I copy the student in the email.
- Face-to-face classes are on the rise. The majority of my students are now back to taking classes in person.
- I still participate in the orientations for both new students and their parents and for the orientations for non-traditional and transfer students.

2023-2024:
- The benchmark was not met. I did speak with most either by email or by phone but was only able to meet in person with around 66%. When we went to an online registration form, many of the students that were previously registered with the department did not meet with me. I did meet with all new students in the 2023-2024 academic school year. I also communicated with all students that were online only students.