



## Office of Accessibility Services

#1 Plan cycle - 1  
Plan cycle 2024/2025  
7/1/24 - 6/30/25

## Introduction

The mission of the Office of Accessibility Services (OAS) 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 OAS 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 OAS 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 Assess and enhance OAS services by evaluating faculty, staff, and student satisfaction with available resources and support.

### 1 Assessment and Benchmark

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

#### 1.1 Data

Academic Year	Overall Survey Score
2024-2025	3.6

[Combined\\_Service\\_Survey\\_Spring\\_2025\\_-\\_Office\\_of\\_Accessibility\\_Services\\_](#) [PDF 47 KB 5/13/25]

#### 1.1.1 Analysis of Data

2024-2025:

We did meet our benchmark. There is room left for improvement. The biggest improvement we can make is to make faculty and staff aware of what each department does in the CL&SS department and that Accessibility Services and Testing Services are two different departments ran by different directors.

#### 1.1.2 Plan for Continuous Improvement

2024-2025:

There seems to be a lack of information regarding the change in testing procedures. Most of the negatives received were complaints about the Testing Services procedures which OAS is no longer in charge of. An email was sent out to all faculty explaining this change. It may be better to have a face-to-face training session so that faculty understand what is actually available for students and the necessary procedures /process that they need to be familiar with. The other observation I noticed was the lack of understanding in regards to what our office actually does. It seems that a few faculty members think that we should be providing tutoring and study skills. We have offices that do that already.

### 2 Assessment and Benchmark

Benchmark: Achieve an overall score of 4.0 on a 5-point scale on a student satisfaction survey administered near the end of the academic year.

#### 2.1 Data

Academic Year	Overall Survey Score
2024-2025	4.35/5

[Office\\_of\\_Accessibility\\_Services\\_Student\\_Survey\\_Spring\\_2025](#) [PDF 64 KB 5/13/25]

#### 2.1.1 Analysis of Data

2024-2025:

We made a 4.35 out of 5 so we met our benchmark. I still see a lot of confusion regarding OAS and Testing Services. Although we sent out several emails, some students still think that we are part of Testing Services and left comments regarding these services. I do think that students need to mention their concerns when meeting with the director. One student had carpal tunnel syndrome and needed to use a certain type of mechanical pen. I wish he had mentioned this to me and I could have approved that accommodation for him. It does seem petty when you can't bring your own pen or pencil in with you while testing. Also a student mentioned that she was being penalized for misspelled words and wished there was a solution for this. I wish she would have come to see me about this. It would have been an easy fix. Every student should have to meet with the director. This was our policy before Covid and it seems to have been lost with the online registration we now use.

#### 2.1.2 Plan for Continuous Improvement

2024-2025:

Students need to meet with the director at the beginning of each semester. It can be after they register, but accommodation letters should not be sent out until they meet with the director. Students should feel free to ask for accommodations that they may need that is not the norm. Students need to feel safe and know that their conversations are confidential and that it is okay to ask questions.

### 3 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.

#### 3.1 Data

Academic Year	Exit Survey Score
2024-2025	4.69

[Exit Survey SPRING 2025](#) [DOCX 15 KB 5/13/25]

#### 3.1.1 Analysis of Data

2024-2025:

We met our benchmark. The lowest score on the survey was regarding our move and handing over the testing procedures to Testing Services. We received a 3.83 on that question. Nine of the 11 questions scored above a 4.7. The remaining question scored a 4/5 and that was regarding note taking services. The Glean software that we purchased for Note-taking scored high marks. The only complaints and inconsistencies with the software were regarding Math classes and having instructors with heavy accents.

[GLEAN 24-25 survey](#) [DOCX 17 KB 5/13/25]

#### 3.1.2 Plan for Continuous Improvement

2024-2025:

More involvement with the graduating seniors is needed. This can be the most stressful time for a student, especially if they are on the borderline of passing or failing a class needed to graduate. Checking in on these students periodically and not towards the end of the final semester would be beneficial in my opinion.

## Performance Objective 2 Track retention, persistence, and graduation rates among OAS students.

### 1 Assessment and Benchmark

Benchmark: The average semester and cumulative GPAs of OAS students will exceed the average semester and cumulative GPAs of the entire undergraduate student population each term.

#### 1.1 Data

Term	Average Semester GPA		
	OAS Undergrad	Non-OAS Undergrad	GPA Difference
Fall 2024	2.77	2.72	.05
Spring 2025	2.89	2.82	.07
Average Cumulative GPA	2.83	2.77	+2.14%

#### 1.1.1 Analysis of Data

2024-2025:

By continuing to promote and emphasize the importance of using available services such as the Write to Excellence Center and Math and Science tutoring, OAS students are on average doing better than Non-OAS students. We have met our objective/benchmark for the 2024-2025 academic school year.

#### 1.1.2 Plan for Continuous Improvement

2024-2025:

The office will continue to monitor student grades and promote utilization of the tutoring services in all discipline areas. Access to Freshmen mid-semester grades will be vital to continuing success.

### 2 Assessment and Benchmark

Benchmark: Achieve a 70% graduation rate for OAS students who graduate within six years.

#### 2.1 Data

Cohort	Graduation Rate

Fall 2018	28
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### 2.1.1 Analysis of Data

2024-2025:

The actual benchmark was not set initially. Out of 41 freshman registered for Fall 2018, 28 graduated in Spring of 2022, which is a four year span. That would equal about a 70% graduation rate for that class. Considering the special circumstances of each individual student, including many with chronic health conditions, this number is felt to be adequate.

### 2.1.2 Plan for Continuous Improvement

2024-2025:

The office will continue to monitor student graduation rates in order to ensure that interventions and/or accommodations are effective in helping to retain students throughout their educational career.

## Performance Objective 3 Increase OAS outreach and engagement through campus events and initiatives.

### 1 Assessment and Benchmark

Benchmark: Track the number of students that register with OAS in proportion to campus enrollment each Fall semester.

#### 1.1 Data

Term	Registered with OAS	Campus Enrollment	% of Enrollment
Fall 2024	204	6,243	3.3%
Spring 2025	178	5,630	3.16%

#### 1.1.1 Analysis of Data

2024-2025:

Our numbers have improved slowly but steadily since the covid outbreak. We had record numbers just a year ago.

[Enrollment numbers and graduation numbers of OAS by academic year](#) [DOCX 13 KB 5/12/25]

#### 1.1.2 Plan for Continuous Improvement

2024-2025:

Student enrollment with the Office of Accessibility Services has continued to increase since covid. The 2023-2024 Academic year set student enrollment records for both semesters. Sixty students graduated that academic year which was 28% of OAS's enrollment for that academic year. The 2024-2025 academic year numbers have decreased by 11%. In order to increase student registration with OAS, we will need more promotional participation from our office and from instructors. Our benchmark has been met but improvement can also be made.

### 2 Assessment and Benchmark

Benchmark: Participate in 2-3 tabling events per semester.

#### 2.1 Data

Term	# of Tabling Events
Fall 2024	5
Spring 2025	4

[Tabling Events Fall 2024-Spring 2025](#) [DOCX 12 KB 5/13/25]

#### 2.1.1 Analysis of Data

2024-2025:

The OAS office participated in the McNeese Resource Roundup tabling event, two Fall Preview days, an Allen Parish Transition Fair and a Vernon Parish Transition fair. In the Spring 2025 semester the OAS participated in the Spring Preview, the Wellness Fair, The Mayors Commission on Disability Conference and Parent Orientation. Turnout was very good in all events, especially the Spring Preview Day. I spoke

with several parents and students. Two students signed up for more information at the Vernon Parish Transition Fair. Our benchmark has been met.

**2.1.2 Plan for Continuous Improvement**

2024-2025:

The office will continue to participate in as many labeling events as possible. I feel that the events that we did participate in were very productive and well received. We will not know the results to these events as far as enrollment in our office until the Fall 2025 semester and University new student enrollment.