

Disability Services

Office of Disability Services

Introduction

The mission of the Office of Disability 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 Disability 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 Disability Services provides academic support services and accommodations for distance learning students through correspondence with the student and his/her 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.

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			

[End of Semester Report Fall 2017](#) [DOC 115 KB 1/28/19]

[end of semester report Fall2018](#) [DOC 137 KB 6/10/19]

[End of Semester Report Spring 2018](#) [DOC 1,102 KB 1/28/19]

[end of semester report Spring2019](#) [DOC 225 KB 6/10/19]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Meet with the note takers at the beginning of the semester and again a month later to offer suggestions/training on proper note-taking procedures.
- Offered more information to faculty on certain types of disabilities and learning methods through workshops and informational meetings. I met with several instructors one-on-one regarding student accommodations.
- Encouraged more students with dexterity issues to take their exams on computer.
- Encouraged instructors to recognize possible signs of a learning disability and refer students to the department. (We had seven students sent to us by instructor referrals.)
- Sent out surveys earlier and followed up with reminders in an effort to increase the response rates.
- Began offering department in-house information workshops/meetings. (At these workshops, the director meets with different departments and explains what the office does and answers any questions they may have.) The director met with three different departments at their request and spoke at two informational workshops at the annual Faculty/Staff Retreat last August.
- Set up an Excel spreadsheet to track student progress and the use of services.
- Enrollment for this academic year was down and, considering this fact, testing numbers were still pretty strong.

2017-2018:

- Student enrollment in the office decreased 2% from the previous academic year. The performance indicator was not met. Overall school enrollment for the 2017-2018 academic school year was down 6.44% as compared to the previous academic year.
- Took into consideration faculty suggestions and plan on implementing them this fall. These include adding cameras to the testing rooms and speaking to more faculty members by attending department meetings at the beginning of the semester.
- Helped empower students through advocacy by mediating with students and professors over accommodations or lack of in some cases.
- We are now using an Excel spreadsheet to track student progress and use of services.
- Would like to partner up with the Office of Career Services to help students attain the career and life they desire. I am noticing a need in the area of empowering students, especially those coming from high school, for

more career guidance. This could possibly be a new benchmark for ODS.

- After looking at faculty survey results it was decided to meet with all deans and their departments before the 2018-2019 academic school year. I will meet with all divisions in August regarding services, test security and answer any questions or concerns they may have.

2018-2019:

- Student enrollment in the office increased by almost 2% from the previous academic year. The performance indicator was met.
- I met with every student registered with the department and discussed accommodations/classroom adjustments, instructors and university policy and our office rules regarding test scheduling and testing procedures.
- I met with several departments and department heads. Cameras in the testing rooms have still not been installed. We are waiting on IT but from what I hear they have been quite busy but we are still n their to-do list.
- I spoke with several instructors regarding advice on "how to handle situations" regarding students with disabilities and difficult situations, mainly absences due to illnesses/surgery and "odd-behavior" issues.
- Most exams on computers are now given at the Testing Center located in the BBC. Accommodations are still approved by my office and are honored there. This ensures our office will have enough testing areas for our students. All accommodations that would have been received at our office are also received there.
- I had spoken with the former director of the Office of Career Services to partner up with her office. She has since taken another job elsewhere. There is presently a search for a new director and I plan on speaking with this person once they have settled into their new role as director.
- My office is available to speak with any or all departments or instructors individually if they prefer at any time during the semester. I spoke with several faculty members and departments throughout the last academic school year.
- The average of the Spring 2019 term GPA for students was 2.90. The average GPA for my students in the same semester was 2.85.
- An important number that I noticed was that freshman students registered with ODS had a GPA of 2.55 while the freshman class not registered with us had a GPA of 2.24.
- Freshman-Junior GPAs are higher for students registered with ODS than those in the same grade that do not use the services. It is only when you reach the senior level that it switches. Many of our seniors do not use the services because of internships, class projects or papers.
- Females registered with ODS, on average have a higher GPA than females that do not.
- Males that are registered with ODS have a lower GPA on average. Students with ODS have an average GPA of 2.65 while those not registered have a 2.76.
- Black, non-Hispanic students registered with ODS have a significantly higher GPA than those not registered. With ODS-2.73. Without ODS-2.40.

[Spring 2018 Report](#) [XLSX 41 KB 1/28/19]

[spring 2019 report](#) [XLSX 437 KB 6/10/19]

[Tim GPA Data for Distribution \(2\)](#) [XLSX 32 KB 6/26/19]

2 Assessment and Benchmark

Benchmark: Attain a score greater than 4.5 on a 5-point scale on an automated faculty survey administered at the end of the academic year during the spring semester.

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

[Office of Disability Services Faculty Survey 2016-2017](#) [PDF 786 KB 1/28/19]

[Office of Disability Services Faculty Survey 2017-2018](#) [PDF 59 KB 1/28/19]

[Office of Disability Services Faculty Survey 2018-2019](#) [PDF 54 KB 7/15/19]

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%

[Faculty Survey Results 2018](#) [DOCX 11 KB 1/28/19]

[Office_of_Disability_Services_Survey_18-19](#) [PDF 53 KB 6/10/19]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

We were consistent with last year's score. Approval rating went up 0.21 points from last year's survey. Benchmark will be increased to score greater than 4.5 effective 2017-2018.

2017-2018:

We did not meet our benchmark. We have consistently met our benchmark but this last academic year we dropped one point below the required benchmark. Lately, there have been some concerns regarding test security, identification of students with possible disabilities and how to go forward in referring them to us, what information we are allowed to share with instructors, and methods of preventing cheating while testing.

- Meet with new faculty members when a student takes them for the first time to discuss what we do and how we are there to help them.
- Encouraged instructors to recognize possible signs of a learning disability and refer students to the department for services.
- Sent out surveys earlier and followed up with reminders in an effort to increase the response rate.
- All of these concerns will be addressed in August as I will meet with every department to discuss these concerns. This should satisfy the faculty's concerns so that our benchmark will be met next year.
- We are in the process of requesting cameras for our testing rooms and are considering a secure drop box for instructors to use after hours so that they might drop off exams safely and securely.
- We are also considering a storage cabinet to hold tests in. This would provide a more secure method of holding exams compared to what we are using now, a regular file cabinet with locks and keys.

2018-2019:

- We met our benchmark. This will now be changed to a 3.5 since we are going to a 4 point scale.
- I met with several faculty members and had lengthy yet informative phone conversations with new faculty members regarding what services they needed to provide our students.
- Test security has been on top of the list for faculty concerns every year. This year we were able to purchase a fireproof, locking security cabinet for holding exams.
- We have not received cameras yet from IT but I am told that we are on the list and that they have not forgotten about us.
- I was able to meet with all colleges and deans at the beginning of the academic year and answered questions/concerns that faculty had.
- Of the students that completed the Student Satisfaction survey, 25% stated that they were referred to us by their instructors. This is extremely important. It shows that instructors are listening and heeding my advice.

3 Assessment and Benchmark

Benchmark: Attain a score greater than 4.5 on a 5-point scale on an internally administered student satisfaction survey designed to assess our program and its services.

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

[2019 Spring Semester Student Satisfaction Survey for the Office of Disability Services](#) [DOCX 58 KB 7/1/19]

3.1 Data

Academic Year	Responded		Overall departmental score	Note-taker quality score
	#	%		
2013-2014	18	-	4.8/5.0	4.6/5.0

2014-2015	23	-	4.85/5.0	4.7/5.0
2015-2016	38	-	4.7/5.0	4.6/5.0
2016-2017	12	-	4.9/5.0	4.7/5.0
2017-2018	35/166	21.08%	4.8/5.0	4.7/5.0
2018-2019:	66/181	36.46%	4.8/5.0	4.6/5.0

[Student Quality Survey Results Spring 2018](#) [DOCX 12 KB 1/28/19]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The overall score went up by 0.2 points. Benchmark will be increased to score greater than 4.5 effective 2017-2018. The total number of students will also be provided effective 2017-2018.

2017-2018:

The overall score went down 0.1 points. Benchmark was not met.

- Had note-taker meetings at the beginning of the semester and had second meeting after a month in school to reiterate policies and good note-taking practices.
- Will send out surveys earlier, possibly around mid-terms.
- May switch to an online survey through the IRE office.

2018-2019:

Benchmark was met. The overall score remained the same. Notetaker satisfaction score went down by 0.1 point.

- We have switched to a new student survey that reflects more on student success from using the services.
- Met with notetakers at the beginning of the semester and periodically throughout. It is getting more difficult to find notetakers on campus. We may have to offer other incentives to motivate possible notetakers/student employees.
- We increased the hourly pay to \$8.00 an hour.

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 1/28/19]

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%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The performance indicator was exceeded. Benchmark will be increased to a score of 4.5 or greater effective 2017-2018. The total number of students registered with ODS completing the exit survey and the total number of students registered with ODS graduating will also be provided effective 2017-2018.

2017-2018:

The performance indicator was met. Total student amounts were added to the present chart.

- May change to an online exit survey next year by either using IRE or by emailing the survey to graduating students.
- Increased total number of survey participants.
- Increased survey responses by offering more ways to complete surveys. ex. mail outs and in person.

2018-2019:

The performance indicator was met.

- Reply to surveys were low.
- Added a question to the spring exit survey for graduating seniors. Students were asked how likely did they feel they could have passed their classes without the accommodations/services from the Office of Disability Services and Compliance? There were 5 choices. Results: 95% chose "Highly Unlikely" chance of passing classes without ODS accommodations/services.

[Exit Survey Results Fall 2018-Spring 2019](#) [DOCX 13 KB 6/26/19]

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: During the academic year, participate with other state agencies in at least 75% of area high schools' transition meetings/job fairs.

1.1 Data

2016-2017:

Only Allen and Beauregard had Transition Fairs this academic year due to budget cuts, and the director attended both fairs. The director also dropped off information to a school in Rapides Parish and one in Vernon Parish, which is outside the University's traditional five-parish service area. The director represented McNeese at the South Beauregard High School graduation and handed out 35 scholarship awards. He also gave brochures to the school's counselors regarding the disability program. The director was not able to attend Transition Fairs outside the five-parish service area but did send out information packets to two other parishes at their request.

2017-2018:

Allen Parish had one Transition Fair last year. Allen Parish consists of six high schools. They are Elizabeth High School, Fairview High School, Kinder High School, Oakdale High School, Oberlin High School and Reeves High School. Beauregard Parish had one Transition Fair last year. Beauregard Parish consists of five high schools. They are DeRidder High School, East Beauregard High School, Merryville High School, Singer High School and South Beauregard High School.

Allen and Beauregard Parishes were the only parishes in our five-parish area that had transition fairs. I attended both. Barbe High School had a fair for deaf and hard of hearing students. I attended that as well. I also dropped off information to Rosepine High School in Vernon Parish and Glenmora High School in Rapides Parish.

2018-2019:

The only Transition fair to be held in 2018-2019 was Allen Parish which took place this year at the Allen Parish Civic Center located in Oberlin. I also attended a Deaf and Hard of Hearing Expo at Barbe High School. This was for all of Calcasieu Parish schools. I also visited South Beauregard High School, Rosepine High School, Glenmora High School, and Plainview High school, the last two located in Rapides Parish.

Academic Year	% participation
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%

Academic Year	# of meetings/ fairs attended	Total # of meetings/fairs held	% participation
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2017-2018	3	3	100%
2018-2019	2	2	100%

[Transition Fairs \(1\)](#) [DOCX 12 KB 6/11/19]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Attend transition fairs outside five-parish area when possible. It is important to note that due to budget cuts and other various reasons, not all parishes have transition fairs. This may or may not change in the future. At the present time, 2-3 transition fairs are scheduled, and the director plans to attend all.

2017-2018:

- Meet with all first-time students.
- Provide information to local area high schools.
- Speak at the Annual High School Counselors Conference put together by the Mcneese Office of Admissions and Recruiting.
- I will attend all invites I receive from high schools when possible.
- I let local high school counselors know that I am available for meeting with prospective student classes and for individual student meetings like IEPs.

2018-2019:

- I met my benchmark considering there was only one Transition Fair in the last academic school year. I believe that this is due to budget cuts in those other parishes. I may need to start visiting individual high schools that have large college prospects. This is the tactic I did years ago and it seemed to work well. I think that the dual enrollment program may have helped in eliminating the need for schools to have transition fairs for students considering college as the next step.
- I met with all first-time freshmen.
- I will continue to attend all invites I receive from high schools when possible.
- I let local high school counselors know that I am available with prospective student classes and for individual student meetings like IEPs.
- I continue to be a guest speaker at the Annual High School Counselors Conference which is held at McNeese every year.

2 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.

2.1 Data

Academic Year	% of students met with
2013-2014	95%
2014-2015	95%
2015-2016	98%
2016-2017	99%

Academic Year	# of students met with	Total # of students registered	% of students met with
2017-2018	174	178	98%
2018-2019	181	181	100%

[Chart new](#) [DOCX 11 KB 1/28/19]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The performance indicator was exceeded. The benchmark will be increased to 95% effective 2017-2018.

2017-2018:

The benchmark was met.

- It is now mandatory that all new students meet with the director their first time registering with the department.
- The office will periodically check on students, especially new students to see if they are using the services to the extent that they need to be successful.
- If we have not heard from previously registered students within the first four weeks of school, we call or email those students. Many that are seniors and on their last semester will not register since they will not need the services, mostly working on papers or senior projects where time is not the factor.

2018-2019:

- The benchmark was met. The director met with 100% of students registered with the Office of Disability Services.
- We made contact periodically throughout the semester to check on "concerned" students. These students were given advice and referred to tutoring if available in their subject area.
- We initiated contact with students from previous semesters and did have some come in to register. Many were seniors and did not need our services. Many were working as interns and others had senior projects which did not require taking tests.