



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%

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

[End of Semester report fall 2017](#) [DOC 115 KB]

[end of semester report fall 2018](#) [DOC 137 KB]

[end of semester report spring 2018](#) [DOC 1,102 KB]

[end of semester report spring 2019](#) [DOC 225 KB]

[end of semester report Spring2020](#) [DOC 124 KB]

[end of semester report Spring2021](#) [DOC 163 KB]

[end of semester report Spring2022](#) [DOC 569 KB]

[ODS Student vs Non ODS Student Sp 21 \(1\)](#) [XLSX 32 KB]

[Spring 2021 Non Accessibility Services Students Vs Accessibility Services Students GPA Comparison](#) [DOCX 14 KB]

1.1.1 Analysis of Data and Plan for Continuous Improvement

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 in 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.

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 GPA's 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 GPA's 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.

[2020 Spring End of Academic Year GPA comparison chart](#) [DOCX 13 KB]

[Spring 2018 Report](#) [XLSX 41 KB]

[spring 2019 report](#) [XLSX 437 KB]

[Spring 2022 ODS for Distribution \(1\) \(1\)](#) [XLSX 24 KB]

[Tim GPA Data for Distribution \(2\)](#) [XLSX 32 KB]

[Tim Non-ODS Student Data for Distribution](#) [XLSX 33 KB]

[Tim ODS Student Data for Distribution \(1\)](#) [XLSX 24 KB]

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]

[Office of Disability Services Faculty Survey 2016-2017](#) [PDF 768 KB]

[Office of Disability Services Faculty Survey 2017-2018](#) [PDF 66 KB]

[Office of Disability Services Faculty Survey 2018-2019](#) [PDF 51 KB]

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%

[Combined Service Surveys Spring 2022 - Accessibility Services](#) [PDF 49 KB]

[Faculty Survey Results 2018](#) [DOCX 11 KB]

[Office of Disability Services Survey 18-19](#) [PDF 53 KB]

[Spring 2020 Office of Disability Services Service Survey Results](#) [PDF 50 KB]

[Spring 2021 Office of Accessibility Services Service Survey Results](#) [PDF 53 KB]

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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 than 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.

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]

[Student Eval. Form](#) [DOCX 35 KB]

[Student survey chart \(1\)](#) [DOCX 12 KB]

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 Student Eval. of OAS](#) [DOCX 14 KB]

[Student Quality Survey 2020-21](#) [DOCX 15 KB]

[Student Quality Survey Results for 2019-20 Semester](#) [DOCX 15 KB]

[Student Quality Survey Results Spring 2018](#) [DOCX 12 KB]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- 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.

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 2 students and read tests aloud for 2 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.

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]

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%

4.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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 from OAS.

2021-2022:

- The performance indicator was met.
- We had 45 students graduate in the 2021-22 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 2 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.

[2016 Fall Exit Survey for Graduating Students Results](#) [DOCX 13 KB]

[Exit Survey for Graduating Students Results Fall 2017](#) [DOCX 13 KB]

[Exit Survey for Graduating Students Results Fall 2018](#) [DOCX 13 KB]

[Exit Survey for Graduating Students Results Fall 2019](#) [DOCX 13 KB]

[Exit Survey for Graduating Students Results Fall 2020](#) [DOCX 14 KB]

[Exitsurvey2022](#) [DOC 50 KB]

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 2 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 3 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.

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 2 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 4 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 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.

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

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.

2019-2020:

The only Transition meeting held this year due to the Coronavirus outbreak was the Annual Deaf Expo in Calcasieu Parish. I also visited and dropped off information at Barbe High School, South Beauregard High School, Oberlin High School, Fairview High School and Elizabeth High School.

I was also a participant and speaker at the Oberlin Elementary/Junior High Career Day fair.

2020-2021:

Due to the Pandemic and 2 hurricanes there were no Transition fairs for this academic school year. I did make contact with all parties and I am looking forward to hopefully participating this fall. The different parish school districts have not finalized a decision on whether they will have a Transition fair or not. It really depends upon local government.

2021-2022:

Only Allen Parish had a Transition Fair in the 2021-2022 academic school year. I did speak with Beauregard and Calcasieu Parish representatives and they may have one in the next academic school year. It really depends upon what Covid decides to do. I visited several high schools and dropped off information about our services and I have offered to speak to classrooms and/or schools if needed.

Academic Year	# of meetings/ fairs attended	Total # of meetings/ fairs held	% participation
2017-2018	3	3	100%
2018-2019	2	2	100%
2019-2020	1	1	100%
2020-2021	—	—	—
2021-2022	1	1	100%

[Transition Fairs \(1\)](#) [DOCX 13 KB]

1.1.1 Analysis of Data and Plan for Continuous Improvement

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 to speak to 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.

2019-2020:

- I met the benchmark considering that the only Transition meeting this year due to the Coronavirus outbreak was in Calcasieu parish. Allen Parish and Beauregard Parish would have had their Transition fairs in April of this year. Cameron Parish and Jeff Davis Parish did not have Transition fairs this academic year.
- I continue to meet with all first-time freshmen that register with ODS.
- I continue to attend all invites from high schools when possible. I also attended a Career day in Allen Parish for First through 8th grade.
- I continue to be a guest speaker at the Annual High School Counselors Conference which is held at McNeese every year. This year it was at the Seed Center.
- I let the local high school counselors know that I am available to speak at prospective classes and for IEP meetings if necessary.

2020-2021

- The benchmark was not met due to unforeseen circumstances beyond anyone's control.
- I have kept in touch with all my contacts and I am ready to participate in any events they may have this upcoming academic school year.
- I will continue to participate in all events when possible.
- The Office of Accessibility Services participated in all Freshman orientations at McNeese
- The Office of Accessibility Services participated in all new student orientations at McNeese.
- I am available for any high school or middle school events that I may be invited to participate in including IEP meetings.
- I have been appointed to the Governors Advisory Committee on Disability Affairs. I am on the Accessibility Committee and the Education Committee.
- I am one of the university disability office directors invited to speak at the GACDA annual conference which is a great recruiting tool.

2021-2022:

- Once again the benchmark was not met due to uncontrollable circumstances.
- The Office of Accessibility Services participated in all new student orientations at McNeese.
- I have made myself available to all high schools and/or middle schools that may require my presence.
- I am actively participating as a member of the Governor's Advisory Committee on Disability Affairs (GACDA).
- Our annual conference is in the second week of June and I will be participating. This year it will be a Zoom meeting.
- I have been selected as a committee member for the Education Committee and for the Accessibility Committee.
- I have been in contact with other parish school leaders. I am hoping that they revive the Transition fairs in their parishes. (Beauregard and Calcasieu Parishes)
- I have offered my services and availability to these parish school leaders.

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	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%

[Chart new](#) [DOCX 11 KB]

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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 work loads. 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 GPA's 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.