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| SLCC Logo | DEPARTMENT NAME |
| 2021-2022 ANNUAL ASSESSMENTSUMMARY OF RESULTS |

# Project (Assessment) Title

Post-Informational Meeting Survey

# College-wide Strategic Goal

Embrace equity-mindedness and inclusive practices in workplace and academic culture.

Identify and adopt policies, practices and cultural habits that contribute to a more welcoming and inclusive environment for all students, faculty and staff.

# Assessment Overview

As recommended in the DRC Program Review, the DRC created Action items to:

1. Create a checklist of items DRC Advisors can use to guide Informational Meetings.
2. Create a survey to send to students to assess the effectiveness of DRC Informational Meetings in disseminating the information students need about the accommodation process.

# Methodology (Plan/Method)

In Summer 2021, the DRC created a committee to address the above Action items from the DRC program review. The committee:

1. Researched and gathered data from other institutions in and out of Utah about what they were assessing within their institutions.
2. Created a checklist of items for DRC Advisors to use in guiding Informational Meetings with new DRC students.
3. Asked for feedback on the checklist from DRC Advisors.
4. Created a survey in conjunction with Data Science and Analytics (DSA) that would assess the effectiveness of the Informational Meeting in covering the information from the checklist.
5. Asked for feedback on the survey questions from the DRC Advisors.

For Fall 2021-Spring 2021, the DRC will:

1. Have DRC Advisors to send the Informational Meeting Survey link after each Informational Meeting in a follow-up email to the student.
2. Gather data from the survey.
3. Assess the effectiveness of the Informational Meeting using the data garnered from the survey.

# Timeline

Summer 2021: Create Informational Meeting Checklist and Survey

Fall 2020 through Spring 2021: Send Informational Meeting surveys to each student participating in a DRC Informational Meeting. Analyze the data gained near the end of the academic year to determine what changes need to be made, if any.

# Results/Finding (Disaggregated by race/ethnicity)

 There were 22 surveys completed from mid-December to mid-May. The top ways students found out about the DRC is: their previous high school, the webpage and a faculty member gave them information. All the students found the process for scheduling their informational meeting appointment easy.

 Of the 22 surveys, 5 surveys that were submitted were taken from students from underrepresented racial or ethnic populations. Most of these surveys were positive or neutral, but one stating that their disability was discredited by using the term “acute”.

 In these results 2 students stated that they received unacceptable experiences when working with their advisor. Both felt that their needs were not met. One student was neutral in their experience and the rest of the students had either good or excellent experiences. As this survey is anonymous to provide honest feedback, it is difficult to address concerns made about the DRC without knowledge of who the advisor or the student is.

# Action Plan (Use of Results/Improvements/Call to Action)

* Create a longer surveying time that will gather more information over the course of multiple semesters.
	+ Check the survey frequently to see if concerns can be addressed in a timely manner.
* Incorporate more questions-
	+ Asking the student’s advisor- this is to help in seeing if patterns are shown. This can help address concerns when the student is unknown and training to the advisor is needed.
	+ What method of contact they prefer for appointments (phone, zoom, in person). This is to see if students prefer a more remote experience or face to face interactions.
* Creating a better training with orientation, faculty, and staff in training about the DRC and the resources available to allow more students to hear about DRC services. More work can be done to inform students from underrepresented racial/ethnic groups about the DRC. The need to emphasize intersectionality in trainings to faculty and staff about disability is important.
* Work on the webpage to make the information clearer as many of the students are using it as a resource.

# Other Notes

Another concern that may be addressed with an update to the survey results is whether to change the name of the Disability Resource Center to Accessibility Services. There has been a trend in changing the name of these office across the country and student feedback with this issue can help determine whether this is something that students want.