

Access Office Comprehensive Model of Assessment 2010-2011

1) Frequency

The Access Office uses BANNER to gather information requested by the Board of Regents each year. This data includes the number of students eligible to request accommodations according to disability and accommodation type as well as the actual requests for accommodations received.

2) Needs

Due to the increased number of students with sensory disabilities (blindness, low-vision, deafness, hard or hearing), the increased number of courses taught online (ex. 187 in Fall 2010 and 196 in Spring 2011), and the increased focus on the accessibility of websites in the courts and in the media, the Access Office plans to provide training on web accessibility in order to be in compliance with Section 508c of the Rehabilitation Act.

- a. An additional 20% (19% received training in 2009-2010) of Web Content Editors will receive training on accessible web design. The participants are asked to complete an evaluation after the training is complete. These evaluations are considered and changes made to the training accordingly in order to increase effectiveness.
- b. Follow-ups will be completed with the 19% of web content editors trained in 2009-2010 to evaluate compliance with Section 508c guidelines. Additional training will be provided as needed.
- c. A training will be designed and facilitated for approximately 50% of faculty teaching online courses (there are 77 faculty teaching the online courses in Fall 2010 according to registration information. This does not include "NA Staff" courses where faculty have not yet been assigned). We expect the number to increase as well as the possibility that the number will change in Spring and Summer of 2011). This training will include the use of accessibility features of BlazeVIEW, Wimba, and Second Life. The training will also provide information on designing accessible material for online formats such as PowerPoint and PDFs.

3) Satisfaction

The Access Office has utilized, and continues to utilize, the Office of Strategic Research and Analysis to help us to determine satisfaction. This office is able to provide data from the senior exit surveys that is relevant to our program. They are able to tabulate responses to questions about satisfaction from those who disclose that they utilized the Access Office while at VSU and provide demographics from these respondents.

A brief satisfaction survey has been added to the Access Office website.

4) Campus Environment

The Access Office has utilized the Office of Strategic Research and Analysis to determine satisfaction in this area. They are able to tabulate responses to questions on the senior exit survey about satisfaction with physical accessibility while attending VSU and provide demographics from these respondents.

The Access Office would like to submit a request for a new campus accessibility audit in the upcoming year since an audit of physical access has not been done for more than a decade. With the many changes that have occurred on campus, it is important to determine the improvements that have been made and the areas that still need improvement in regard to physical accessibility.

5) Outcomes

The Access Office is currently compiling data since the inception of the Special Services Program (former program name) in the 1991-1992 year. Once all items are entered into the database, we hope to analyze the data to determine the differences/similarities of students who have utilized our services to those that have not. There is a great deal of additional information that will be gleaned from this information as well (ie. GPA, majors, persistence, length of attendance, transfers, etc.). The Office of Strategic Analysis and Research will be utilized to assist in data mining.

6) Benchmarking

Each year, the Access Office staff meets with Disability Service staff from 12 other universities in the region to compare successes and failures and to receive guidance from the Regents Center for Learning Disorders.

The Access Office is a member of the Georgia Association for Higher Education and Disability and attends their annual conferences for the purpose of benchmarking.

The Access Office is participating in Project ShIFT, a Department of Education grant, which allows us to interact with 20-plus institutions from across the country. This provides an additional source for benchmarking.

The Access Office Graduate Assistant has gathered data on the Comparator and Aspirational Peer Institutions provided by the Office of Strategic Research and Analysis.

7) Measuring Effectiveness

The Access Office adheres to the standards set by the Association for Higher Education and Disability and the Guidelines set by the Georgia Board of Regents.