

Access Office for Students with Disabilities Comprehensive Model of Assessment 2008-2009

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.

2) Needs

While the Access Office has focused on student needs in recent years, they assessed faculty and staff needs in 2008-2009. As a resource for faculty and staff that serve students with disabilities, it was important to get feedback on the services that we are providing to this contingent. Focus Groups were conducted by Higher Education Leadership Masters Students to determine if the needs of faculty and staff were being met regarding services and resources provided by the Access Office. Recommendations from the assessment included updating the website regularly, increasing staffing in the office, and increased outreach for students in need of services.

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.

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.

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. In addition, we are a member of the Georgia Association for Higher Education and Disability and attend their annual conferences for the purpose of benchmarking.

7) Measuring Effectiveness

We adhere to the standards set by the Association for Higher Education and Disability.