

Closing the Loop on Disability Services Delivered Online

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We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Agenda

- Context
- Process
- Trends
- Next Steps

Environmental Scan

- Selected sample
 - 54 distance learning only institutions
- Scanned websites
- Documented practices

Documented Practices

- Process for requesting accommodations
- Process for making eligibility determinations
- Process for receiving accommodations
- Types of accommodations/services granted

Documentation of Disability

- Diagnosis/assessment from licensed professional (34)
- Student self-report/interview (13)
- 504 plan/IEP from high school (10)
- Other: Record from previous college/employment setting (3); observations by DSO staff (2); military record (1); record of accommodations on any national standardized exams (1)

Most Common Accommodations and Services

- Extended time (19)
- Alternative text (18)
- Closed captioning and/or transcription (12)
- Text-to-speech software and/or screen readers (9)
- Human services (10)
- Course substitutions (7)
- Speech-to-text or dictation software (6)
- Alternative formats or setting (6)
- Preferential scheduling (5)

Additional Accommodations and Services

- Recording lectures
- Advanced access (syllabus or course materials)
- Consultation and referrals
- Coaching/skills instruction and/or tutoring
- Course load reductions
- Augmentative communication (AAC) or TTY
- Assistive listening devices
- Flexible testing schedule
- Exam proctoring
- Instructor's copy of notes
- Flexible admissions and/or attendance policies

Gap in Information



AHEAD Standards & Performance Indicators

AHEAD Program Domains, Standards, and Performance Indicators are designed to direct the development and evaluation of disability resource offices

- 4.4 Design and implement a rigorous program of ongoing assessment to improve service delivery and demonstrate institutional impact.

How should the effectiveness of disability services be measured?



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Process

- 54 distance learning only institutions
 - 46 had a published email address
 - 4 responses
- Expanded outreach to include brick-and-mortar institutions with distance learning programs
 - Additional responses received

Prompts

- How does your institution monitor the **fidelity** of the implementation of accommodations and services administered online?
- How does your institution evaluate the **effectiveness** of accommodations and services administered online? Specifically, what *information* is reviewed to make these determinations?
- If it is determined that accommodations and/or services administered online are not effective, what happens next?

Trends - Implementation Fidelity

- Limited to no attempts to proactively monitor/evaluate
- Notification made my student
- Multiple examples of faculty's not implementing accommodations

Trends - Effectiveness

- Subjective measures
 - Student as “expert” (student surveys)
 - Faculty feedback
- Objective/independent measures
 - Grades
 - Retention

Trends - Monitoring Systems

- Method(s) of communication
- Data reviewed
- Frequency and intervals

Trends - Making Improvements

- Student input/requests
- Requests for additional documentation
- Consultation with colleagues/review of literature
- Revisions to policy/processes
- Faculty training

Addressing Implementation Barriers

- Monitoring procedures
 - Avoid need for interpretation
 - Verify understanding of responsibilities
 - Review and analyze fidelity data
 - Implement corrective action

Addressing Ineffectiveness

- Review and analyze student data
- Identify possible reasons for poor outcomes
- Determine what adjustments or changes can be made

Given limited time, staff, and communication with stakeholders, how can “check-ins” be done efficiently to yield the highest response rate?

Collaborations

- IR/Assessment office
- Faculty
- ID team

- IT team
- Advising team

Session Evaluation

- Your feedback helps shape future programming.
- Thank you for attending!