Closing the Loop on Disability Services Delivered Online

Jennifer L. McGuire, Ed.S. (William & Mary)
Tara J. Lehan, Ph.D. (Northcentral University)
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?
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!