2013-2014

Annual Report
for the
Division of Student Affairs

Departmental Report:
Disability Access Services

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Department Information: Mission, Vision, Values, Highlights

Mission
Disability Access Services facilitates access to University programs and services for students, faculty, staff, and visitors with disabilities through accommodations, education, consultation, and advocacy.

Departmental Highlights

1. Disability Access Services hired five additional staff members, including a new Director, and is now fully staffed.
2. DAS staff participated in evaluating the new LMS for accessibility.
3. Disability Access Services collaborated with University Theatre to produce the American Premier of "The King of Spain's Daughter." This was the first shadow interpreted play in OSU's history.
4. DAS was the first department within Student Life to launch a Drupal 7 website.
5. 263 new students were added to DAS during AY 2013-14.

Student Engagement & Success

Access to Oregon State University
DAS improves access to higher education by providing accommodations that allow students with disabilities an equitable chance for academic success at Oregon State University. Staff also research new technology that could improve access.

- DAS offers two scholarships to students with disabilities in order to offset some of the financial burdens for those students.
- DAS staff serve on numerous committees that are focused on improving access for students with disabilities and other under-represented groups.
- DAS worked with INTO OSU staff regarding accommodations for international students with disabilities. Because those students often arrive at OSU without documentation of a disability, DAS staff are working with ASOSU, ISAS, and INTO OSU to provide scholarships for testing to discover and document disabilities. DAS staff collaborate with UHDS to ensure accessibility and appropriate accommodations for students with disabilities in the residence halls. With support from the Vice Provost of Student Affairs, DAS staff conducted a pilot study (over a two year period) to determine the effectiveness of the use of a real-time transcribing service to support international students who have not yet developed the level of English competency that will
give them an equitable chance for academic success at OSU. DAS provides accommodations that allow students with disabilities to participate in student organizations and all campus events. DAS staff educate the OSU community regarding disability, accommodations for disability, and OSU’s obligation to provide accommodations based on Federal and State laws.

- DAS staff collaborate with faculty in the creation of course materials that are accessible to students with disabilities.
- DAS staff serve as consultants to the university community regarding physical, programmatic, and technology accessibility.
- Martha Smith, DAS Director, was one of a group of institutional representatives to present information to the Task Force on High School and Transition Success for Students with Disabilities (convened by Representative Sarah Gelser) regarding services and documentation requirements for students with disabilities in Higher Education. (Salem, Oregon)

Attachment (copy & paste into browser):

Community & Involvement

Student Organizations

- Students with disabilities are provided accommodations so that they can participate in all student organizations and activities at OSU.
- DAS staff are in conversation with students regarding a space for them to congregate. Currently, faculty within the History department have provided space in a “waiting area” outside of offices in Milam Hall; however, the space is not a good fit for the needs of students with disabilities.
- DAS partnered with ASOSU regarding their "Go Blue" campaign to make the whole campus more aware of access issues and barriers for individuals with disabilities.

Student Employment

- During AY 2013-14, DAS employed 20 student workers, 23 student test proctors, and contracted with 632 student notetakers.
- Student workers in DAS are cross-trained to perform a variety of duties. These duties involve acting as a receptionist at the front desk, preparing alternate formats (eg: Braille), transcribing videos, captioning videos, assisting with maintaining and servicing the technology that DAS owns, and assisting students with disabilities in the use of technology.
- Students are provided their own work stations and report that this had added to their job satisfaction. Students are involved in all-staff meetings, training regarding disabilities, and office
celebrations and potlucks. Exit interviews indicate that students developed many new skills and confidence from their work in DAS.

- DAS proctors work at the DAS testing center, located in Heckart Lodge. These students oversee the implementation of accommodations for testing situations. On average DAS proctors oversee 500 exams during each finals week.

**Healthy Students & Campus**

- DAS contributes to the well-being of students by providing the academic accommodations that allow an equitable chance for success at OSU. Through academic coaching, DAS staff develop relationships with students and are alert to changes in behavior or the academic standing of those students that might indicate the need for intervention and referral to CAPS and/or SHS. DAS staff provide accommodations as needed so that students with disabilities can use services offered by Dixon recreation, SHS, and CAPS.
- DAS staff also work with students to educate them on their legal rights as people with disabilities and to support the development of self-advocacy skills that are necessary as they progress in their student development but also skills that will be be useful in the larger world of work.
- DAS staff have participated in Healthy Campus events and use social media to post notices of events on the DAS Facebook page, Twitter feed, and blog.

**Student Satisfaction with Services**

- DAS is on a cyclic assessment schedule. The assessment schedule for 2014-18 (to include faculty and student satisfaction surveys) is currently being developed.
- During the last 4-year cycle, results of the faculty and student satisfaction surveys were reported in the Assessment Plan/Report for the years the surveys were conducted.
- Results of the student satisfaction assessment done in 2013 were reported in the Assessment Plan/Report 2012-13.

*Attachment (copy & paste into browser):*

Teaching & Scholarship

Teaching
Tracy Bentley-Townlin; Martha Smith: AHE 599 Student Disability Issues in Higher Education (College Student Services Administration)

Publications in Press, Peer Reviewed

Publications in Press, non-Peer Reviewed
Tracy Bentley-Townlin; Martha Smith: - AHE 599 Student Disability Issues in Higher Education (College Student Services Administration)

Publications Submitted

Internal Reports
Vice Provost of Student Affairs-Oregon State University. (2014). INTO OSU/Real-time Transcribing Pilot Study. Corvallis, OR: Jo Alexander

Professional Presentations
- Alexander, J. (April 21, 2014). I'm Not Invisible...and I Want to Communicate With You. College of Veterinary Medicine. Course: Communications for Veterinarians. Oregon State University, Corvallis, OR.
- Smith, M.R. and Larson, M. (Nov. 2013) Introduction to Disability Services, AHE 551, Oregon State University, Corvallis OR.
- Smith, M.R. (Dec. 2013) Introduction to Disability Services, INTO orientation, Oregon State University, Corvallis OR.
- Smith, M.R. (Feb. 2014) Access and needs of students with disabilities, Diversity Student Success Council, Oregon State University, Corvallis OR.
- Smith, M.R. (March 2014) Universal Instructional Design, Hybrid Design Study Group, Oregon State University, Corvallis OR.
- Smith, M.R. (March 2014) Universal Instructional Design, Instructional Strategies for Adult Learners, Oregon State University, Corvallis OR.
- Smith, M.R. (March 2014) Introduction to Disability Services, Summer Advisor’s forum, Oregon State University, Corvallis OR.
- Smith, M.R. (March 2014) Introduction to Disability Services, International Student orientation, Oregon State University, Corvallis OR.
- Smith, M.R. (April 2014) Criteria for Assistance Animals, Counseling and Psychological Services (CAPS), Oregon State University, Corvallis OR.
- Smith, M.R. (May 2014) Documentation for DAS, Counseling and Psychological Services (CAPS), Oregon State University, Corvallis OR.
- Smith, M.R. (June 2014) Introduction to Disability Services, GTA training, Oregon State University, Corvallis OR.
- Smith, M.R. and McEdwards, T. (June 2014) Introduction to Disability Services, GTA training, Oregon State University, Corvallis OR.
• Smith, M.R. (June 2014) Introduction to Disability Services, International Student orientation, Oregon State University, Corvallis OR.
• Smith, M.R. (June 2014) Universal Instructional Design, Difference, Power and Discrimination summer program, Oregon State University, Corvallis OR.
• Hanson, K. (September 20, 2013). GTA Teaching Skills Workshop. College of Veterinary Medicine. Oregon State University, Corvallis, OR.
• Hanson, K. (October 25, 2013) DAS Overview for New Advisors. Academic Success Center. Oregon State University, Corvallis, OR.
• Hanson, K. (October 21, 2013) DAS Overview for GTAs. Women's Studies. Oregon State University, Corvallis, OR.
• Hanson, K. (October 23, 2013) STAR Training Panel. College of Engineering. Oregon State University, Corvallis, OR.

Grants, Contracts, Licensure, & Certifications

Grants & Contracts
Archer Captioning; Cielo 24; Strada; AIM; Read: OutLoud; Parker; Aeroscout

Licensure & Certifications
• Alexander Axelsson: Certificate of Advanced Professional Development: Assistive Technology Applications (California State University, Northridge)
• Tay McEdwards: Certificate in Instructional Design (Western Oregon University)

Outreach & Engagement
Submission 1: Outreach to the following departments/colleges in order to educate about Universal Design/Universal Design for Instruction:
• Center for Teaching and Learning, Oregon State University
• Hybrid Design Study Group
• Difference, Power, and Discrimination summer program

Groups engaged:
• Faculty & staff at OSU, outside the Division of Student Affairs

Submission 2: Outreach to the following departments/colleges to educate about Disability Access Services resources, policies, accommodations, and referrals:
• INTO OSU
• Summer Advisor’s Forum, Oregon State University
• International Student Orientation
• Graduate School; Graduate Teaching Assistant training

Groups engaged:

• Faculty & staff at OSU, outside the Division of Student Affairs
• International audiences: International students at INTO OSU; International Programs orientations

Submission 3: Outreach to the following colleges/departments in order to educate about communicating with students with disabilities and their needs regarding access and inclusion:

• College of Veterinary Medicine
• OSU Diversity Student Success Council

Groups engaged:

• Faculty & staff at OSU, outside the Division of Student Affairs

Submission 4: Outreach to the following departments/colleges/universities/programs during transition to new DAS Director and to improve collaboration among colleagues:

• Admissions
• College of Business (advisors)
• OSU Cascades
• College of Engineering (advisors)
• School of Education (Deans)
• Council of Head Advisors (CHA)
• Summer Bridge programs
• College of Liberal Arts (advisors)
• Office of Equity and Inclusion
• ASOSU
• Directors and Coordinators at Disability Access Services: Western Oregon University, University of Oregon, Portland Community College, Lane Community College, Chemeketa Community College, Oregon Health & Science University
• Academy for Life Long Learning

Groups engaged:

• Faculty & staff at OSU, outside the Division of Student Affairs
• Faculty & staff outside OSU, at other institutions
• The Corvallis community
Diversity

**Defined by Disability Access Services:** Disability Access Services envisions a university where all voices matter. We strive to encourage a broader definition of diversity that includes people with disabilities as well as all other under-represented groups at the university. We promote a variety of teaching methods that support various learning styles and cultural backgrounds. We are voices for students with disabilities and the concept of Universal Design and Universal Design for Instruction during our committee meetings and educational efforts on campus.

Because the focus of the work in DAS is to ensure that students with disabilities can participate fully in the academic and social life at Oregon State University, the majority of our efforts is related to the concept of diversity as explained above. Diversity-related activities highlighted in this section are to address those efforts that are not noted in other areas of the annual report.

**Submission 1:** Federal law and campus policies require that media available to the public and posted to the web be captioned. University guidelines stipulate that media shown when people with a hearing loss are present be captioned.

- During previous years, DAS has assisted departments with providing open captioning, post-production; however, the increase in requests has made it impossible for DAS to manage the workload. DAS is now consulting with University Housing and Dining Services, Student Media, the Visitor’s Center, START, and E-campus in order to teach personnel in those departments how to caption their own media.
- DAS is also working with MyOSU and Veterans Services to ensure accessible websites. Colleges and departments who use “looped programming” on TVs to provide information (such as the TV in the lobby of Kerr Administration) are being educated that the information should be captioned.

*Groups engaged:*
- Faculty & staff at OSU, outside the Division of Student Affairs
- OSU students (further describe, as needed),

**Submission 2:** DAS staff have participated in the development of the Faculty Senate Diversity Council's Faculty Survey and in the Office of Equity and Inclusion's Campus Climate Survey.

*Groups engaged:*
- Faculty & staff at OSU, outside the Division of Student Affairs

**Submission 3:** DAS staff continue to collaborate with academic and professional faculty to create a Disability Studies minor at OSU.

*Groups engaged:*
- Faculty & staff at OSU, outside the Division of Student Affairs
Submission 4: During the last year, DAS has used social media (Facebook, Twitter, and blogs) as a means to reach a larger audience, both at Oregon State University and beyond, in order to educate individuals about disability, provide resources, and update the community about events promoting diversity.

Groups engaged:
- Faculty & staff at OSU, outside the Division of Student Affairs
- Faculty & staff outside OSU, at other institutions
- Students at other institutions
- The Corvallis community
- OSU students

Submission 5: DAS collaborated with ASOSU and the Office of Equity and Inclusion to bring Chris Downey, an architect who is blind and a passionate advocate for disability rights, to campus. Focus groups as well as a public lecture were included in the programming.

Groups engaged:
- Faculty & staff at OSU, outside the Division of Student Affairs
- Faculty & staff outside OSU, at other institutions
- Students at other institutions
- The Corvallis community
- OSU students

International Activities & Accomplishments
Met with the cultural attache and other representatives from the Embassy of Oman to discuss accommodations for students with a hearing loss.

Other Initiatives
DAS has collaborated with University Housing and Dining Services to update the Assistance Animal form and the process for requesting housing accommodations. A new Housing Disability Information form has been created and the Disability Accommodation Request form is being revised. We are also implementing a new process and will meet with students who request an exemption to the First Year live-on requirement, either in person or by phone, to determine the kinds of accommodations that will enable the students to stay on campus prior to making a decision regarding the request for an exemption.

Awards
Students:
Sonya Davis—student worker in DAS. OSU College of Earth, Ocean, and Atmospheric Sciences Geography program: Christian John Hunt Memorial Scholarship for a student in geography who "shows a high degree of personal integrity reflecting honesty and respect for others and who has demonstrated a keen interest in geography with high potential to succeed in the field."

Program Review
Has Disability Access Services completed a review since July 1, 2013? No
Next scheduled review: A program review is currently not scheduled.

Professional Involvement
- Association of Higher Education and Disability
- Oregon Association of Higher Education and Disability
- Registry of Interpreters for the Deaf
- Oregon Registry of Interpreters for the Deaf
- NASPA-Student Affairs Administrators in Higher Education
- National Association of the Deaf
- PepNet 2

Committee Involvement
- Commencement Committee
- Diversity Council
- Diversity Student Success Council
- Mental Health Initiative
- Initiative 6
- Student Conduct and Community Standards
- Assessment Council
- Healthy Maculinites
- Learning Management Evaluation Team
- IT Accessibility
- Departmental Computer Administrators
- Veterans Committee
- Academic Requirements Committee
- Human Services Resource Center
- Housing Committee
- Student Affairs Leadership Team
- Student Life Leadership Team
- Coalition of Women of Color
- STUAFF Communications Group
Key Performance Indicators
DAS currently has 963 active students registered with the department. Please see the attached "Current Active Student" report for details on demographics and types of disability.

Attachment (copy & paste into browser):

Photos & Videos
Assessment Report

Departmental Goals
1. Provide effective accommodations for disabilities based on law and/or current best practices
2. Provide education and consultation to the campus community about disability issues.
3. Positively influence decision-making and practices that promote inclusive and accessible programs and services for students, faculty, staff, and visitors at Oregon State University.
4. Promote and facilitate individual responsibility for requesting, using, amending, and canceling accommodations due to disability.

Goal 1:

Outcome 1.1
Outcome:
Learning-Sign Language Interpreters: Sign language interpreters will demonstrate effective interpreting skills as defined by law and current best practices. Please see the Interpreter Skills Rubric in the Methods section for the scoring rubric.

Methods: G1O1 Method: In-class observations and evaluations by Deaf and Hard of Hearing (DHOH) Access Services Program Manager. Evidence of Registry of Interpreters for the Deaf certification. Student and faculty satisfaction surveys and interviews. Success if 100% of interpreters score a minimum of "3" (good) or better on each of the components of a skill and professional ethics rubric, and on student and faculty satisfaction surveys. (attachment: "Interpreter Skill Rubric")

Attachment (copy & paste into browser):

Implementation: G1O1 Implementation: The Program Manager of Deaf and Hard of Hearing Access Services will evaluate newly hired interpreters during their first term at OSU and as needed to ensure quality services for students.

Results: No new interpreters were hired during AY 2013-14.

Decisions Made, Shared With: NA

Which other department(s) might find value in this data (in its entirety or in part)?
Outcome 1.2

Outcome:

Learning-Real-Time Transcribers: Real time transcribers will demonstrate effective transcribing skills as defined by law and current best practices.

Methods: G1O2 Method: TypeWell real-time transcribing independent coding system. Evidence of TypeWell certification. In-class observations and evaluations by the Deaf and Hard of Hearing Access Services manager. DAS student satisfaction surveys and interviews. Success if 100% of transcribers are rated a minimum of "3" (good) on a skill and professional ethics rubric during observations and on student surveys. Transcribers are evaluated prior to hiring and during the first term of hire. Thereafter, transcribers are observed and evaluated as necessary to ensure quality services to students. Please see the Real-Time Transcriber Skills Rubric used to evaluate transcribers (attachment: "Real time transcriber skill evaluation rubric").

Attachment (copy & paste into browser):
http://ut1.qualtrics.com/WRQualtricsControlPanel/File.php?Filename=Real+time+transcriber+skill+evaluation+rubric.docx&Size=13082&Type=application%2Fvnd.openxmlformats-officedocument.wordprocessingml.document&F=F_FuF3xRvR21uOb

Implementation: G1O2 Implementation: The Program Manager of Deaf and Hard of Hearing Access Services will evaluate newly hired transcribers during their first term at OSU and as needed to ensure quality services to students.

Results: One new transcriber was sponsored by OSU to attend the transcriber course during AY 2013-14. That individual successfully completed the course.

Decisions Made, Shared With: The individual who completed the TypeWell real-time transcribing course has been hired at OSU and will begin to transcribe in the classrooms during Fall term, 2014. The new transcriber will be teamed with more experienced transcribers who will serve as mentors, and the Manager of Deaf and Hard of Hearing Access Services will conduct an observation during Fall term in order to ensure that the transcriber’s skills are a good match for the classes to which she was assigned.

Which other department(s) might find value in this data (in its entirety or in part)?

Goal 4:

New Outcome 4.1

Outcome:
Newly admitted DAS students who are eligible for testing accommodations will complete testing contracts and schedule exams according to DAS timelines for requesting accommodations.

**Learning Goals for Graduates:** Social Responsibility & Sustainability; Communication; Self-Awareness & Life-Long Learning

**Methods:** Because the alternative testing accommodation has a profound and beneficial effect on the students’ grade point averages, during Fall term, 2013, DAS staff contacted students who had not completed their testing contracts or scheduled exams. Students were asked if there was a barrier or misunderstanding that resulted in a failure to complete the process for receiving alternative testing, and were either provided additional information or encouraged to complete the process before their final exams.

In order to determine if the intervention resulted in those students completing contracts and scheduling exams according to DAS timelines (which are necessary in order to make arrangements for testing), the DAS database will be checked by the DAS Access Advisor to see if the students who were contacted completed contracts/exam scheduling by finals of Fall term 2013 and for all exams during Winter term of 2014.

When the percentage of students who were contacted and successfully completed their alternative testing responsibilities is calculated, DAS staff will discuss the results and decide whether to continue the intervention with other students who fail to complete the steps required for alternative testing.

**Implementation:** Ongoing during Fall term 2013 and Winter term 2014. The DAS Access Advisor will monitor the database and document the results of the students’ alternative testing activity.

**Results:** A total of seventy-five students who are eligible for alternative testing and did not submit testing agreements and/or schedule exams were called. Some of the issues reported were:

- Forgetting to complete agreements and schedule exams
- Completing agreements but forgetting to schedule exams
- Forgetting how to use the database to request alternative testing accommodations
- Forgetting how to use database to cancel alternative testing accommodations
- Procrastination
- Illness/other events interfering with appointments with faculty for testing contracts
- Not knowing the dates of the exams
- Classes that don’t require alternative testing accommodations
- General confusion about how to use accommodations
- Unsure of location of testing center
- Confusion about process for E-Campus testing
- Accommodations needed only for specific exam formats (i.e.: Scantron exams)
- Unaware of exam request deadlines
- Accommodations needed only for specific math classes (i.e.: for students diagnosed with a Mathematics Disorder)
- Too busy with other activities (i.e.: Rush Week)
- Anxiety regarding alternative testing procedures

Analysis of the responses of the 75 students who were called at the end of Fall term 2013 revealed some improvement in managing accommodations following the timelines of the DAS alternative testing service during subsequent terms. Twenty-eight percent of those who were called at the end of Fall term had fewer late exams during the following terms; however, four students did not maintain the improvement during Spring term.

It was interesting to note that 32% of students who were called either did not check the box to request alternative testing services the following terms, or checked the box but did not submit agreements or schedule exams. It is possible that instructors were accommodating the exams; the students were selecting alternative testing but later realized that the service was not needed in specific classes, and/or the students were more responsible when selecting their accommodations. The phone call might have served as a reminder not to select the alternative testing accommodation if the student was not planning to use it. Unfortunately, however, of those students who did not use their alternative testing accommodation during Winter and Spring terms, 37.5% were either on Academic Warning or Probation by the end of Spring term, compared to 28% of those students who were called and did use the accommodation.

**Decisions Made, Shared With:** In response to issues raised by students during the phone calls:

- A Manager was designated to do orientations for all E-campus students as a way to reduce confusion and have consistency in the information provided to students.
- Coaching and follow-up meetings with managers and advisors within DAS were encouraged for students who are unsure of the procedures for requesting and managing accommodations.
- The Student Handbook is being edited to present information in a more clear and concise manner.
- Managers and advisors have added "location of testing center" to topics covered during orientations of new students.
- The testing agreement procedures are being updated to simplify the process for students. In most cases, the students will not be required to meet individually with faculty to arrange for testing accommodations.

Although the phone call reminders may have had a positive impact on some students, it is hard to say that the calls were a significant contributing factor based on the data collected.

With the increased awareness on the part of DAS managers and advisors to more directly address alternative testing procedures and the testing center location during orientations, as well as the overall change in the testing agreement procedures being implemented during Fall term, 2014, DAS staff will not continue with phone call reminders as a standard procedure at this time.
If, after the changes are implemented, students continue to experience difficulties with managing the Alternative Testing accommodation, DAS staff will discuss additional strategies that will assist students in managing their accommodations independently and successfully.

Which other department(s) might find value in this data (in its entirety or in part)? Disability Access Services (Student Life); Others; Academic faculty who work with students with disabilities
Assessment Plan

Departmental Goals

1. Provide effective accommodations for disabilities based on law and/or current best practices

2. Provide education and consultation to the campus community about disability issues.

3. Positively influence decision-making and practices that promote inclusive and accessible programs and services for students, faculty, staff, and visitors at Oregon State University.

4. Promote and facilitate individual responsibility for requesting, using, amending, and canceling accommodations due to disability.

Goal 2:

Outcome 2.1

Outcome:

G2.01: Learning Outcome - Faculty training  Faculty will identify and demonstrate knowledge of their responsibilities related to OSU’s obligation to comply with the Americans with Disabilities Act, the Fair Housing Act, and Section 504 of the Rehabilitation Act of 1973 for providing access to their classes/course content for students with disabilities.

Methods: To assess faculty’s degree of existing knowledge of their responsibilities under the law, a pretest of the most important concepts contained in the online module will be given prior to the beginning of the training. Formative assessments will be provided by means of online quizzes throughout the module, and a post-test (summative assessment) will be provided to assess faculty’s understanding of key concepts. The post-test will address the core responsibilities noted in the modules and focus on integration of knowledge rather than simple recall of the content covered in the module(s). Success if 80% of faculty who have taken the modules score a minimum of 90% on the post-test. At the end of the training module, participants will be asked for suggestions for more in-depth training to be provided in future modules.

In order to provide additional opportunities for faculty to become familiar with Federal laws and OSU policies related to disability, and to allow them to ask questions and discuss their concerns, DAS will periodically invite faculty for "lunch and learn" sessions. These sessions will be facilitated by DAS staff.

Implementation: During the last two years, Disability Access Services and videographers within E-campus have worked on the creation of the training videos. DAS staff are currently working on suggested edits to the videos; work is anticipated to be completed and the training available to faculty during Fall term, 2014. The Operations Manager within DAS is the primary contact and responsible for coordinating the work with E-Campus.
"Lunch and Learn" sessions will be coordinated by DAS staff and will occur during AY 2014-15. The effectiveness of the video training and the "lunch and learn" sessions will be evaluated during the year.

**Results**: TBD

**Decisions Made, Shared With**: TBD

**Which other department(s) might find value in this data (in its entirety or in part)?**
Dean of Student Life; Office of the Vice Provost for Student Affairs; Student Affairs Research, Evaluation, & Planning; International Programs and/or INTO-OSU; Others; All Colleges/departments/programs within OSU who hire new faculty or who work with students with disabilities; the Office of Equity and Inclusion.

**Goal 3:**

**Outcome 3.1**

**Outcome:**

DAS will understand the experience of first year students on the autism spectrum who are registered with DAS and who live in the residence halls.

**Methods**: DAS staff will email and/or call each of the first year students on the spectrum during 2013-14 to arrange for an interview, either in-person or by phone, during Fall and Winter terms of 2014/15. The Access Advisor within DAS who has the responsibility for reviewing housing accommodation requests will be the contact person for University Housing and Dining Services.

**Implementation**: DAS staff will email and/or call each of the first year students on the spectrum during 2013-14 to arrange for an interview, either in-person or by phone, during Fall and Winter terms of 2014/15. The Access Advisor within DAS who has the responsibility for reviewing housing accommodation requests will be the contact person for University Housing and Dining Services.

**Results**:

**Decisions Made, Shared With**:

**Which other department(s) might find value in this data (in its entirety or in part)?** Counseling & Psychological Services; Dean of Student Life; Disability Access Services (Student Life); New Student Programs & Family Outreach (Student Life); Office of the Vice Provost for Student Affairs; Student Affairs Research, Evaluation, & Planning; Student Conduct & Community Standards; Student Health Services; University Housing & Dining Services; Veteran Services (Healthy Campus, Student Life)
Peer Review Process
Are you interested in participating in the Assessment Council's Assessment Report & Plan Peer Review process? Yes