

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Disability Services

As of: 11/21/2016 01:25 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 3: Increase understanding to faculty

The Office of Disability Services will increase the understanding of ODS's role and function within the university to our faculty.

Related Measures

M 3: Provide at least three faculty training opportunities per year

We will achieve faculty understanding of ODS services by providing at least three opportunities for faculty training per calendar year. Success will be measured by presenting disability related information at least three times per year. (A) a survey at the training session asking if the information was helpful and what kind of other disability related information would be helpful for future presentations. I will pursue more faculty training opportunities beginning in the Fall 2011. If no formal training is possible, then (B) I will attempt to provide more frequent communication via email.

Source of Evidence: Evaluations

Connected Document

[Distance Ed Presentation 2013-14](#)

Target:

Provide at least 2 opportunities for faculty training per calendar year. In the past, no opportunities were provided.

Finding (2015-2016) - Target: Met

Three training opportunities were provided to faculty during the 2015-2016 academic year. On October 15, 2015, the Director spoke to Dr. Auter's communication class which was comprised of graduate students serving as teaching assistants; on October 27, 2015, the Director spoke to Dr. Dorwick's graduate level English class which was comprised of teaching assistants; on May 19, 2016, the Director spoke to the Office of First Year Experience instructors. In all sessions, the role of ODS; how accommodations work; and instructor and student responsibilities were discussed.

Related Action Plans (by Established cycle, then alpha):

Faculty trainings were delivered without pre and post tests

Two faculty trainings were delivered during the spring 2010 semester, which was beneficial in maintaining a positive relationship between faculty and ODS while providing essential information about our office. In the future, pre and post tests will directly measure learning objectives set forth by the presentations.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide at least three faculty training opportunities per year | **Outcome/Objective:** Increase understanding to faculty

Projected Completion Date: 05/2011

Provide Faculty training opportunities

I will pursue more faculty training opportunities beginning in the Fall 2011. If no formal training is possible, I will attempt to provide more frequent communication via email and paper newsletters.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide at least three faculty training opportunities per year | **Outcome/Objective:** Increase understanding to faculty

Implementation Description: Communicate with planners of advisor/faculty training program regarding availability of dates to provide disability training.

Projected Completion Date: 05/2012

Responsible Person/Group: Carol C. Landry, PhD

Faculty Awareness

Even though this objective was met, ODS will continue to provide education to our faculty regarding our services and their legal obligations. In addition to workshops, ODS will also communicate with faculty via email with links to updated information on the ODS web site.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide at least three faculty training opportunities per year | **Outcome/Objective:** Increase understanding to faculty

Continue to Meet with Faculty

ODS will continue to attend vital administrative and faculty meetings to ensure that faculty understand the role they play in providing accommodations and to educate them on the role and function of ODS.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide at least three faculty training opportunities per year | **Outcome/Objective:** Increase understanding to faculty

Continue Training Opportunities 2014-15

ODS will continue to provide at least two training opportunities per year.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide at least three faculty training opportunities per year | **Outcome/Objective:** Increase understanding to faculty

Faculty Training Sessions

ODS plans to continue to respond to faculty requests for training opportunities. In order to increase visibility and to provide more opportunities for faculty to learn about ODS and special disability topics, ODS plans to submit brief topic review to the @Louisiana e-news newsletter produced by University Communications and Marketing. We hope to submit one topic review per academic year.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide at least three faculty training opportunities per year | **Outcome/Objective:** Increase understanding to faculty

O/O 4: Better Serve Students

ODS strives to meet the ever growing demands of our student with disabilities population.

Relevant Associations:

Standard Associations

SACS (sections): 2010

2.10 Student Support Services

Strategic Plan Associations

Vice President for Student Affairs

4 Satisfaction

5 Retention

6 Completion

Related Measures

M 5: Add Professional Position

Enrollment in ODS has increased 58% over the last five years. In order to meet the demands of the growing population, another professional staff. Currently, only 1.5 full-time professional staff members are serving the needs of 920 students. Based on these numbers, an additional position is justified.

Source of Evidence: Administrative measure - other

Target:

ODS will add one full-time professional position (Associate Director) to assist in various situations including but not limited to: accommodation approvals and revisions; evaluation and assessment; faculty/student mediation; ADA and ODS services education for faculty; etc.

Finding (2015-2016) - Target: Partially Met

ODS was able to add one full-time professional position; however, the added position was that of Testing Center Coordinator and not Associate Director. With the addition of the Testing Center Coordinator, ODS now has 2.5 full-time professional staff. ODS would still like to pursue an additional Associate Director position to better meet the needs of the ever growing population.

Related Action Plans (by Established cycle, then alpha):

Continue to Pursue Associate Director

Even though ODS was able to acquire an additional professional staff person, the reality is that the ODS student population continues to grow. With that growth, an Associate Director would benefit ODS students by assisting with: accommodation approvals and revisions; evaluation and assessment; faculty/student mediation; ADA and ODS services education for faculty; etc.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Add Professional Position | **Outcome/Objective:** Better Serve Students

M 6: ODS Budget Increases

Additional funds will be requested to provide professional development opportunities for staff and to purchase assistive technology for students. Professional development opportunities allow staff to keep up with ever-changing technology and disability topics related to students with disabilities. Further knowledge related to the needs of students with disabilities will ultimately increase the quality and amount of services that ODS can provide.

Source of Evidence: Administrative measure - other

Target:

ODS is requesting a 100% increase in travel funds and an added line in the ODS budget for the purchase of assistive technology/equipment to total \$5,000.

Finding (2015-2016) - Target: Partially Met

ODS received an additional \$5,000 to assist in professional development opportunities raising the total amount for "travel" to \$7,400; however, there were no funds received specifically for assistive technology/equipment.

Related Action Plans (by Established cycle, then alpha):

Travel and Assistive Tech/Equipment

Since staying abreast of the ADA and strategies to best meet the needs of our students, professional development is very important. We will continue to request to funds these opportunities. With more professional staff, ODS will evaluate the costs and request the appropriate amounts for professional development opportunities for all staff. We will also continue to petition for more equipment/assistive technology as needed and especially when new and updated equipment/technology/software become available.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ODS Budget Increases | **Outcome/Objective:**

Better Serve Students

Additional Resources: Budget amount is broken down as \$7500 for travel and \$5000 for equipment

Budget Amount Requested: \$12,500.00 (recurring)

O/O 5: Assisting students

ODS will begin providing programming to assist ODS students by educating them on topics such as: Time Management, Stress Management, Coping with Anxiety, Disability Symptom Management, etc.

Relevant Associations:**Standard Associations****SACS (sections): 2010**

2.10 Student Support Services

Strategic Plan Associations**Vice President for Student Affairs**

3 Awareness

4 Satisfaction

5 Retention

6 Completion

Related Measures**M 7: Programming by GA's**

ODS Graduate Assistants will offer workshop opportunities each Fall and Spring semester.

Source of Evidence: Activity volume

Target:

The ODS Grad Students will offer at least two educational opportunities on relevant ODS student topics each Fall and Spring semester.

Finding (2015-2016) - Target: Not Met

Graduate Assistants (GAs) offered two educational opportunities to ODS students during the Spring 2016 and none in the Fall 2015 semester. The Spring 2016 topic was related to managing stress and anxiety through active play. The session was advertised extensively through email to ODS students. Four students attended the session held on April 14, 2016; three students attended the session held on April 21, 2016.

Related Action Plans (by Established cycle, then alpha):**GA Info Sessions**

The Director will meet with the GAs at the beginning of the Fall 2016 semester to explain the expectations and explore ideas for potential topics to be presented both in the Fall 2016 and Spring 2017 semesters. Opening up the programming to the total UL population will also be addressed in order to potentially increase student participation.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Programming by GA's | **Outcome/Objective:**
Assisting students

M 8: Student Learning Occurs from Workshops

ODS students who participate will be evaluated to determine if learning occurred as a result of the workshops presented by the ODS Grad Students.

Source of Evidence: Evaluations

Target:

ODS students who participate in the workshops provided by the ODS Grad Assistants will be evaluated on an overall satisfaction survey. 85% will state that the group was beneficial to them and was satisfied with the workshop.

Finding (2015-2016) - Target: Met

Four students attended the session held on April 14, 2016; three students attended the session held on April 21, 2016. A satisfaction survey was given to participants and the session received 100% satisfaction rate.

Related Action Plans (by Established cycle, then alpha):**St Learning in Workshops**

ODS overwhelmingly met this target; however, we will continue monitor the learning outcomes and satisfaction in future workshops.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Student Learning Occurs from Workshops |

Outcome/Objective: Assisting students

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

The objectives related to faculty training were not shared as it only effected the Director. Once the professional position was added and the travel funds were increased, the Director informed the unit. She also informed other Student Affairs colleagues. The evaluation was minimal as the position was either funded or not and the funds were either given or not.

GA programming and student learning resulting from the programming was shared with the GA who provided the workshop.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

We implemented the 14-15 Action Plan for providing training opportunities as the other measures were new and had no Action Plans. Our plan for faculty training opportunities is to continue to provide the oppotunities to better educate faculty. We have no way of knowing if these training sessions resulted in a decrease of accommodation errors, decrease in testing policy and procedure errors, or a decrease of faculty contacting ODS for clarification of various disability related issues. Our hope is that the sessions give faculty the resources they need to avoid error.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

Faculty Training: The need for the training is requested by department(s) and/or individual classes. Repeat invitations indicate that the information is necessary and appreciated by the instructor and teaching assistants (TAs). TAs and faculty are engaged in the presentation and verbalize understanding through thoughtful questions and dialog and

appreciation of the information shared. Even though the feedback is not formal this does not mean that it isn't useful.

Adding Position and Funds: Approval of an additional position and additional travel funds shows that the university leadership understands and recognizes the importance of our office and what we are charged to do.

GA programming and Student Learning: Of those students who choose to participate, significant learning occurs. Anxiety and stress management topics are important for students and we hope more students will participate. The actual program and topic was well thought out and well received; however, only seven people chose to participate. Low attendance is one thing that could be improved.