

*University of Wisconsin Stevens Point*  
**Office of Disability Services**  
**May 21, 2009**  
**Assessment Written Report for Spring 2009**  
**Appendixes A through E**

**Appendix A:**

**Office of Disability Services**

**Mission:**

The Disability Services Mission is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UWSP programs and academic pursuits (Inherent in the mission statement is the commitment to abide not only to the letter but the spirit of the law; Section 504 of the Rehabilitation Act-1973 and the Americans with Disabilities Act-1990.)

**Vision:**

Our vision is to be sure that students with disabilities are not only provided what is mandated by law in order to enhance student academic success, but also to convey our genuine concern for their total well being.

**Values:**

The Office of Disability Services values student success and enhancing the lives of students with disabilities. Valued is the provision of quality services in the form of accommodations and access; and DS promotes student involvement in accommodations planning, academic advising and self advocacy.

**Stakeholders:**

Students with disabilities	Sign-language interpreters	Test proctors
Faculty	Assistive Technology	Student staff
Academic and classified staff	Campus community as a whole	Parents
Student services programs		

## Appendix B:

### Assessment Results from 2007-2008

#### DS Student Satisfaction Survey

54 students responded out of 347 = 16% response rate (20% in 06-07 and 17% in 05-06). The surveys were given to only those students who met with the coordinator/advisor for services in spring semester, 2008.

##### *DS Student Satisfaction Survey Results*

Q1 Rating student's familiarity with accommodations available to them:

68% very familiar; 28% familiar; 4% somewhat familiar; 0% not familiar; 0% no opinion  
(06-07 55%, 05-06 42%, 04-05 24% very familiar; 06-07 42%, 05-06 49%, 04-05 41% familiar; 06-07 3%, 05-06 9%, 04-05 31% somewhat familiar; 04-05 3% not familiar)

Q2 Rating the degree of satisfaction with accommodation in general for those who used accommodation:

76% very satisfied; 22% satisfied; 2% somewhat satisfied; 0% not satisfied; 0% no opinion  
(06-07 67%, 05-06 57%, 04-05 41% very satisfied; 06-07 30% satisfied, 05-06 34%, 04-05 38% satisfied; 06-07 1.5, 05-06 8%, 04-05 17% somewhat satisfied; 06-07 0%, 05-06 1%, 04-05 3% not satisfied; 06-07 1.5% no opinion)

Q3 Rating student opinion as to whether the accommodations form was helpful when meeting with faculty to set up their accommodations:

67% very helpful; 29% helpful; 4% somewhat helpful; 0% not helpful; 0% no opinion  
(06-07 56%, 05-04 49%, 04-05 28% very helpful; 06-07 41%, 05-06 43%, 04-05 45% helpful; 06-07 1.5%, 05-06 8%, 04-05 14% somewhat helpful; 06-07 1.5%, 04-05 14% no opinion)

Q4 Rating the degree of satisfaction of DS test taking procedures by students using test taking arrangements:

65% very satisfied; 22% satisfied; 2% somewhat satisfied; 0% not satisfied; 11% no opinion  
(06-07 43%, 05-06 45%, 04-05 15% very satisfied; 06-07 40%, 05-06 45%, 04-05 15% satisfied; 06-07 5%, 05-06 2%, 04-05 22% somewhat satisfied; 04-05 7% not satisfied; 06-07 12%, 05-06 8% 04-05 19% no opinion)

Q5 Rating the degree of helpfulness of the DS coordinator:

93% very helpful; 7% helpful; 0% somewhat helpful; 0% not helpful; 0% no opinion  
(06-07 86%, 05-06 79%, 04-05 69% very helpful; 06-07 12.5%, 05-06 21%, 04-05 24% helpful; 04-05 7% somewhat helpful)

Q6 Rating the degree of helpfulness of the DS reception staff:

74% very helpful; 22% helpful; 4% somewhat helpful; 0% not helpful; 0% no opinion  
(06-07 72%, 05-06 62%, 04-05 34% very helpful; 06-07 28%, 05-06 23%, 04-05 48% helpful; 05-06 13% 04-05 10% somewhat helpful; 05-06 2%, 04-05 3% not helpful; 04-05 3% no opinion)

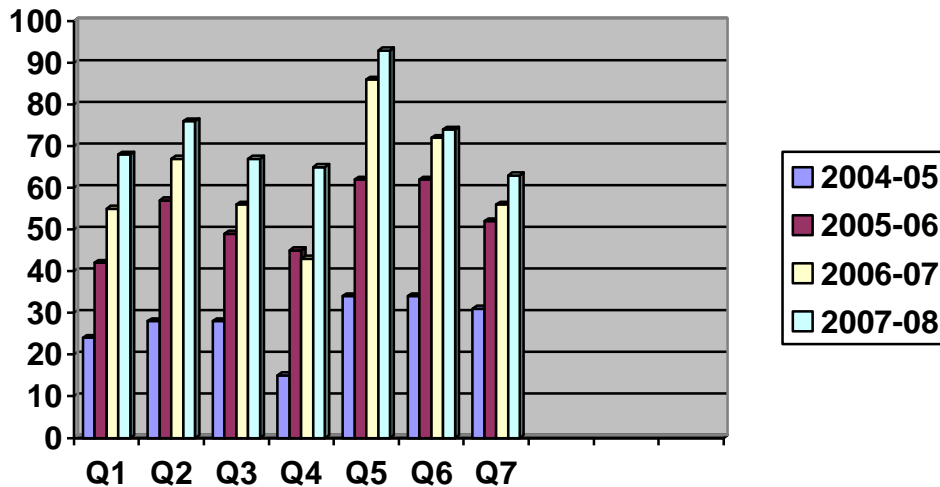
Q7 Rating the level of DS office accessibility:

63% very accessible; 26% accessible; 5.5% somewhat accessible; 0% not accessible; 5.5% no opinion  
(06-07 56%, 05-06 52%, 04-05 31% very accessible; 06-07 34%, 05-06 44%, 04-05 48% accessible; 06-07 3.3%, 05-06 4%, 04-05 3% somewhat accessible; 06-07 3.3% not accessible; 06-07 3.3%, 04-05 17% no opinion)

Number of times students met with the DS coordinator:

37% one time; 42% two times; 15% three times; 6% four or more times  
(06-07 50%, 05-06 43%, 04-05 38% one time; 06-07 30%, 05-06 41%, 04-05 31% two times; 06-07 12%, 05-06 6%, 04-05 21% three times; 06-07 8%, 05-06 10%, 04-05 10% four or more times)

**Narrative:** Survey comparisons over four years show a continual growing increase each year in familiarity and satisfaction with accommodations and staff. Use of the accommodations form and test taking procedures show a definite increase in the percentage of satisfaction over the years. Ratings for the degree of helpfulness of the DS coordinator and reception staff show increase satisfaction. When looking at the four year pattern in all areas rated as “very” familiar, satisfied, helpful and accessible, there is a significant increase in the level of satisfaction in every area of the survey (see figure 1).



*Figure 1: From each of seven questions (Q1-Q7) taken from the DS Student Satisfaction Survey, a comparison (in percentages) was made of the top category (“very familiar, satisfied, helpful and accessible”) across a four-year period.*

**Review of comments from surveys support improved satisfaction.** The following are a few examples of statements provided when asked to provide feedback on their level of satisfaction:

Related to overall satisfaction of accommodation services in general:

“Accommodations helped improve my grades;” “I am very satisfied with the services I have received;” “I like how things are becoming more computerized;” “Everything easy to understand (the services and the office was very organized;” “The accommodations allow the professor to understand my unique needs.”

Related to satisfaction test accommodations:

“I love the fact that testing accommodation forms are now online;” “With the computer, it’s now easier and more convenient;” “A series of small testing rooms in the DS Center would cut down on the number of proctors needed;” “It would be nice if it was the same room every time;” “A set room for testing so it is guaranteed quiet;” “Make sure the professor understands the accommodation.”

Related to satisfaction of office accessibility

“I feel like it should be closer to all the other campus buildings;” “For someone with a physical handicap it’s kind of far away from some of the dorms;” It is hard to get onto the sidewalk from the front parking area. There is about a two foot bank between the sidewalk and the road and I don’t think there is any cut out close by.”

Compliments:

“Very helpful and friendly environment and staff;” “Very friendly staff, concerned about the welfare of the student and their success;” “Thank you for everything! I love this program!”

## Appendix C:

### Faculty Satisfaction Survey of Test Accommodation Services

A survey of faculty satisfaction was introduced in 2007-08. The survey assessed how satisfied faculty members are with the current test accommodation services. Of 130 faculty that instruct students using test accommodations, 27 responded =21% return rate.

#### Faculty Satisfaction Survey Results:

Q1 Use of email for communicating test accommodation arrangements:

74% very satisfactory; 15% somewhat satisfactory; 4% satisfactory; 0% not satisfactory; 0% not at all satisfactory; 7% no response

Q2 Use of the *Accommodations Request Form* to communicate test accommodation information:

74% very satisfactory; 15% somewhat satisfactory; 11% satisfactory

Q3 The approach used by most students to communicate test accommodation needs to them:

67% very satisfactory; 7% somewhat satisfactory; 19% satisfactory; 7% not satisfactory

Q4 Communication with the DS front office support staff:

78% very satisfactory; 7% satisfactory; 4% not satisfactory; 11% no response

Q5 Communication with DS program associate:

78% very satisfactory; 4% somewhat satisfactory; 7% satisfactory; 11% no response

Q6 Communication with DS coordinator or advisor:

63% very satisfactory; 4% somewhat satisfactory; 7% satisfactory; 26% no response

Q7 Interaction with student test proctors:

70% very satisfactory; 11% somewhat satisfactory; 7.5% satisfactory; 4% not satisfactory; 7.5% no response

Q8 Level of trust with DS staff managing and administering exams:

85% very satisfactory; 7% somewhat satisfactory; 4% satisfactory; 4% not satisfactory

Q9 Preferred test pick-up and delivery:

44% - your personal office; 30% - your department office; 11% - your classroom; 15% - email

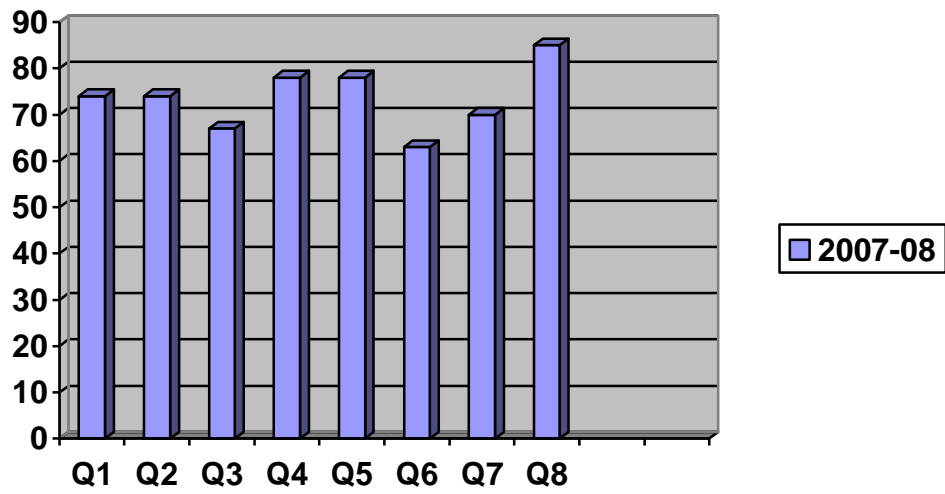
(Two also responded: pick up at classroom and return to office and department office)

#### Narrative:

It appears that participating faculty members are fairly satisfied with the existing DS management of test-taking accommodations. There was a response of dissatisfaction in the areas of office support staff communication, student proctor interaction and level of trust. However, there was a very high satisfaction rating (85%) of trust overall.

Faculty comments of value included, "Students are often late in the communication of requests;" and "Many students have popped their accommodation on me last minute" (relative to student communication); "The student proctors I have dealt with seem ill-prepared;" and "Sometimes, there has been miscommunication on when and where to pick up tests" (relative to proctor interaction); "It was never clear whether or not the ODS staff had access to necessary support materials (e.g., blue books, scantrons, etc);" and "Is it the policy of your office that, if we are willing to do this, that we can make the accommodations ourselves? It has been unclear to me if this is the case." It appears there is a need for improving DS communications with students, proctors and faculty.

### Faculty Satisfaction Survey Continued



*Figure 2: From each of eight questions (Q1-Q8) taken from the DS Faculty Satisfaction Survey, a comparison (in percentages) is made of the top category, "very satisfactory" for 2007-08. Annual comparisons will be provided in future assessment reports.*

## Appendix D:

### DS Program Data (from tracking and annual report) & DS Student Database

#### DS Program Data for 2007-08:

##### Prospective Students:

Number of prospective DS students\* meeting with DS coordinator in 2007-08:

Summer, 2007 = 32 (33 in 2006; 31 in 2005; 28 in 2004)  
Fall 2007 = 63 (63 in 2006; 64 in 2005; 79 in 2004)  
Spring 2008 = 39 (46 in 2007; 58 in 2006; 46 in 2005)

Total for 2007-08 = 134 (142 in 06-07; 153 in 05-06; 153 in 04-05)

\* Prospective students include those students that have a disability and are applying for services; who suspect they may have a disability; or who are high school or transfer students considering attending UWSP and are interested in disability services.

Of the 134 prospective students who met with the coordinator of disability services in 2007-08:

95 students qualified for services (81 of 142 in 06-07; 58 of 153 in 05-06);  
13 students suspected they may have a disability but had no assessment or diagnosis completed (22 in 06-07; 24 in 05-06);  
12 were visitors and not currently UWSP students (13 in 06-07; 14 in 05-06).  
11 did not qualify for services or did not provide documentation to qualify for services  
3 had a temporary disability

##### Narrative:

There was a slight but not significant drop in prospective students seen in 2007-08 than previously seen (a difference of 8 from 2006-07). However, there was an increase in the number of students who qualified for services in 2007-08 (95 students qualified) resulting in an increase in the amount of accommodations used.

##### Students Served:

DS Students served in 2007-08 = 347 (318 in 06-07; 309 in 05-06; 248 in 04-05; and 207 in 03-04)  
New DS enrollees for fall = 72 (71 in 06-07); New DS enrollees for spring = 27 (26 in 06-07)  
Students graduated, withdrew or did not return from 9/07 through 5/08 = 105 (49 in 06-07; 77 in 05-06; 62 in 04-05. Increase in part due to adding suspended students.

##### Number and Percentage of disability category for 2007-08

	Number	Percentage	
Learning Disability	102	29.4%	(30.5 % in 06-07; 34 % in 05-06; 35.1 % in 04-05)
ADD/ADHD	113	32.6%	(34.3 % in 06-07; 31 % in 05-06; 29.8 % in 04-05)
Psychological Disability	51	14.7%	(11 % in 06-07; 13.3 % in 05-06; 12.5 % in 04-05)
Health Impairment	17	4.9%	(6.6 % in 06-07; 7.4 % in 05-06; 7.7 % in 04-05)
Hearing Disability	11	3.2%	(3.4 % in 06-07; 3.6 % in 05-06; 3.6 % in 04-05)
Visual Disability	7	2%	(1.6 % in 06-07; 2.3 % in 05-06; 3.2 % in 04-05)
Brain Injury	12	3.5%	(3.8 % in 06-07; 3.2 % in 05-06; 3.6 % in 04-05)
Mobility Disability	4	1.1%	(2.2 % in 06-07; 2.6 % in 05-06; 2.8 % in 04-05)
Physical Disability	14	4%	(2.8 % in 06-07)
Autism Spectrum	7	2%	
Other*	9	2.6%	(3.8 % in 06-07; 2.6 % in 05-06; 1.6 % in 04-05)
	<hr/> 347**	<hr/> 100%	

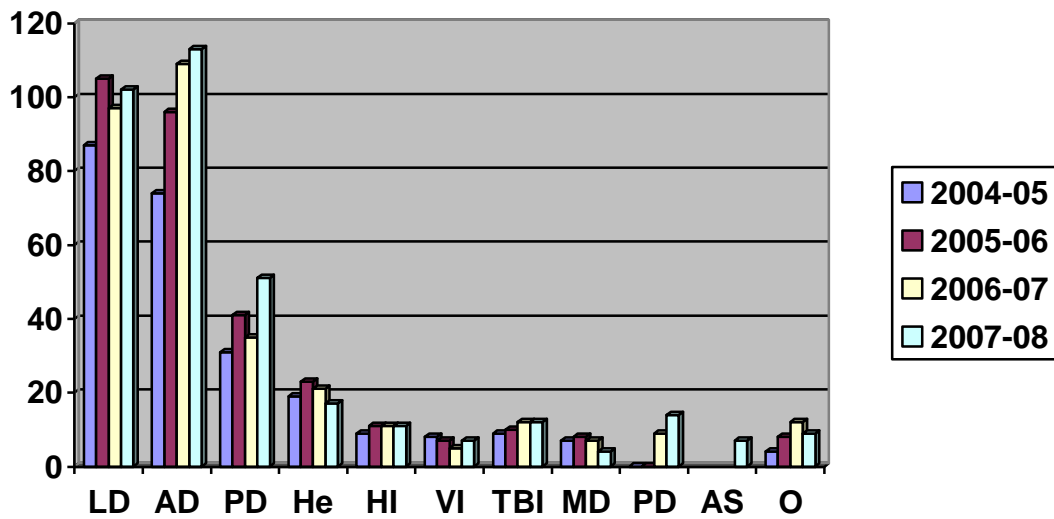
(\*\* 318 in 06-07; 309 in 05-06; 248 in 04-05)

\* “Other” includes categories of speech impairment (3), seizure disorders (2), and cerebral palsy (4). Note that autism spectrum category includes autism & Asperger syndrome.

Temporary disabilities: Although 3 temporary disability students met with DS staff in 07-08, a total of 8 were served and/or had contact in some capacity (10 in 06-07).

**Narrative:**

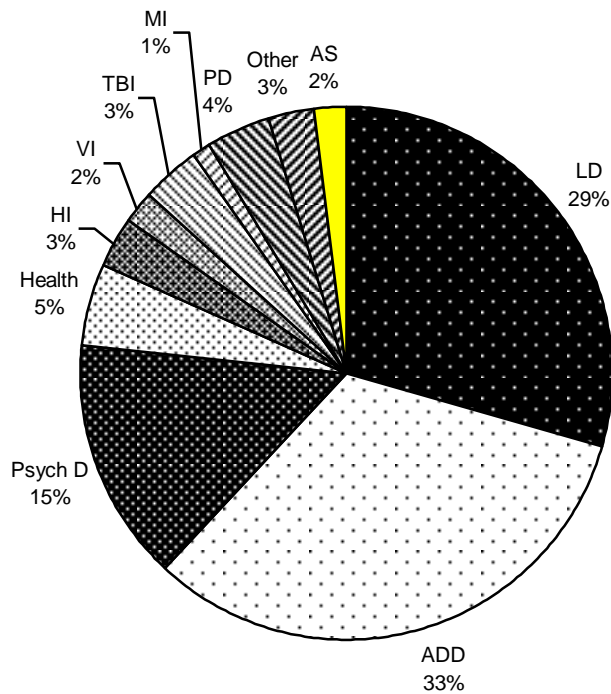
The number of students served showed a significant increase from 248 in 04-05, to 309 in 05-06 to 318 in 06-07, and 347 in 07-08 (see Figure 3). Increased visibility of the DS program, enhanced public relations on the part of the DS staff, more referrals from faculty/staff and DS promotion through freshman orientation may have contributed to an increase in number of students served over time. This past year, increases may be influenced in a small part due to returning veterans (8 served).



*Figure 3: Number of students in each of eleven disability categories over a four-year period.*

The number of students falling under each disability category showed somewhat consistent percentages and numbers across disability categories with the exception of an increase in psychological disabilities (from 35 in 06-07 to 51 in 07-08; see Figure 4).

A new category was added to the statistics, that being “Autism Spectrum.” There has been an change nationwide in the increase number of students entering higher education that have high functioning autism and Asperger’s syndrome.



**Figure 4: Percentage of students in each of 11 disability categories for 2007-2008 (note LD-learning disability; ADD-attention deficit/ hyperactivity disorder; Psych D-psychological disability; Health-health impairment; HI-hearing disability; VI-visual disability; TBI-traumatic brain injury; MD-mobility disability; PD-physical disability; AS-Autism Spectrum; Other-other disabilities). Percentages are rounded to the nearest whole number.**

#### **Proctored Exams for 2007-2008**

Number of students receiving proctored exams in 2007-08 = 208 (192 in 06-07)

Number of proctored exams managed through DS in 2007-08= 1278 (688 in fall, 590 in spring)

827 in 06-07 (389 in fall; 438 in spring); 927 in 05-06 (379 in fall & 548 in spring); and 690 in 2004-05 (324 in fall; 366 in spring)

There has been a significant increase in the number of exams being proctored this year compared to last year (an increase of 451 exams). This increase is due to the increase in the number of students with disabilities who experience test taking barriers.

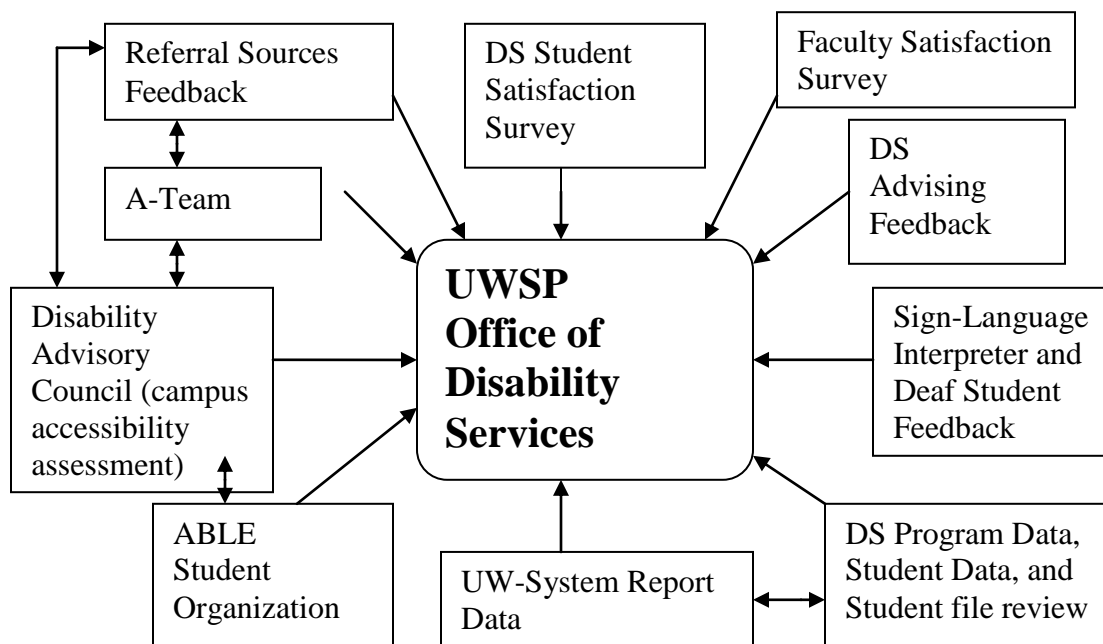
## Appendix E:

### Assessment Plan

The major purpose of the DS assessment plan is to evaluate services to students with disabilities, and assess student and program outcomes. Assessment results are used for program development and in planning program changes.

Several components contribute to the Disability Services assessment plan. Each of the components are identified in the following flowchart and explained below.

**Disability Services Assessment Flowchart**



**DS Student Satisfaction Survey:** A student satisfaction survey provided to DS students who met with the DS coordinator / advisor during the spring semester. The survey assessed student satisfaction relative to program, services and staff.

**Faculty Survey:** A faculty satisfaction survey of the DS test accommodation services provided to those faculty members who had students taking proctored exams. The survey assessed faculty satisfaction with the existing test accommodation services.

**DS Advising Feedback:** Advising feedback from the DS advisor relative to program advising for undeclared students with disabilities.

**Sign-Language Interpreter and Deaf Student Feedback:** A student satisfaction survey provided to DS students that used sign-language interpreting services. The survey assesses student satisfaction of sign-language interpreting services and the sign-language interpreters.

**DS Program Data, Student Data and Student File Review:** Information from the DS Student Access Database including data on numbers enrolled in program, disability categories, and disability services. DS Program information taken from tracking records includes numbers of prospective students seen and purpose of their visit. It also provides data on test accommodations. The DS annual report includes number of students enrolled in DS, and number and percentage of disability categories. Student files are reviewed for graduates and non-returning students.

**UW-System Report Data:** A UW-System report completed annually each October, referencing the previous full calendar year. The information in this report includes service and student numbers, and budget information required by UW-System.

**Referral Sources Feedback:** The DS coordinator refers students to various campus programs to assist students in maximizing their overall development at UWSP. Those referral sources include, but are not limited to: the Counseling Center, Career Services, Health Services, Residential Living, Tutor Learning Center, Assistive Technology, and Communicative Disorders. Ongoing informal feedback from referral sources is valuable information in outcome of delivery services to students.

**A – Team:** The “Access, Accommodations and Assessment Team” is made up of ten UWSP faculty and staff. The team serves as a professional network to help students who may otherwise “fall through the cracks.” Feedback from the A-Team is verbal and informal but valuable to the assessment process.

**Disability Advisory Council:** A Council directly under the office of the Chancellor, as required by UW-System policy. The Council completes a campus accessibility assessment report annually as well as a end-of-year report to the Chancellor.

**ABLE (Advocates Backing Lifelong Empowerment):** A recognized student organization promoting disability and accessibility awareness. The DS Coordinator is the advisor to the organization.

The results of the above components to the assessment plan will ultimately affect evaluating and revising the goals and objectives of the Disability Services program.