Mission:
It is the mission of Services for Students with Disabilities to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence and to ensure recognition of their abilities, not disabilities.

Purpose:
The purpose of Services for Students with Disabilities is to ensure that the university maintains compliance with federal laws, UW-system and UW-Platteville policies that provide access to academic services, programs and facilities for students with disabilities.

Learning Outcomes:
To assist students with disabilities in obtaining reasonable accommodations in the classroom, students with disabilities will:
1. Have the ability to articulate how their disability affects them in the academic arena
2. Have the ability to request reasonable accommodations; discuss why they need the accommodation and discuss how the requested accommodation relates to the disability
3. Have the knowledge of the procedures to access accommodations

Assessment Tools:
The following will be used as assessment tools:
A. Face to face individual interviews with students will be done 1 time per year
B. Yearly assessment survey completed by students with disabilities
C. Questionnaire/test on procedures to access accommodations, completed by all students during the intake process

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Tool A</th>
<th>Tool B</th>
<th>Tool C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
1. What evidence do you have that students achieve your stated learning outcomes?

Services for Students with Disabilities (SSWD) uses the following assessment tools to assess achievement of the learning outcomes:

**Face to face interview:** All students eligible for accommodations have a minimum of one face to face contact with a SSWD staff member each year. All students complete an accommodation request form and are asked a protocol of questions designed for the student to:
- Tell us how his/her disability affects him/her in the academic arena
- Request reasonable accommodations
- Discuss why he/she needs the accommodation and how the requested accommodation relates to the disability
- Ask questions about procedures to obtain an accommodation
- Discuss any other issues pertaining to accommodations

**Yearly assessment survey:** Each year, students eligible for accommodations through SSWD are surveyed. The surveys focus on the following:
- Interactions with the Services for Students with Disabilities staff and interactions with faculty
- Satisfaction with accommodations and understanding of procedures to obtain accommodations
- Understanding of rights and responsibilities of a student with a disability
- Physical access to and in academic buildings

All surveys have a comment section where students are able to address any situation. The rate of return over the last three years has been between 48% and 63%.

**Questionnaire/quiz:** All new students registered with our program and approved for testing accommodations, view a video about procedures to obtain testing accommodations. They then answer a short questionnaire/quiz to assess understanding of the alternative testing procedure. Included in the questionnaire/quiz are questions about their knowledge of rights and responsibilities of students with disabilities.

**Feedback from Disability Advisory Committee:** UW-Platteville has a Disability Advisory Committee composed of faculty from the three Colleges and representatives from offices across the campus. The members of the committee are appointed by the Chancellor. The committee meets a minimum of twice a year to provide “information and recommendations responsive to the needs and concerns of individuals with disabilities”. This committee provides feedback to the staff of Services for Students with Disabilities and the ADA Coordinator.

2. What have you learned as a result?

**Results of the face to face interviews students have with SSWD staff:**
2007-2008 - Most students reported that they were provided the accommodations that they requested, without problems. With the exception of use of notetakers which came up a number of times, all other issues needed to be resolved on an individual basis. A number of students, approved to have volunteer notetakers, indicated that in classes where the instructor used PowerPoints as part of the lecture, students preferred to have access to a hard copy of a PowerPoint prior to class. The students indicated that many instructors are using PowerPoints in the classroom as part of their lectures. These students said that if they had access to hard copy of the PowerPoint, they could take their own notes and would not need to request a volunteer notetaker. Having hard copy of the PowerPoint gives them an outline to guide their notetaking and with that guidance they are able to take their own notes.

Incoming freshmen/transfer students (and their parents) indicated the SSWD website had so much information on it that it was difficult to determine exactly what is needed to request accommodations. Parents also commented about the difficulty of keeping track of the large amount of information they receive from the University, including information from the SSWD office.
Results of surveys:
2007 - 2008 – Interactions with faculty and SSWD staff and student rights and responsibilities (51% return rate)
- 97% of students rate their interactions with the SSWD staff as above satisfactory or excellent
  - Comments:
    - If it were not for these accommodations and the help of the staff, I would not be able to stay in school. Thank you!!
    - You all do a great job.
    - I wish they would allow students with ADD to get books on CD
    - I have none. Everyone is doing an excellent job
- 93%* of the students agreed or strongly agreed their professors provided the accommodations they requested
- 91%* agreed or strongly agreed that their professors are approachable about arranging accommodations
  - Examples from comments section:
    - All Ag. professors are exceptional
    - All of my instructors (mainly EE) have been easy to work with
    - I have found almost all profs and staff to be great on campus
    - All of my instructors were very helpful; none of them gave me troubles about accommodations
    - All BCM instructors did an exceptional job assisting me with my accommodations I requested
    - All instructors have done an exceptional job
*Less than 1% of the students disagreed. The remaining 6-8% did not answer part or all of the questions related to faculty providing accommodations and faculty approachability.

- Student’s have an overall understanding of rights and responsibilities as a student with a disability (10 questions)
  - 41% - answered all questions correctly
  - 50% - answered 1 question incorrectly
  - 7% - answered 2-4 questions incorrectly
  - 3% - did not answer some or all of the questions

2008 - 2009 – Satisfaction with accommodations and understanding of processes and procedures to obtain accommodations (48% return rate)
- 98% of the students who are approved for alternative testing accommodations rated the instructions to request alternative testing as clear or very clear
- 86% of students approved for alternative testing use the accommodation
  - Why students don’t use alternative testing
    - I am a senior and most of my professors know me and give me and everyone else enough time to finish the tests – and some classes don’t have tests
    - I usually only use it for math and Spanish classes that require the most concentration
    - I have not needed to yet, most professors give me enough time to complete the test – even if I need to stay after class to finish
    - I only need extra time for essay tests and most tests are multiple choice with short answer essay
    - Needed extra time on General Education courses – don’t need it now that I am taking courses in my major – engineering – I am good at mathematics and science – not as good in reading and writing
- 98% of the students who are approved for note taking accommodations rated the instructions to request a notetaker as clear or very clear
- 50% of students approved for notetaking use the accommodation
  - Increase in number of students asking for PowerPoints instead of notetakers - 88% found use of PowerPoint sufficient for notetaking
  - Why students don’t use volunteer notetakers
    - Reliability – I use them sometimes when I feel like I’m falling behind or not able to listen attentively
    - It’s hard to read other handwriting that is different than mine
    - I don’t always need it – depending on the class
    - It’s embarrassing to have them announce it during class
    - Most use PowerPoints, the others don’t
• Depends on the pace of the class
• Have been able to keep up with notes so far
• My professors supply any notes we need
• Notes provided electronically
• 84% of the students who are approved for materials in alternate format rated the instructions to request materials in alternate format as clear or very clear
• 69% of students approved for alternative formats use the accommodation (Braille, large print, books in audio format)
  o Why students don’t use alternative formats
    ▪ I have not needed them (2)
    ▪ I don’t think I need them for the classes I am taking
    ▪ I have not yet had a book that has been on tape
    ▪ Depends on the situation
    ▪ Textbooks have not been necessary in my classes lately
    ▪ Tried them – they did not help

Results of the questionnaire/quiz:
The questionnaire/quiz to assess new student’s understanding of the alternative testing process was instituted in 2007-2008

2007 – 2008: 59 new students watched a video and answered a short questionnaire to assess their understanding of the alternative testing process.
  • 41 of the 59 students (70%) answered all of the questions correctly
  • 13 of the students (22%) had one incorrect answer
  • 4 (7%) had 2 incorrect answers
  • 1 had three incorrect answers

2008 - 2009: 69 new students watched a video and answered a short questionnaire to make sure they understand the alternative testing process.
  • 33 of the 69 students (48%) answered all of the questions correctly.
  • 20 of the students (29%) had one incorrect answer,
  • 13 (19%) had 2 incorrect answers
  • 3 (4%) students had three incorrect answers.

A Disability Specialist reviews the questionnaire with the student and discusses questions that were answered incorrectly.

Suggestions from the Disability Advisory Committee:
Faculty members on the committee indicated that the way students request accommodations did not give the instructor time to understand the student’s needs. Students often stopped at the instructor’s desk after class, showed the VISA and requested the accommodation they needed. The whole conversation could take as short as 30 to 60 seconds.

3. Document specific changes that have resulted from your assessment efforts.

SSWD strives to continuously improve processes for obtaining accommodations to ensure efficiency and ease of using accommodations. The following are examples of changes made resulting from assessment.

❖ Re-designed the SSWD website
  Based on results of: interviews with new students and their parents
    o Added documentation criteria
    o Deleted non-essential information
    o Clearly identified the steps students need to take establish eligibility and request accommodations

❖ Re-designed all letters/materials sent to prospective students
  Based on results of interviews with new students and their parents
- Reviewed all materials sent to prospective students and when the materials are sent
- Revised the materials if needed
- Discontinued sending non-essential materials
- Developed protocol for when materials were sent - to reduce duplication
- Revised all letters sent to students to ensure consistency

- Improved notetaker services:
  Based on results of interview with students – confirmed in the 2008-2009 survey

  More professors are using PowerPoint presentations with their lectures. Students told us that they can take their own notes if they have advanced copies of the PowerPoints.
  - Included information about how to discuss notetaker/PowerPoint with faculty in our face to face interview with students eligible for the accommodation of having a notetaker.
  - Incorporated information about asking for PowerPoints into written materials that students give professors when requesting notetaker accommodations.

- Changed the way we explain how students request accommodations from faculty:
  Based on results of: Recommendations of the Disability Advisory Committee,
  - Encourage students to meet with faculty during office hours.
  - Developed a handout that we review orally and give to students about how to make an appointment and issues they should talk about with the faculty.