

Division of Student Affairs
2009-2010 Annual Report

Disability Services

Department Mission/Vision Statement

The mission of Disability Services (DS), at Bowling Green State University, is to provide equal access and opportunity to qualified students with disabilities. Our goal is to increase awareness of disability issues and provide opportunities for students with disabilities to fully integrate into the BGSU community.

Executive Summary

Based upon the perspective of the interactional model of disability, interactions between the individual and the campus environment have a profound influence on retention and degree completion by students with disabilities. This model also suggests that academic and social integration, not “normalization” is what students need to be successful in college. Such integration requires as much adjustment on the part of nondisabled students, faculty, and staff as by students with disabilities. Given this, DS staff continue to believe that emphasizing the academic and social integration of persons with disabilities into campus life, will prove to be effective in promoting student development, while abiding by the tenets of the Americans with Disabilities Act.

The following list of initiatives and accomplishments provides examples of our endeavors in this regard during the past year:

- Practicum and employment opportunities for students continue to be made available and increasingly utilized.
- Plans are in place for the university to host a regional transition fair in October of this year; this is a collaborative event with Admissions and member organizations of the NW Ohio Regional Transition Consortium.
- Progress has been made on finalizing curriculum/funding issues, and implementing a program to empower students with autism spectrum disorders as they transition to the university; this is a collaborative venture with faculty from the CDIS and Intervention Services academic units.
- Increased contact with Human Resources has resulted in renewed focus on disability issues via the ADA Advisory Committee; service animal/therapy animal policies have been finalized and forwarded to cabinet.
- The relationship with the Ohio Rehabilitation Services Commission (RSC) relative to student referrals and the employee related JOBSAVE Program remains stable.
- Presentations provided by DS staff via the CTL has resulted in an increasing number of faculty integrating disability into their respective curricula.
- \$4,200 in scholarship funds was awarded to students with disabilities.
- Graduation rate of students registered with DS has been determined to be slightly higher than the rate for overall student body.
- FIGURE AND NAMI student organization membership numbers have increased, resulting in greater visibility and awareness of disability related issues.

- Staff participated in Preview Day/President's Day Activities.
- Achieved 100% administrative staff participation in fall and spring commencement ceremonies.
- Maintained a collaborative relationship with Design and Construction relative to facilities and master plan accessibility compliance.
- Maintained close collaboration and compliance planning relationship with the Firelands campus.

Contribution to Division of Student Affairs Action Items and University Strategies

Strategy #1: Create distinctive coherent undergraduate learning experiences that integrate curricular and co-curricular programs

- Offered practicum, assistantship, employment, and other opportunities for students with and without disabilities to collaborate and learn from one another;
- Continued to advise two student organizations which seek to increase awareness of disability issues in the campus community; and
- Continued to focus on issues of persistence, interpersonal and intrapersonal competence, practical competence, and postgraduate success in our work with students.

Strategy #2: Expand the student populations for BGSU enrollment and implement programs to recruit and retain them to successful program completion

- Assumed a leadership role in the newly developed Regional Transition Stakeholder Consortium. This an initiative of the Region 1 Dept. of Education State Support Team;
- Represented BGSU at various secondary school programs such as LD College Nights, in conjunction with the Office of Admissions; and
- Completed work with Communication Disorders faculty on the development of the ROW clinic programming and services.

Strategy #3: Identify and pursue economic development and curricular engagement opportunities

- Maintained the collaborative relationship with the Ohio Rehabilitation Services commission relative to the JOBSAVE Program; and continued discussions with colleagues at the university of Toledo and Owens Community College regarding the development of a resource sharing consortium.

Strategy #4: Enhance institutional capabilities for research and creative achievements

- Maintained current level of practicum opportunities for CSP students;
- Continued collaboration with Intervention Services faculty relative to grant applications; and
- Continued collaboration with the Psychological Services Center relative to student evaluations/research opportunities.

Strategy #5: Realign individual and institutional incentives and resources to support institutional priorities.

- Achieved an increased level of physical and programmatic accessibility through effective planning and communications (i.e. completion of Service/Therapy animal policy and Institutional Access policy).
- Continued collaboration with Human Resources relative to ADA related training and the continuation of Disability Mentoring Day; and
- Continued work with Institutional Research relative to the Student Flow Model.

Strategy #6: Adapt institutional processes and resources for attracting new faculty and staff and for promoting the development of their talent and contributions.

- Maintained and strengthened the relationship with the Office of the Provost regarding faculty awareness training, increased faculty involvement in the modified exam process, and the establishment of a university testing center to be overseen by academic affairs; and
- Maintained visibility and pro-activity in the area of faculty/staff accommodation provision.

Strategy #7: Increase institutional diversity and inclusion through communication of benefits.

- Worked with the Humanities Troupe and other entities to increase awareness of disability as a diversity issue; and
- Provided support to faculty seeking to integrate disability into their respective curricula.
- Maintained membership on the university’s student veteran task force; staff also attended the on campus conference “Operation Reconnect: Understanding the Needs of Military Service Members and Their Families” in June.
- Provided information and training at the new faculty orientation and GRADSTEP.
- Distributed electronic newsletter to faculty in Fall 2009 and Spring 2010.
- Distributed faculty satisfaction/effectiveness survey in Spring 2010

Program Participation and Usage Data

Insert information regarding program counts, facility usage statistics, office visits, etc. This information can be captured in a table, chart, or other visual.

Program/Facility	2009-2010 Count	2008-2009 Count	% Change (+/-)
# of eligibility letters sent to prospective students	2010-34	2008-72, 2009-105	Ongoing
# of eligibility letters sent to current students	2010-69	2008-69, 2009-109	Ongoing
# of ineligibility letters sent	36	44	Ongoing
# of final exams proctored by DS staff	291	263	9% increase
# of Residence Life/Dining Appeals	76	42	55% increase

Major Staff Achievements

Major achievements in this area during the past year are reflective of a focus on maintaining a high quality of student service, while containing costs to the greatest degree possible. Examples include utilizing student employees and innovative hiring practices to make TYPEWELL and interpreter services available to students whom are deaf/hard of hearing. This practice continues to save the institution thousands of dollars per year. Another example would be the low percentage of exams mishandled given the fact that DS proctors hundreds of exams per semester. This collaboration with Academic Affairs is essential in supporting students in their academic efforts.

Another achievement supports the goal of increasing awareness of disability issues on campus. The results of a spring 2010 student survey provide strong evidence of positive opinion regarding campus accessibility and campus climate. The vast majority of respondents agree that professional staff are helpful in assisting with accommodations, find it easy to move around campus, and see other students as friendly and engaging.

Individual staff achievements include the pending retirement of Beth Lashaway, office secretary, after 31 years of service. Peggy Dennis, associate director, participated in numerous outreach efforts including representing the university at the annual LD College Fair in Gahanna, Ohio in the fall. She also continued her work with ITS relative to ensuring accessibility to the institution's computer labs and various websites. Peggy also took advantage of several important professional development activities. Lea Anne Kessler, Coordinator, met with approximately 42 families during summer 2009 orientation and registration, and with over 60 new students (mainly freshmen) during the first few weeks of the fall 2009 semester. All three professional staff served on numerous committees with the director chairing two of them.

Proposed 2010-2011 Priorities/Action Items

- Work with the DS Associate Director and the Executive Director of the Center for Health to ensure a smooth period of transition and adjustment upon the director's retirement. This will include revising JAQ's and office procedures.
- Develop a 2 plus 2 transition and transfer plan with the Owens Community College Pathways (RSC sponsored program) counselor.
- Engage high School psychologists in an informational transition discussion, via direct outreach as well as through the state support team transition consortium.
- Create PeopleSoft page in order to capture assessment and other relevant data.
- Increase the availability of "high school to college transition information" on the DS website – offer the new general disability verification form and request for accommodation forms online; also develop a checklist for new students to follow when applying for services.

Division of Student Affairs
2009-2010 Assessment Report Template

SIGNATURE PROGRAM NUMBER ONE

Signature Program Description

Description and Rationale for Selection

This report presents the major findings from the 2010 Office of Disability Services Student Feedback Survey. The mission of the office is to provide equal access and opportunity to qualified students with disabilities, increase awareness of disability issues, and provide opportunities for students with disabilities to fully integrate into the BGSU community. The nature of this work is highly individualized, context dependent, and intentionally decentralized. Given this, establishing “programs” is seen as being neither conducive to or practical in empowering students to achieve desired learning outcomes.

Therefore, this assessment report consists of a compilation of data designed to determine the degree to which students with disabilities have realized desired learning outcomes.

We expect 75% of participants to respond positively relative to achieving their desired learning outcome(s)

Expectations for Student Achievement

Learning outcomes for this year were:

1. Students with disabilities who participate in accommodation meetings will be able to describe with 100% accuracy, the nature of their disability and needed accommodations, as determined by a self report rubric
2. Students with disabilities who receive scholarship assistance will be able to express their gratitude with 100% accuracy as demonstrated by the production of a cogent, well written thank you letter.

Link to University and Student Affairs Student Learning Outcomes

University Learning Outcome(s) 1. Communication and Personal/Social responsibility
2. Written Communication

Student Affairs Learning Outcome(s) 1. Personal Development
2. Effective Communication

Assessment Methods and Procedures

Description of Methods and Procedures

In 2010, 30 of approximately 500 students responded to the survey, for an approximate response rate of 6% The 2010 survey had about 12 responses prior to a second reminder e-mail that strongly emphasized the \$25 gift card.

Regarding demographic information, ten (38.5%) of the students who responded were male and sixteen (61.5%) were female. The class rank distribution distribution in 2010 was: seven (27%) Freshmen, seven (27%) Sophomores, three (11%) Juniors, eight (31%) Seniors, and one (4%) Graduate Student.

The frequency of visits to the Office of Disability Services reflects three types of use during the spring semester. Approximately 20% of the students did not visit the office, 28% of the students reported limited visits (between one and three times during the semester), and 52% of the students visited the office frequently during the semester (over four times). Of this frequent use, seven students (or 28%) indicated that they used the office ten or more times during the Spring 2010 semester.

Assessment Instruments

SNAP Survey available upon request.

Results and Conclusions

Description of the Results

Ninety-two percent of students ranked their experience with the Disability Services Office as excellent or good, while only one student (4%) indicated that it was fair. No students evaluated this service as poor. In addition, 88% of students indicated as excellent or good, that the professional staff was available to talk or arrange for services; only one student indicated this was fair.

In general, students reported very positive goal setting and self-advocacy skills. Ninety-three percent (23 students) reported that they were capable of setting reasonable academic goals and developing a plan to achieve those goals. In addition, most students (90%) report that the office of Disability Services has assisted them in achieving academic goals. The majority of students (80%) indicated that DS has improved their ability to self-advocate. Students also reported a very high level of awareness regarding how their disability impacts their achievement. One hundred percent of the students have evaluated how their disability impacts their academic achievement, and 80% of the students considered how their disability may impact their future career decisions.

Examining specific support programs designed to foster student success, this survey indicates that with the exception of UPAS, students registered with Disability Services utilized other campus services. Campus support programs that continue to receive the most student use are: writing center (44%), study skills center (32%), math tutoring (24%), TRIO (28%), counseling center (20%), and career center (16%). No students reported utilizing the UPAS program in 2010.

This survey asked respondents to rate 23 different areas of campus access; the data for 2010 indicate that overall, students are satisfied with accommodations. Respondent satisfaction with campus accessibility can be grouped into three areas: excellent, fair/mostly, and areas for improvement. Respondents indicated that they are very satisfied with campus accessibility in the following areas: test and quiz administration, transportation services (shuttle/2RIDE), sign language interpreting, note taking services, remote captioning services, residence hall accommodations and loan of amplification (fm) systems. Specifically, the majority of students (72%) stated that BGSU offers excellent or good access to test/quiz administration, and 8% indicated it was fair. Of the students who utilize sign language interpreting, All rated BGSU as providing excellent or good service. In addition, of the students who utilize accommodations in the residence halls, all students rated BGSU as providing excellent or good service. Respondents indicated they were mostly satisfied with campus accessibility in the following areas: referrals to academic support services, reader services/books in alternative format, Typewell services, loan of other equipment, time management or study skills coaching, physical accessibility of the Student Union, physical accessibility of the library, signage, and curb cut availability. Respondents indicated 3 areas for improvement to BGSU's campus: parking for persons with disabilities, snow removal services, and adaptive technology in the computer labs.

Respondents indicated that the campus climate at BGSU for students with disabilities is very good. The majority of students (88%) agreed or strongly agreed that their professors were helpful in assisting with the accommodation process. In addition, of the students that interact with professional staff, 89% thought they were helpful in assisting with accommodations. All respondents either strongly agreed or agreed that other students are friendly or engaging.

Target Level Achievement

Survey results indicate that the 75% target level relative to the achievement of desired learning outcomes was exceeded (i.e. 80% of students indicated that DS has improved their ability to self-advocate) and that a high level of awareness exists relative to understanding how their disability impacts their academic achievement and career decisions.

Evaluation of Assessment Methods and Procedures

The survey was administered via an online SNAP format during the spring 2010 semester from April 15-May, 3 2010. In retrospect, it may have been advantageous to have administered the survey earlier in the academic year in

order to increase the response rate. In addition, a “comment section” will be added to future surveys to allow students to write suggestions, and the \$25 response incentive will be retained. Consideration will be given to making the survey shorter by limiting questions regarding other campus services., and questions will be added specifically geared at tracking new online test scheduling system.

Action Taken/Future Plans

Connect Results and Program Changes

Based upon survey results the following actions will be taken:

- outreach to /collaboration with faculty relative to students with disabilities will continue, with a focus on awareness of the changing demographics and cutting edge approaches to accommodation;
- efforts to “de-centralize” relative to creating accessible programs and campus environment will continue via collaboration and resource sharing;
- in order to maintain the current retention rate of students registered with DS, contact with high school psychologists/special education coordinators will be increased; this will occur via direct outreach as well as through the state support team transition consortium
- work with the DS Associate Director and the Executive Director of the Center for Health will continue, to ensure a smooth transition and adjustment upon the current director’s retirement.

Showcasing Student Learning

- campus wide presentations at the Center for teaching and Learning will continue to be provided by DS staff;
- assessment results will be shared with Regional Transition Consortium members to inform them and guide activities at their respective institutions

Proposed 2010-2011 Signature Program Assessments

List of Proposed Signature Programs (minimum of 3) to Assess for 2010-2011

- 1.Continue to assess the current learning outcome; “Students with disabilities who participate in accommodation meetings will be able to describe with 100% accuracy, the nature of their disability and needed accommodations, as determined by a self report rubric;
2. Create distinctive coherent undergraduate learning experiences that integrate curricular and co-curricular programs; this will involve increasing collaborative relationships with individuals/units within academic and student affairs.
3. Expand the student populations for BGSU enrollment and implement programs to recruit them and retain them to successful program completion; this will involve marketing the university, the division of student affairs and DS to high school students via direct outreach and the Regional Transition Consortium.