Name:_____

Date:_____

Awareness and Eligibility

Indicator 1: The institution has and disseminates promotional materials and conducts student orientation activities that are accessible to all students during orientation, including a list of assistive technology available.

Less Promising *More Promising*

1. The institution does not have accessible materials or activities available during orientation and does not disseminate a listing of assistive technology available for student use.

2. The institution has limited promotional materials listing assistive technology and does not actively promote them.

3. The institution has ample promotional materials available that include a list of assistive technologies but that are only provided by request.

4. The institution has developed effective promotional materials, but inconsistently disseminates them or includes them in orientation activities available to students.

5. The institution has easy to find and accessible promotional materials and activities and uses them consistently in orientation activities regarding assistive technology available to students.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Awareness and Eligibility

Indicator 2: The institution has and disseminates, material, regarding the use of assistive technology, where the eligibility process is clearly stated. It includes an explanation of required documentation and disability disclosure necessary.

Less Promising *More Promising*

1. The institution does not clearly state or communicate the eligibility process or explain required documentation and disclosure necessary to access student services and related institution programs regarding the use of assistive technology.

2. The institution has some materials on how to access student services and assistive technology, but is not clear or easy to follow.

3. The institution has some parts of a clearly stated eligibility process explaining the required documentation and disability disclosure to access student services and related institution programs regarding the use of assistive technology, but the information is not widely disseminated.

4. The institution has promotional materials available on request that communicate the eligibility process and an explanation of the required documentation and disability disclosure necessary to access student services and assistive technology.

5. The institution has and actively disseminates complete materials that communicate a clearly stated eligibility process and have a consistent explanation of the required documentation and disability disclosure necessary to access student services and assistive technology.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Awareness and Eligibility

Indicator 3: The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technology.

Less Promising *More Promising*

1. The disability service office does not have any process for basic assessment and selection of appropriate assistive technology.

2. The disability services office has, conducts, or refers students for assessment and selection of appropriate assistive technology, but the process is not consistent or uniformly effective.

3. The disability service office has an in-house or referral based process for assessment and selection of appropriate assistive technology and supports which must be requested by a student.

4. The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technology and supports which they sometimes offer.

5. The disability service office consistently uses an effective in-house or referral based process for assessment and selection of appropriate assistive technology and supports which they proactively and consistently offer.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Awareness and Eligibility

Indicator 4: The intake process of the disability services office includes information and questions about previous assistive technology use.

Less Promising *More Promising*

1. No questions are included in the disability service office intake process about previous assistive technology use.

2. Only a few questions or sources of information are included in the disability service office intake process about previous assistive technology use.

3. The intake process of the disability service office sometimes includes comprehensive questions about previous assistive technology use.

4. The intake process of the disability service office includes comprehensive information and questions about previous assistive technology use, but that information is not applied to the assessment process.

5. The intake process of disability service office consistently includes comprehensive information and questions about previous assistive technology use and applies that information to the intake process.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Awareness and Eligibility

Indicator 5: The disabilities service office supports the accessibility of the information technology infrastructure, such as accessible website to register for classes or a work station with assistive technology in each computer lab.

Less Promising *More Promising*

1	2	3	4	5
1. The information technology infrastructure is not accessible to incoming students with disabilities in most instances and the disability service office is not involved improving accessibility of IT.	**2.** The disability service office is only peripherally involved with supporting the accessibility of the information technology infrastructure.	**3.** The disabilities service office has some impact on the accessibility of the institution's information technology infrastructure.	**4.** The disability service office usually supports and is improving the accessibility of the information technology infrastructure of the institution.	**5.** The disability service office consistently supports and improves the accessibility of information technology Infrastructure for the institution.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Planning and Implementation

Indicator 1: The disability service office staff facilitate the exploration of an individual's disability and assists him/her in understanding the need for and various types of accommodations.

Less Promising *More Promising*

1. Disability service office staff do not facilitate exploration of an individual's disability and they do not assist in understanding potential accommodations.

2. The disability service office staff rarely facilitate exploration of an individual's disability or assist him/her in understanding their need for and types of accommodations.

3. The disability service office staff sometimes facilitate exploration of in individual's disability and assist him/her in understanding their need for and types of accommodations.

4. The disability service office staff usually facilitate exploration of an individual's disability and assist him/her in understanding their need for and types of accommodations.

5. The disability service office staff consistently facilitate exploration of an individual's disability and assists them in understanding their need for and types of accommodations.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Planning and Implementation

Indicator 2: The planning includes the delineation of all accommodation specifics, such as disclosure, note-taking, or environmental considerations.

Less Promising *More Promising*

1. Planning does not include the delineation of accommodation specifics, such as disclosure, note-taking, recording, or the technology environment.

2. Planning rarely includes the delineation of accommodation specifics and offers only general guidance.

3. Planning sometimes includes the delineation of accommodation specifics to go beyond general guidance.

4. Planning usually includes the delineation of all accommodation specifics.

5. Planning consistently includes the delineation of all accommodation specifics, such as disclosure, note-taking, recording, or the technology environment.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Planning and Implementation

Indicator 3: Disability service office staff assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.

Less Promising *More Promising*

1	2	3	4	5
1. Disability service office staff do not assist the student in monitoring performance and the use of assistive technology and any required information technology as related to their accommodations.	**2.** Disability service office staff rarely assist the student in monitoring performance and use of assistive technology and any required information technology as related to their accommodations.	**3.** Disability service office staff sometimes assist the student in monitoring performance and use of assistive technology and any required information technology as related to their accommodations.	**4.** Disability service office staff usually assist the student in monitoring performance and use of assistive technology and any required information technology as related to their accommodations.	**5.** Disability service office staff consistently assist the student in monitoring performance and use of assistive technology and any required information technology as related to their accommodations.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Planning and Implementation

Indicator 4: The disability service office supports the integration and use of student owned assistive technology supports into the curricular and extracurricular activities of the university when requested and in accordance with the written policy.

Less Promising *More Promising*

1	2	3	4	5
1. The disability service office does not support the integration and use of student owned assistive technology in curricular and extracurricular activities of the university when requested. The written policy doesn't exist or is vague.	**2.** The disability service office rarely supports the integration and use of student owned assistive technology in curricular and extracurricular activities of the university when requested and that request is in accordance of the written policy.	**3.** The disability service office sometimes supports the integration and use of student owned assistive technology in curricular and extracurricular activities of the university when requested and that request is in accordance of the written policy.	**4.** The disability service office usually supports the integration and use of student owned assistive technology in curricular and extracurricular activities of the university when requested and that request is in accordance of the written policy.	**5.** The disability service office consistently supports the integration and use of student owned assistive technology in curricular and extracurricular activities of the university when requested and that request is in accordance of the written policy.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Planning and Implementation

Indicator 5: The disability service office facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology.

Less Promising *More Promising*

1	2	3	4	5
1. Disability service office does not facilitate collaboration, planning, problem solving or coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology.	**2.** Disability service office rarely facilitates collaboration, planning, problem solving or coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology.	**3.** Disability service office sometimes facilitates collaboration, planning, problem solving or coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology.	**4.** Disability service office usually facilitates collaboration, planning, problem solving or coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology.	**5.** Disability service office consistently facilitates collaboration, planning, problem solving or coordination between students, various instructional and support personnel in solving assistive technology challenges and problems, including accessibility of institutional information technology.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Evaluation of Effectiveness

Indicator 1: The evaluation documentation gathered by the disability service office on assistive technology includes enough data to evaluate how assistive technology impacts a student's ability to stay in a class, program, or graduate and is used to improve student outcomes.

Less Promising *More Promising*

1. The evaluation tools and forms on assistive technology are not sufficient to evaluate how assistive technology impacts a student's ability to stay in a class, program, or graduate.

2. The evaluation tools and forms could be sufficient to evaluate how assistive technology impacts a student's ability to stay in a class, program, or graduate, but data is rarely collected.

3. The evaluation tools and forms are sufficient to evaluate how assistive technology impacts a student's ability to stay in a class, program, or graduate, but data is only sometimes collected.

4. The evaluation documentation gathered by the disability service office is adequate to start to evaluate how assistive technology impacts a student's ability to stay in a class, program, or graduate and is consistently used.

5. The evaluation documentation gathered by the disability service office fully evaluates how assistive technology impacts a student's ability to stay in a class, program, or graduate and is that data consistently used to improve student outcomes.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Evaluation of Effectiveness

Indicator 2: Effectiveness of assistive technology is evaluated in not only academic environments, but also in physical access, campus attitude and accessibility of institutional information technology.

Less Promising *More Promising*

1	2	3	4	5
1. Effectiveness of assistive technology is only gathered in academic environments or not at all.	**2.** Effectiveness of assistive technology is gathered in academic environments, but randomly or informally about physical access, campus attitude, or accessibility of institutional information technology.	**3.** Effectiveness of assistive technology is gathered in academic environments, and formally about physical access, campus attitude, or accessibility of institutional information technology, but not consistently.	**4.** Effectiveness of assistive technology is gathered in academic environments, and formally and consistently about physical access, campus attitude, or accessibility of institutional information technology.	**5.** Effectiveness of assistive technology is formally and consistently gathered in academic environments, physical access, campus attitude, and accessibility of institutional information technology and that data is used to make improvements.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Evaluation of Effectiveness

Indicator 3: The disability service office has a plan for evaluating the effectiveness of provided assistive technology that is responsive to current student need and is reviewed periodically and changed as necessary.

Less Promising *More Promising*

1. The disability service office does not have a plan to evaluate the effectiveness of provided assistive technology.

2. The disability service office has identified some areas to evaluate the effectiveness of provided assistive technology, but does not have a formal process.

3. The disability service office has a formal plan to evaluate the effectiveness of provided assistive technology, but that data is not used to make responsive improvements.

4. The disability service office has a formal plan to evaluate the effectiveness of provided assistive technology, and sometimes that data is used to make responsive improvements.

5. The disability service office has implemented a comprehensive plan for evaluating the effectiveness of provided assistive technology that is responsive to student need and is reviewed periodically and changed as necessary.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Evaluation of Effectiveness

Indicator 4: The disability service office documents the effectiveness of assistive technologies and the evaluation data is regularly reviewed for the overall impact and effectiveness of assistive technology compared to other accommodations.

Less Promising *More Promising*

1. The disability service office does not document the effectiveness of assistive technology.

2. The disability service office informally documents the effectiveness of assistive technology, but does not review or compare the effectiveness to other accommodations.

3. The disability service office informally documents the effectiveness of assistive technology and compares effectiveness to other accommodations, but not on a regular basis.

4. The disability service office formally documents the effectiveness of assistive technology and compares effectiveness to other accommodations, but not on a regular basis.

5. The disability service office formally documents the effectiveness of assistive technology and compares effectiveness to other accommodations regularly and consistently.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Evaluation of Effectiveness

Indicator 5: The effectiveness concerning the use of assistive technology is communicated to stakeholders in the institution, including individual students, relevant departments, and administration.

Less Promising *More Promising*

1. The effectiveness concerning the use of assistive technology is not communicated to any stakeholders in the institution.

2. The effectiveness concerning the use of assistive technology is communicated to some stakeholders, but not on a consistent basis.

3. The effectiveness concerning the use of assistive technology is communicated to most stakeholders in the institution, but not on a consistent basis or in a clear manner.

4. The effectiveness concerning the use of assistive technology is communicated to most stakeholders in the institution on a somewhat consistent basis and in a clear manner.

5. The effectiveness concerning the use of assistive technology is communicated to stakeholders in the institution, including students, relevant departments, and administration on a consistent basis and in a clear manner.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Administrative Support

Indicator 1: The institution has written procedural guidelines for accessing and providing assistive technology services that are consistent with federal, state and local laws to ensure equitable access for students with disabilities.

Less Promising *More Promising*

1. The institution does not have written procedural guidelines for accessing and providing assistive technology.

2. The institution has only vague procedural guidelines for accessing and providing assistive technology. The guidelines may be out of date or not referenced.

3. The institution has sufficient written procedural guideline for accessing and providing assistive technology, but these guidelines are not referenced or used.

4. The institution has well written procedural guidelines for accessing and providing assistive technology that are consistent with federal, state and local laws to ensure equitable access for students with disabilities, but are not always referenced or used.

5. The institution has well written procedural guidelines for accessing and providing assistive technology that are consistent with federal, state and local laws to ensure equitable access for students with disabilities and they are frequently referenced and used.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Administrative Support

Indicator 2: The institution's written procedural guidelines about assistive technology are broadly disseminated.

Less Promising *More Promising*

1. The written procedural guidelines are not disseminated or are parts are missing or outdated.

2. The written procedural guidelines are available by request, but not broadly disseminated.

3. The written procedural guidelines are available disseminated, but not broadly and in limited formats.

4. The written procedural guidelines are usually disseminated through the college web pages, application forms, and communications with instructors, but in limited formats.

5. The written procedural guidelines are broadly disseminated through the college web pages, application forms, and communications with instructors and available in several alternative formats.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Administrative Support

Indicator 3: The institution has a systematic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible institutional information technology.

Less Promising *More Promising*

1	2	3	4	5
1. The institution does not have a process to handle grievances related to the use and support of assistive technology or inaccessible institutional information technology.	**2.** The institution does not have a systematic process to handle grievances related to the use and support of assistive technology or inaccessible institutional information technology.	**3.** The institution has a systematic process to handle grievances related to the use and support of assistive technology or inaccessible institutional information technology, but the process is difficult to find or follow.	**4.** The institution has a systematic process to handle grievances related to the use and support of assistive technology or inaccessible institutional information technology and the process easy, but not broadly known.	**5.** The institution has a systematic process to handle grievances related to the use and support of assistive technology or inaccessible institutional information technology. The process is easy and broadly disseminated.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Administrative Support

Indicator 4: The institution employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.

Less Promising *More Promising*

1	2	3	4	5
1. The institution does not employ personnel with the competencies needed to support quality assistive technology series within their primary areas of responsibility at all levels, including tutors, counselors, IT staff, faculty, and web master.	**2.** The institution rarely employs personnel with the competencies needed to support quality assistive technology series within their primary areas of responsibility at all levels, including tutors, counselors, IT staff, faculty, and web master.	**3.** The institution sometimes employs personnel with the competencies needed to support quality assistive technology series within their primary areas of responsibility at all levels, including tutors, counselors, IT staff, faculty, and web master.	**4.** The institution usually employs personnel with the competencies needed to support quality assistive technology series within their primary areas of responsibility at all levels, including tutors, counselors, IT staff, faculty, and web master.	**5.** The institution consistently and with intent employs personnel with the competencies needed to support quality assistive technology series within their primary areas of responsibility at all levels, including tutors, counselors, IT staff, faculty, and web master.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Administrative Support

Indicator 5: The institution includes assistive technology, supports and services in the technology planning and budgeting process.

Less Promising *More Promising*

1. The institution does not include assistive technology, supports and services in the overall technology planning and budgeting process.

2. The institution rarely includes assistive technology, supports and services in the overall technology planning and budgeting process.

3. The institution sometimes includes assistive technology, supports and services in the overall technology planning and budgeting process.

4. The institution usually includes assistive technology, supports and services in the overall technology planning and budgeting process.

5. The institution consistently and intentionally includes assistive technology, supports and services in the overall technology planning and budgeting process.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Professional Development and Training

Indicator 1: The disability service office provides staff opportunities for professional development on assistive technology including ongoing learning opportunities that utilize local, regional, and, national resources and involve a variety of formats for training.

Less Promising *More Promising*

1. The disability service office does not provide staff opportunities for professional development on assistive technology.

2. The disability service office rarely provides staff opportunities for professional development on assistive technology.

3. The disability service office staff sometimes participates in ongoing learning opportunities that utilize local, regional, and/or national resources and training.

4. Assistive technology professional development and training usually includes ongoing learning opportunities that utilize local, regional, and/or national resources in a variety of formats.

5. The disability service office provides staff consistent and ample opportunities for professional development on assistive technology includes ongoing learning opportunities that utilize local, regional, and/or national resources in a variety of formats.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Professional Development and Training

Indicator 2: Professional development and training in assistive technology follow research-based models for adult learning that include multiple formats, delivered at multiple skill levels and are driven by individual preferences and needs.

Less Promising *More Promising*

1. Professional development and training in assistive technology does not follow research-based models for adult learning.

2. Professional development and training in assistive technology rarely follows research-based models for adult learning.

3. Professional development and training in assistive technology sometimes follows research-based models for adult learning.

4. Professional development and training in assistive technology usually follows research-based models for adult learning that include multiple formats, delivered at multiple skill levels and are driven by individual preferences and needs.

5. Professional development and training in assistive technology consistently and intentionally follows research-based models for adult learning that include multiple formats, delivered at multiple skill levels and are driven by individual preferences and needs.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Professional Development and Training

Indicator 3: Assistive technology professional development and training is aligned with other institutional initiatives and/or services.

Less Promising *More Promising*

1	2	3	4	5
1. Assistive technology professional development and training is not aligned with other institutional initiatives and/or services.	**2.** Assistive technology professional development and training is poorly aligned with other institutional initiatives and/or services.	**3.** Assistive technology professional development and training is sometimes aligned with other institutional initiatives and/or services, but not intentionally so.	**4.** Assistive technology professional development and training is usually aligned with other institutional initiatives and/or services.	**5.** Assistive technology professional development and training is intentionally aligned with other institutional initiatives and/or services.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Professional Development and Training

Indicator 4: The disabilities services office arranges opportunities for training on assistive technology for students with a disability when requested through the planning process.

Less Promising *More Promising*

1. The disabilities services office does not offer opportunities for training on assistive technology for students with a disability.

2. The disabilities services office rarely offers opportunities for training on assistive technology for students with a disability.

3. The disabilities services office sometimes offers opportunities for training on assistive technology for students with a disability when requested through the planning process.

4. The disabilities services office usually offers opportunities for training on assistive technology for students with a disability when requested through the the planning process.

5. The disabilities services office consistently offers opportunities for training on assistive technology for students with a disability when requested through the planning process.

Your Rating: 1 2 3 4 5

Comments:

 Copyright 2016

Professional Development and Training

Indicator 5: The disability services office leads the institution by example and offers assistive and accessible technology professional development to a wider institutional audience.

Less Promising *More Promising*

1	2	3	4	5
1. The disability services office does not offer assistive and accessible technology professional development to a wider institutional audience.	**2.** The disability services office rarely offers assistive and accessible technology professional development to a wider institutional audience.	**3.** The disability services office occasionally offers assistive and accessible technology professional development to a wider institutional audience.	**4.** The disability services office offers assistive and accessible technology professional development to a wider institutional audience, but does not actively promote and market the opportunities.	**5.** The disability services office leads the institution by example and offers assistive and accessible technology professional development to a wider institutional audience.

Your Rating: 1 2 3 4 5

Comments:

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