

Quality Indicators for Assistive Technology in Post-Secondary Education

The QIAT-PS indicators are a set of statements that describe the characteristics of high quality AT services provided to students in Post-Secondary educational environments. The indicators are divided into five general areas. Each area has five indicators or descriptors of quality.

Indicator Areas

- Awareness and Eligibility
- Plan and Implementation
- Evaluation of Effectiveness
- Administrative Support
- Professional Development and Training
- Awareness and Eligibility

Awareness and Eligibility

1. Indicator: 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.

2. Indicator: 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.

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

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

5 Indicator: 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.

Planning and Implementation

1 Indicator: 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.

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

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

4 Indicator: 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.

5 Indicator: 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.

Evaluation of Effectiveness

1 Indicator: 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.

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

3 Indicator: 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.

4 Indicator: 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.

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

Administrative Support

1 Indicator: 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.

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

3 Indicator: 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.

4 Indicator: 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.

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

Professional Development and Training

1 Indicator: 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.

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

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

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

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