

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:

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Comments:

## 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:

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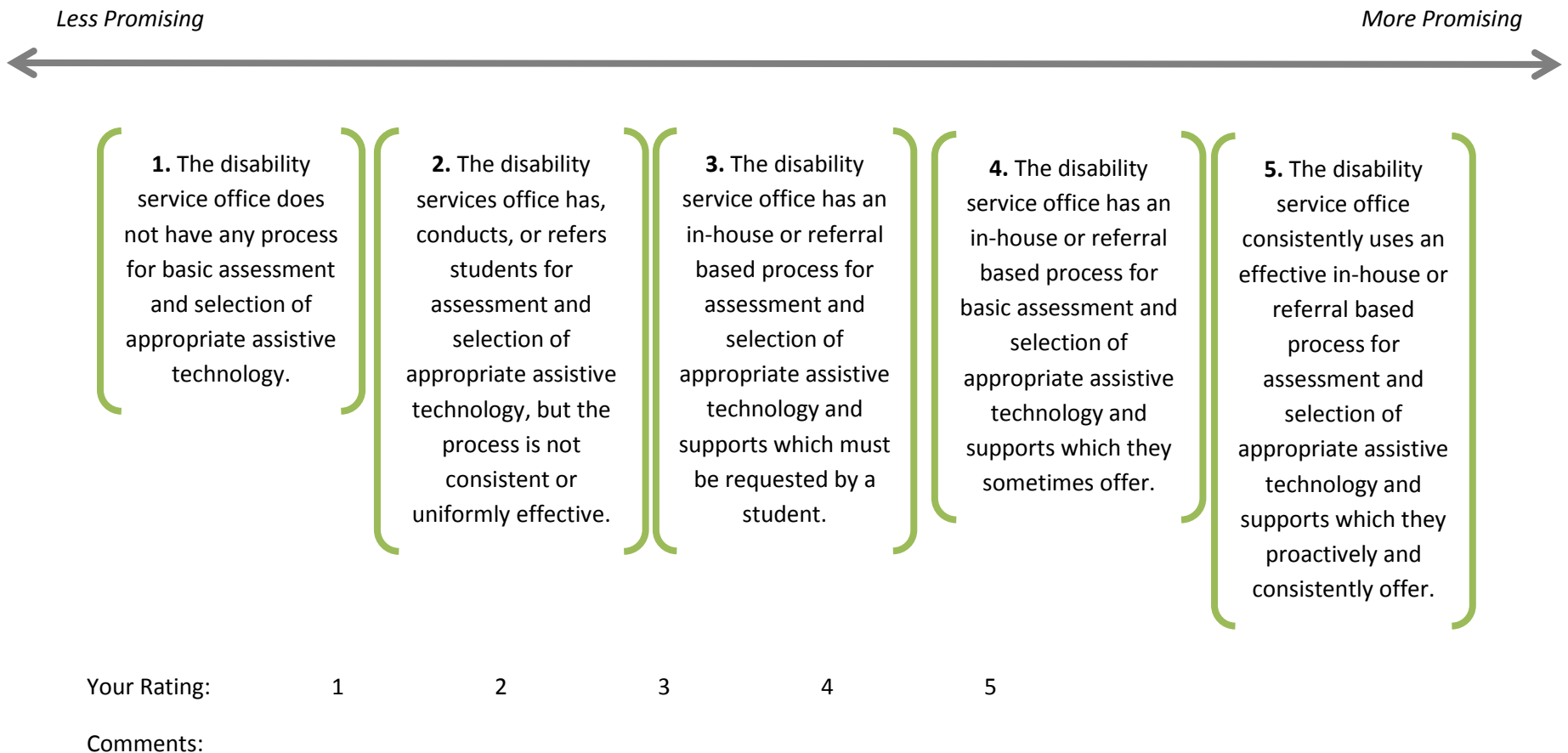
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Comments:

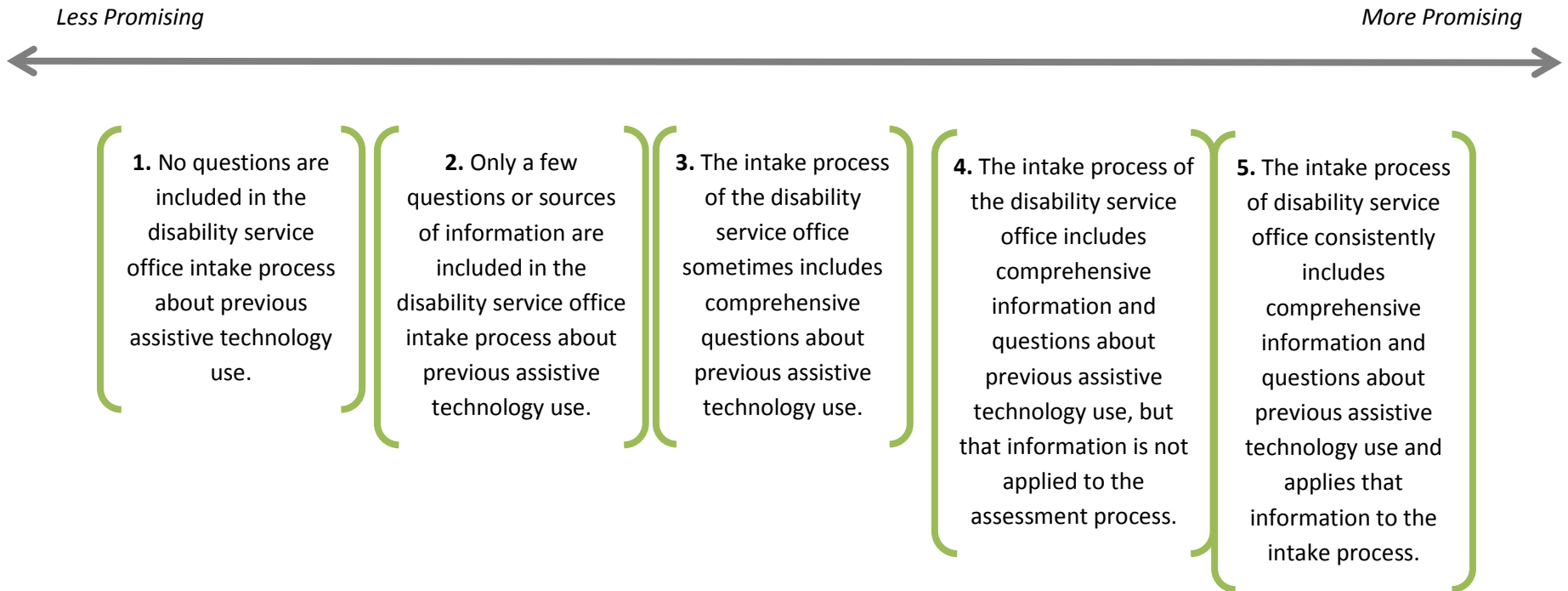
## Awareness and Eligibility

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



## Awareness and Eligibility

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



Your Rating:                    1                    2                    3                    4                    5

Comments:

## 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.** 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.

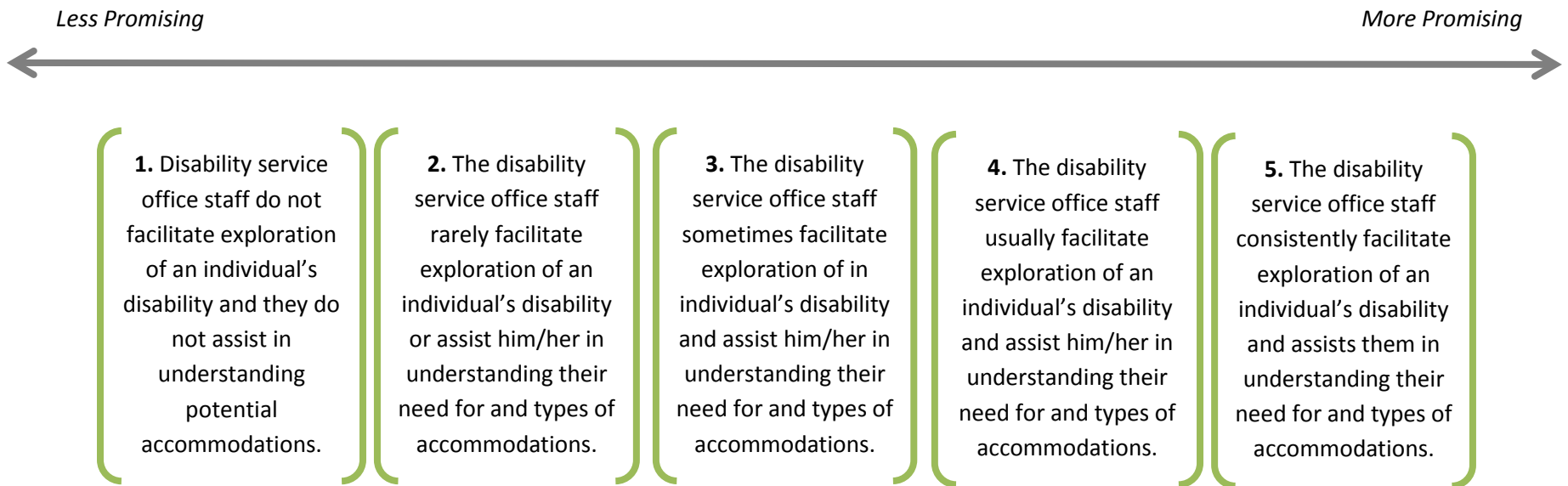
**5.** The disability service office consistently supports and improves the accessibility of information technology Infrastructure for the institution.

Your Rating:            1                    2                    3                    4                    5

Comments:

## 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.

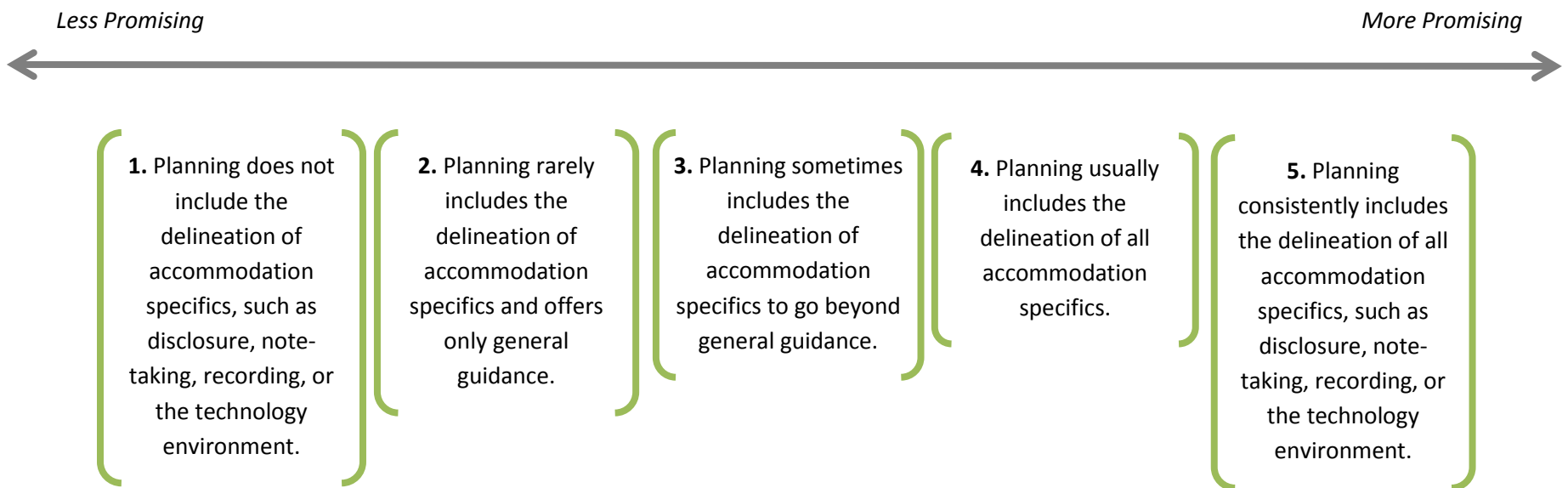


Your Rating:                    1                    2                    3                    4                    5

Comments:

## Planning and Implementation

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

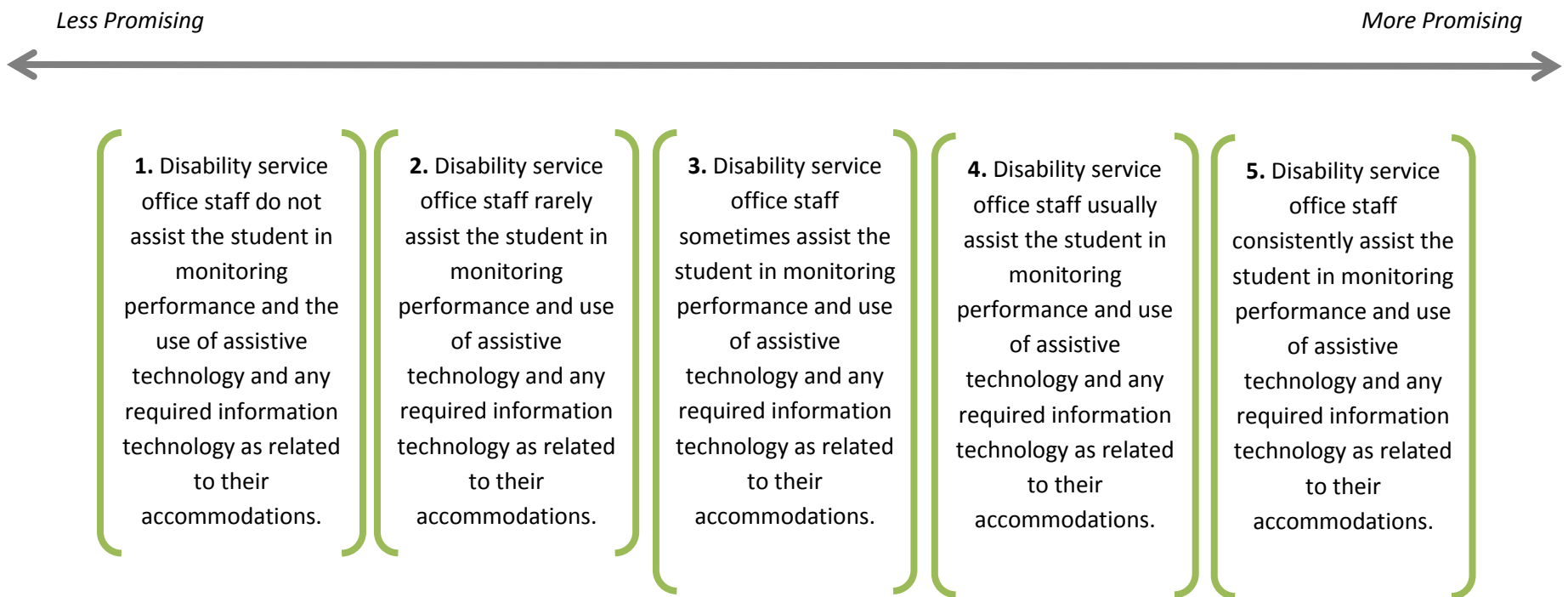


Your Rating:            1                    2                    3                    4                    5

Comments:

## 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.



Your Rating:                    1                    2                    3                    4                    5

Comments:



## 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.** 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:

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Comments:

## 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.** 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:

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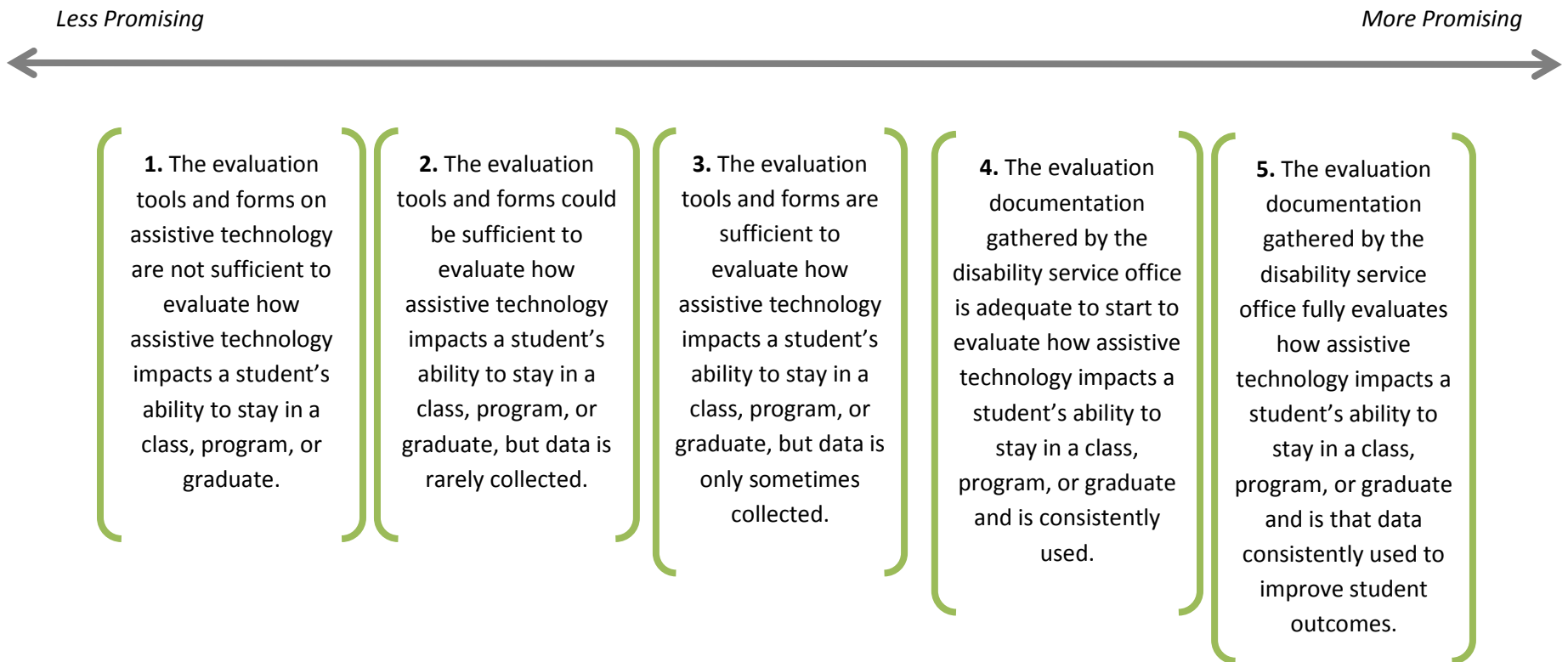
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Comments:

## 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.



Your Rating:            1                    2                    3                    4                    5

Comments:



## 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.

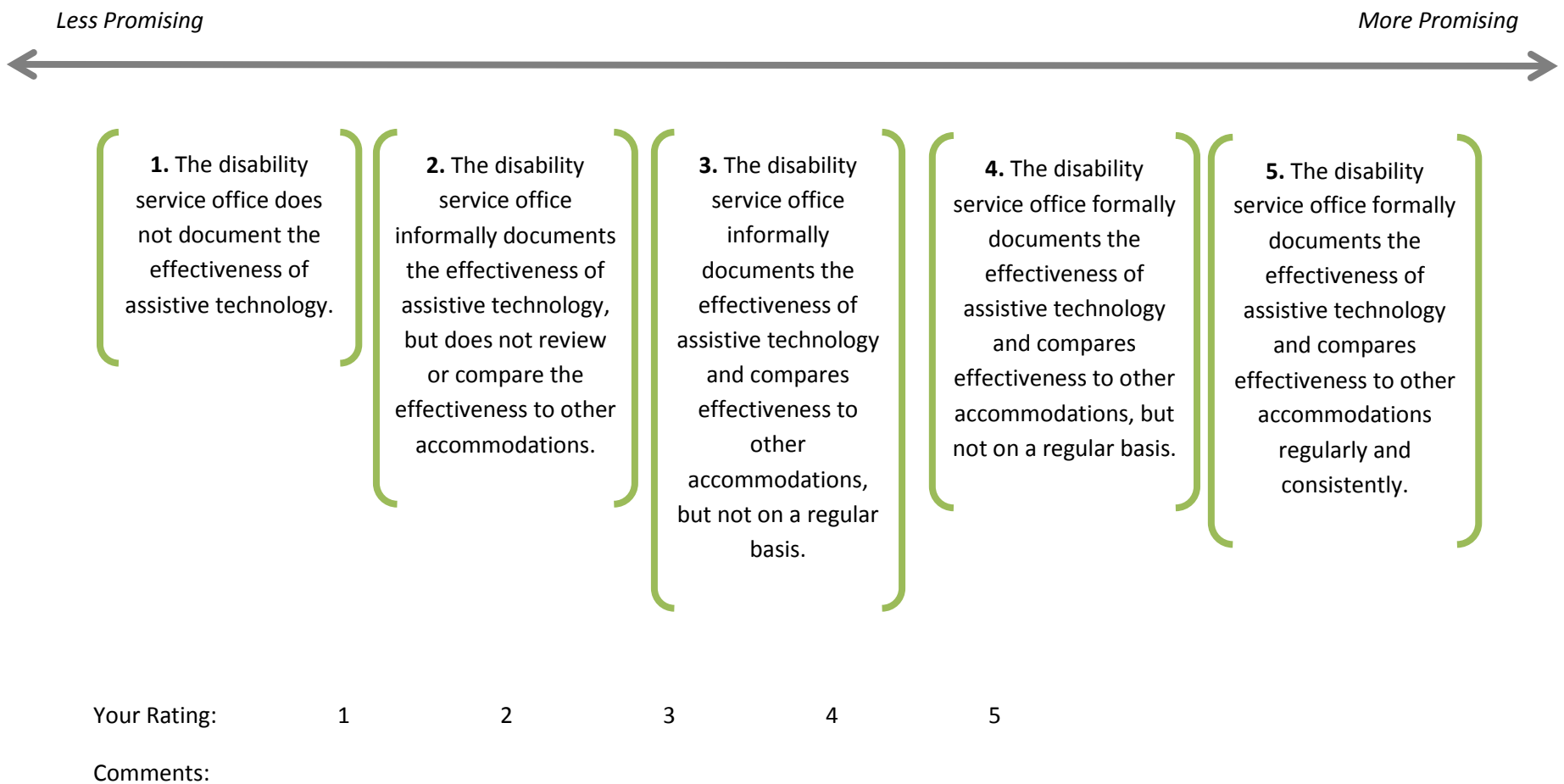


Your Rating:                    1                    2                    3                    4                    5

Comments:

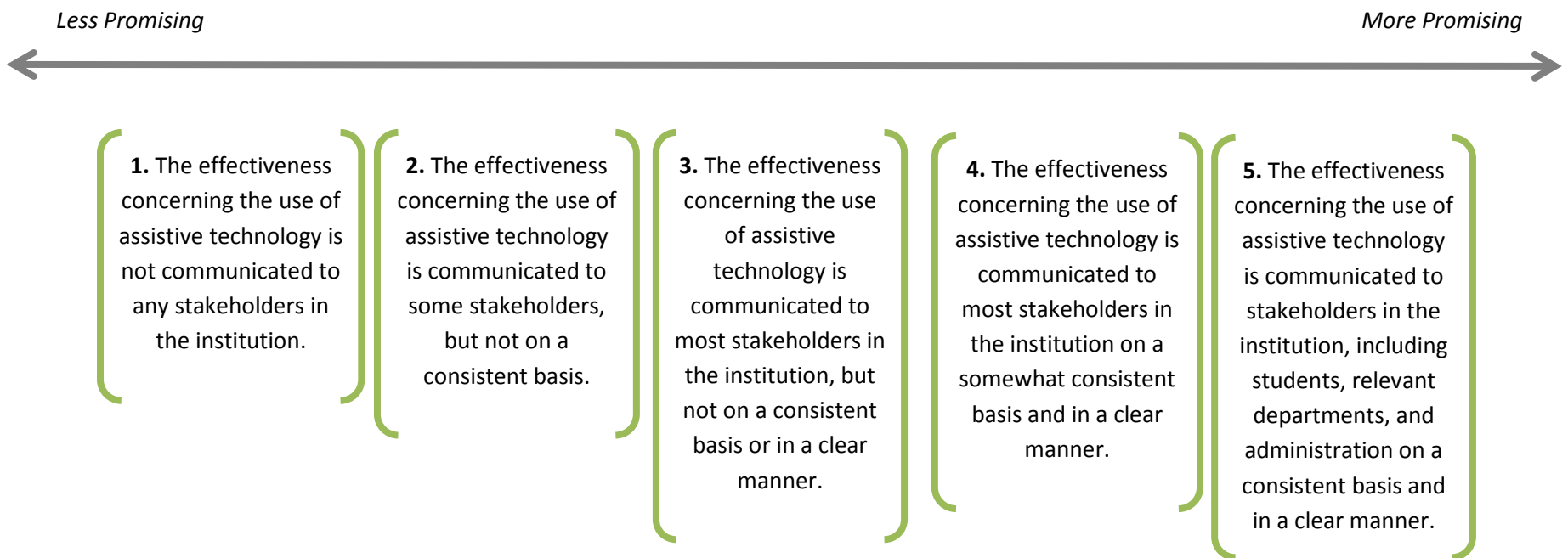
## Evaluation of Effectiveness

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.



## 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.

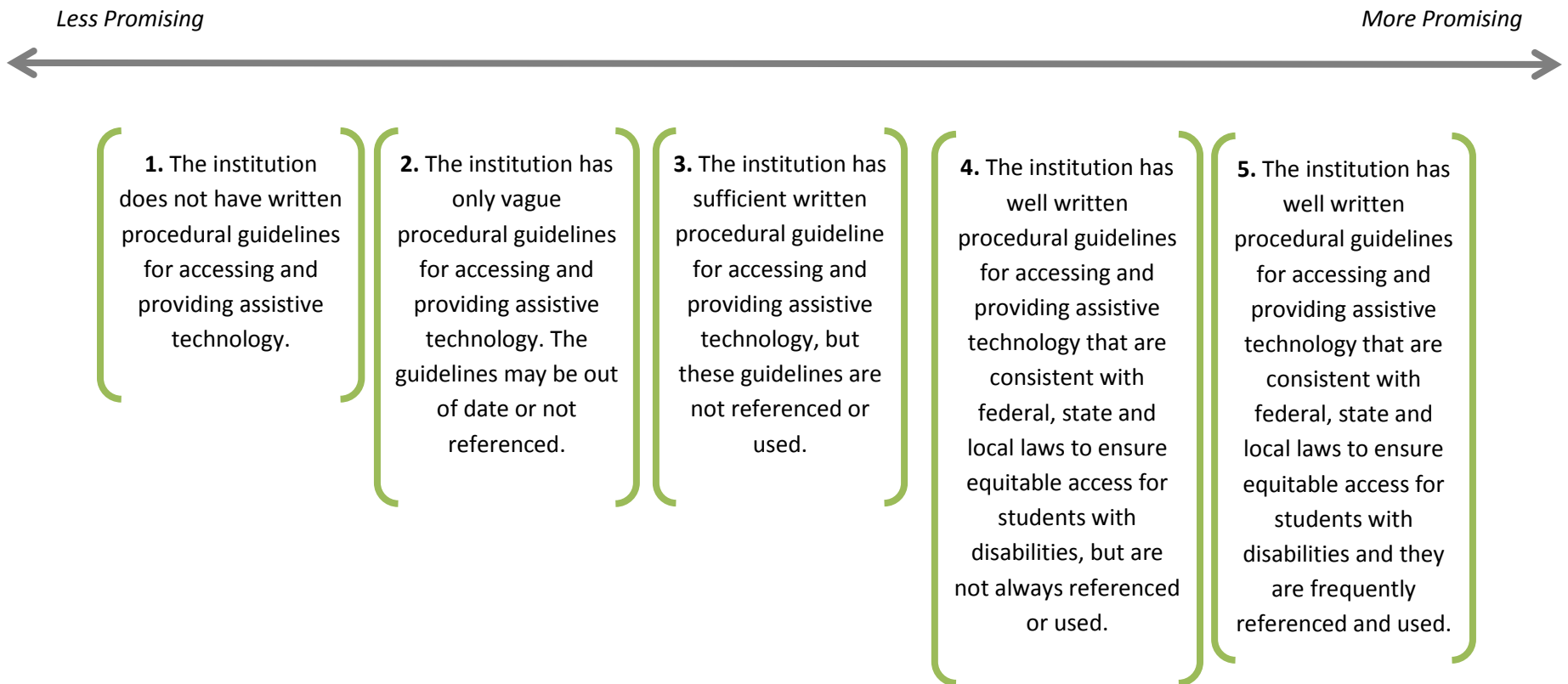


Your Rating:            1                    2                    3                    4                    5

Comments:

## 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.



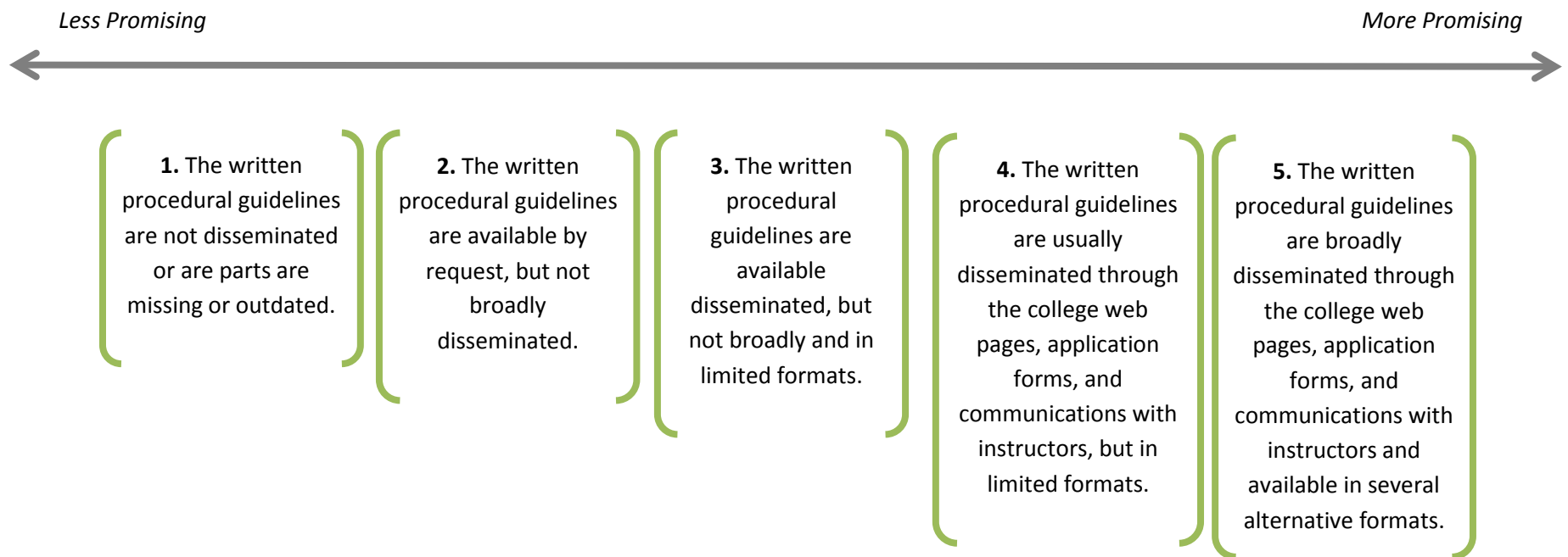
Your Rating:            1                    2                    3                    4                    5

Comments:



## Administrative Support

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

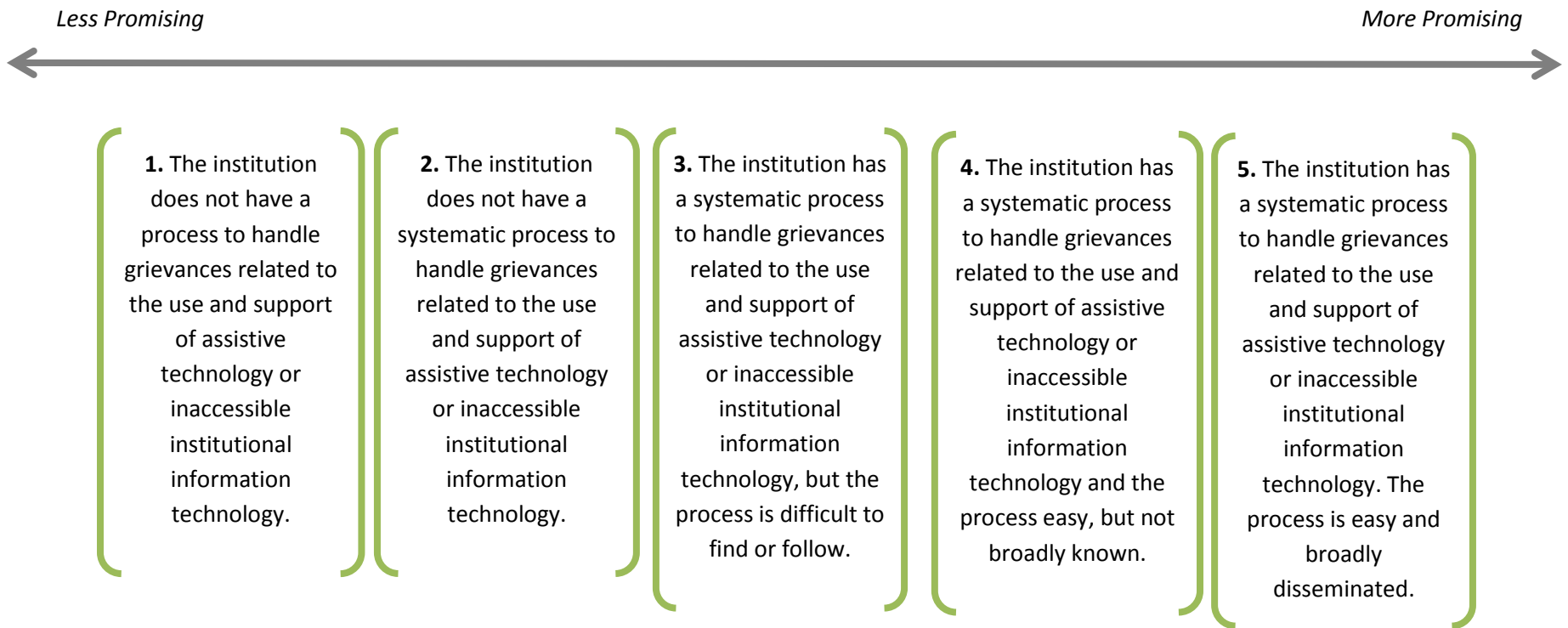


Your Rating:            1                    2                    3                    4                    5

Comments:

## 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.



Your Rating:            1                    2                    3                    4                    5

Comments:

## 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.** 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

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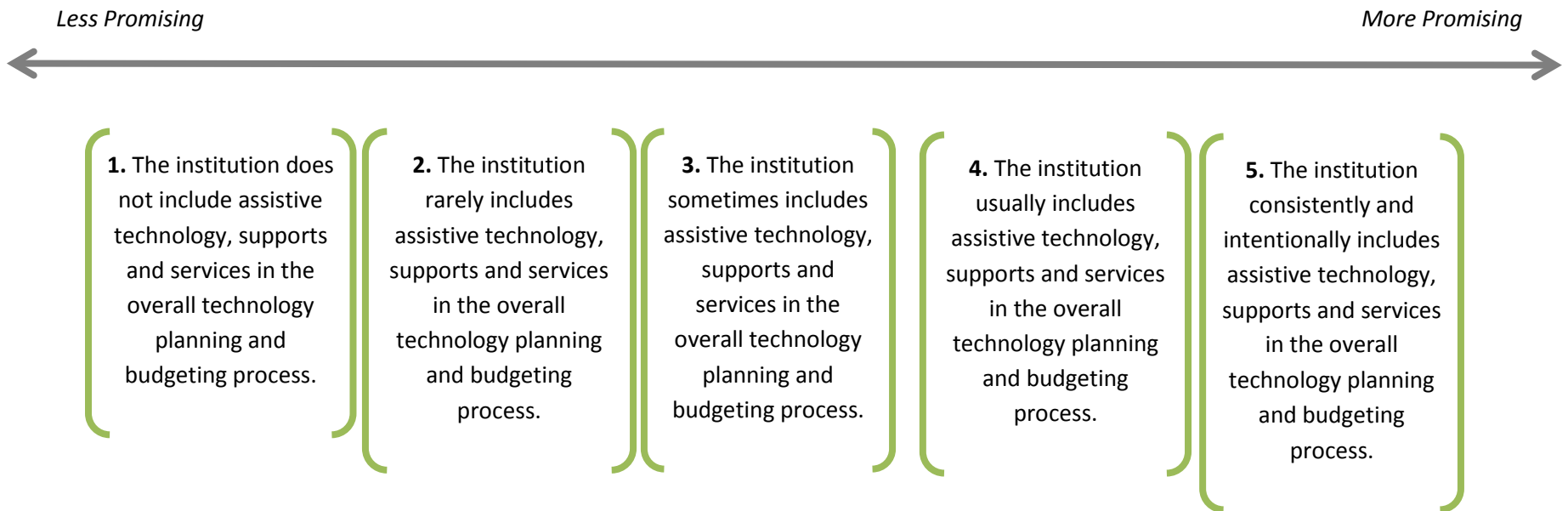
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Comments:

## Administrative Support

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

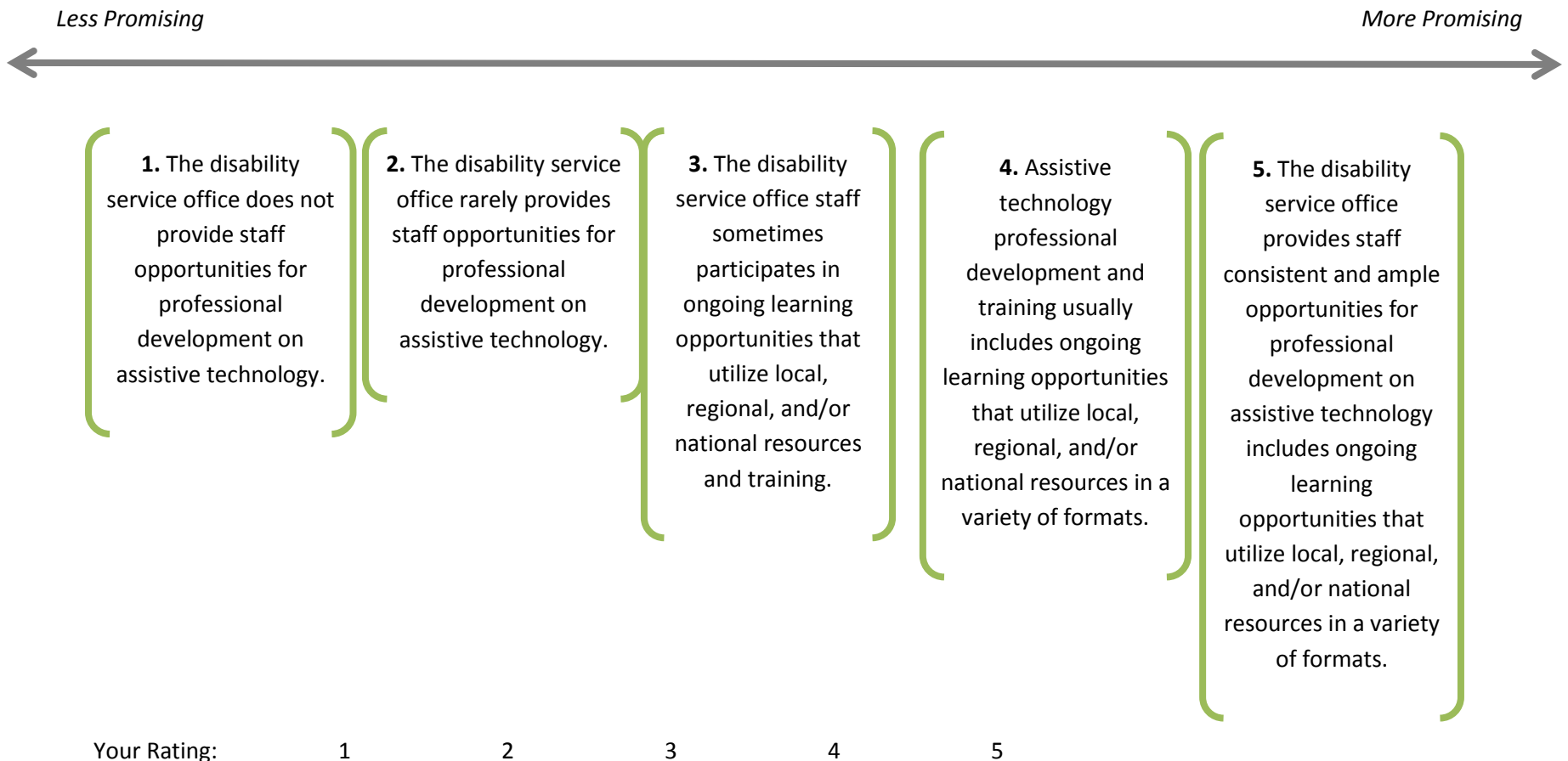


Your Rating:            1                    2                    3                    4                    5

Comments:

## Professional Development and Training

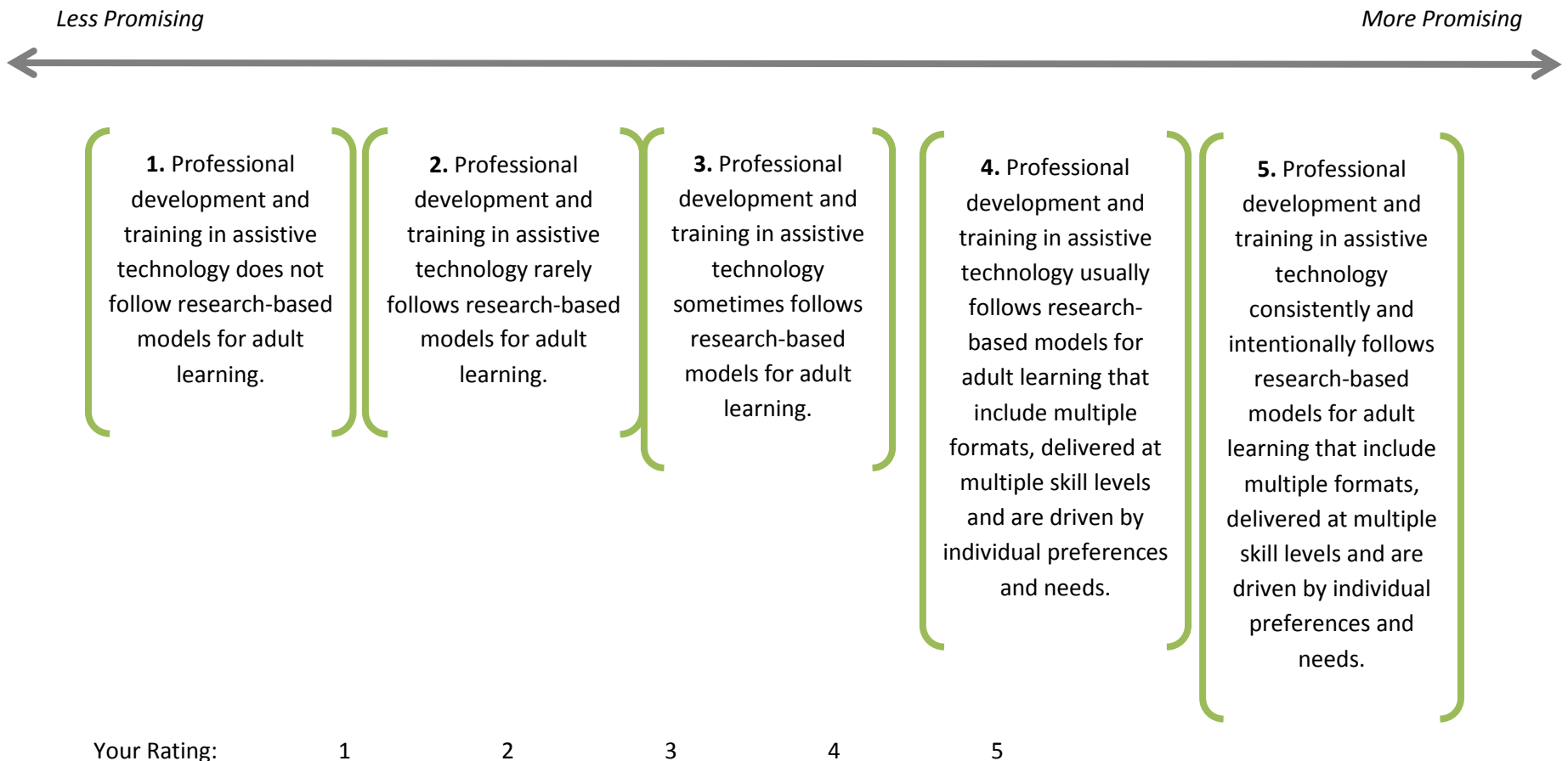
Indicator 1: The disability service office provides staff opportunities for professional development on assistive technology including ongoing learning opportunities that utilize local, regional, and, national resources and involve a variety of formats for training.



Comments:

## Professional Development and Training

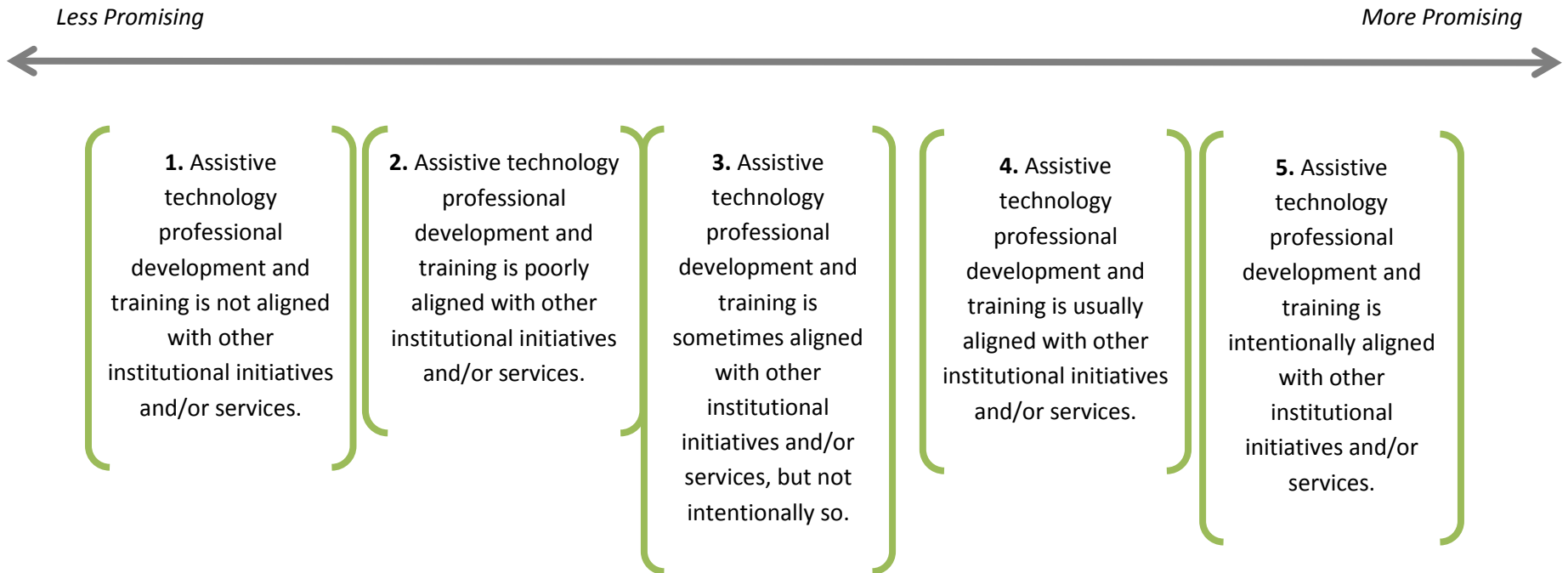
Indicator 2: Professional development and training in assistive technology follow research-based models for adult learning that include multiple formats, delivered at multiple skill levels and are driven by individual preferences and needs.



Comments:

## Professional Development and Training

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

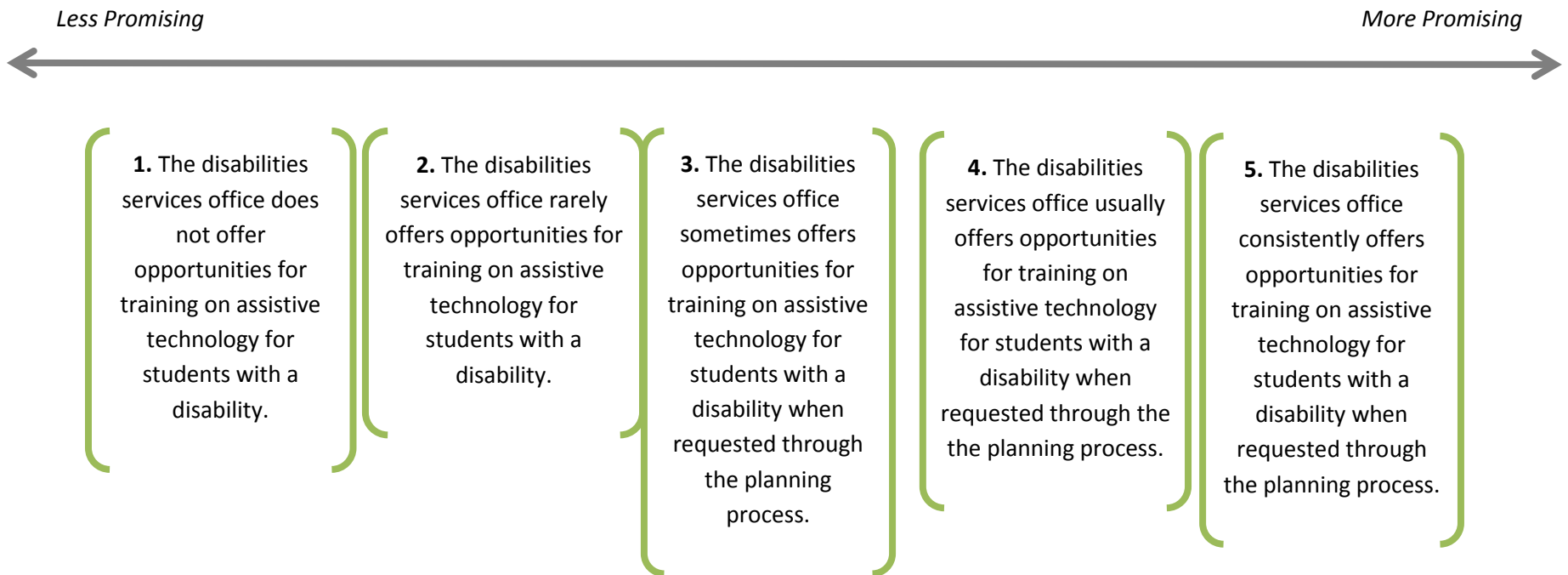


Your Rating:            1                    2                    3                    4                    5

Comments:

## 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.



Your Rating:            1                    2                    3                    4                    5

Comments:



## 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.



Your Rating:            1                    2                    3                    4                    5

Comments: