

Awareness and Eligibility

Category	Indicator	Least Promising 1	>>> 2	Variations 3	>>> 4	Most Promising 5
	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 technologies available.	The institution does not have accessible materials or activities available during orientation and does not disseminate a listing of assistive technologies available for student use.	The institution has limited promotional materials listing assistive technologies and does not actively promote them.	The institution has ample promotional materials available that include a list of assistive technologies but they are only provided by request.	The institution has developed effective promotional materials, but inconsistently disseminates them or includes them in orientation activities available to students.	The institution has easy to find and accessible promotional materials and activities and uses them consistently in orientation activities regarding assistive technologies available to students.
	2. The institution has and disseminates, material, regarding the use of assistive technologies, where the eligibility process is clearly stated. It includes an explanation of required documentation and disability disclosure necessary.	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 technologies.	The institution has some materials that describe the eligibility process, but does not offer a consistent or easy to follow explanation of the required documentation and disclosure necessary to access student services and related institution programs regarding the use of assistive technologies.	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 technologies, but the information is not widely disseminated or readily available.	The institution has promotional materials available on request, that communicate eligibility process and an explanation of the required documentation and disability disclosure necessary to access student services and related institution programs for use of assistive technologies.	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 related institution programs for use with assistive technologies.
	3. The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technologies.	The disability service office does not any process for basic assessment and selection of appropriate assistive technologies.	The disability service office has conducts or refers for assessment and selection of appropriate assistive technologies, but the process is not consistent or uniformly effective.	The disability service office has an in-house or referral based process for assessment and selection of appropriate assistive technologies and supports which must be requested by a student.	The disability service office has an in-house or referral based process for basic assessment and selection of appropriate assistive technologies and supports which they sometimes offer.	The disability service office consistently uses an effective in-house or referral based process for assessment and selection of appropriate assistive technologies and supports which they proactively and consistently offer.
	4. The intake process of the disability services office includes information and questions about previous assistive technology use.	No questions are included in the disability services office intake process about previous assistive technology use.	Only a few questions or sources of information are included in the disability services office intake process about previous assistive technology use.	The intake process of the disability services office sometimes includes comprehensive questions about previous assistive technology use.	The intake process of the disability services office includes comprehensive information and questions about previous assistive and use, but that information is not applied to the assessment process.	The intake process of the disability services office consistently includes comprehensive information and questions about previous assistive technology use and applies that information to the intake process.
	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.	The disability service office is not involved in the accessible technology and the information technology infrastructure is not accessible to incoming students with disabilities in most instances.	The disability services office is only peripherally involved with supporting the accessibility of the information infrastructure.	The disabilities services office has some impact on the accessibility of the institution information technology infrastructure.	The disability services office usually supports and is improving the accessibility of the information technology infrastructure of the institution.	The disability services office consistently supports and improves the accessibility of the information technology infrastructure on institution.

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Plan and Implementation

Category	Indicator	Least Promising 1	>>> 2	Variations 3	>>> 4	Most Promising 5
	1. The disability services office staff facilitate exploration of an individual's disability and assists him/her in understanding the need for and various types of accommodations.	Disability services office staff do not facilitate exploration of an individual's disability and they do not assist in understanding accommodations.	The disability services office staff rarely facilitate exploration of an individual's disability or assist them in understanding their need for and types of accommodations.	The disability services office staff sometimes facilitate exploration of an individual's disability and assists him/her in understanding their need for and types of accommodations.	The disability services office staff usually facilitate exploration of an individual's disability and assist them in understanding their need for and types of accommodations.	The disability services office staff consistently facilitates exploration of an individual's disabilities and assists them in understanding their need for and types of accommodations.
	2. The planning includes the delineation of all accommodation specifics, such as disclosure, note-taking, or environmental considerations.	Planning does not include the delineation of accommodation specifics, such as disclosure, note-taking, recording, technology environment.	Planning rarely includes the delineation of accommodation specifics and offers only general guidance.	Planning sometimes includes the delineation of accommodation specifics to go beyond general guidance.	Planning usually includes the delineation of all accommodation specifics.	Planning consistently includes the delineation of all accommodation specifics, such as disclosure, note-taking, recording, technology environment.
	3. Disability services office staff assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.	Disability services office staff do not assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.	Disability services office staff rarely assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.	Disability services office staff sometimes assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.	Disability services office staff usually assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.	Disability services office staff consistently assist the student in monitoring performance and the use of assistive and required information technology and related accommodations.
	4. The disability student 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.	The disability student office does not support the integration and use of student owned assistive technology supports into the curricular and extracurricular activities of the university when requested and written policy is vague or doesn't exist.	The disability student office rarely 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.	The disability student office sometimes 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.	The disability student office usually 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.	The disability student office consistently 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. The disability services office facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive and require information technology challenges and problems.	The disability services office does not facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive and require information technology challenges and problems.	The disability services office rarely facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive and require information technology challenges and problems.	The disability services office sometimes facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive and require information technology challenges and problems.	The disability services office usually facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive and require information technology challenges and problems.	The disability services office consistently facilitates collaboration, planning, problem solving and coordination between students, various instructional and support personnel in solving assistive and require information technology challenges and problems.

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Evaluation of Effectiveness

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	1. 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.	The disability service office does not have a plan to evaluate the effectiveness of provided assistive technology.	The disability service office has identified some areas to evaluate the effectiveness of provided assistive technology, but does not have a formal plan.	The disability service office has a formal plan to evaluate the effectiveness of provided assistive technology, but it is only sporadically used.	The disability service office has and uses a formal plan to evaluate the effectiveness of provided assistive technology, but does not make responsive changes to the current environment.	The disability service office has implemented a comprehensive plan for evaluating the effectiveness of provided assistive technology that is responsive to current student need and is reviewed periodically and changed as necessary.
	2. The disability service office documents the effectiveness of assistive technologies and the evaluation data is regularly reviewed for the overall impact of AT and AT effectiveness compared to other accommodations.	The disability service office does not document the effectiveness of assistive technologies.	The disability service office informally documents the effectiveness of assistive technologies, but the data is not reviewed for the overall impact of AT and AT effectiveness compared to other accommodations.	The disability service office informally documents the effectiveness of assistive technologies and talks about the for the overall impact of AT and AT effectiveness compared to other accommodations, but not on a regular basis.	The disability service office formally documents the effectiveness of assistive technologies and talks about the for the overall impact of AT and AT effectiveness compared to other accommodations on a regular basis.	The disability service office formally documents the effectiveness of assistive technologies and the evaluation data is regularly reviewed for the overall impact of AT and AT effectiveness compared to other accommodations.
	3. Effectiveness of assistive and technologies is evaluated in not only academic environments, but also in physical access, campus attitude and access to institutional electronic materials and processes.	Effectiveness of assistive technologies is only gathered in academic environments, but not in physical access, campus attitude, or access to institutional electronic materials and processes.	Effectiveness of assistive technologies is gathered in academic environments, and but randomly and informally about physical access, campus attitude, or access to institutional electronic materials and processes.	Effectiveness of assistive technologies is gathered in academic environments, and formally about physical access, campus attitude, or access to institutional electronic materials and processes, but not on a consistent basis.	Effectiveness of assistive technologies is gathered in academic environments, and but fairly consistently about physical access, campus attitude, or access to institutional electronic materials and processes.	Effectiveness of assistive and technologies is evaluated in academic environments, and also in physical access, campus attitude and access to institutional electronic materials and processes.
	4. The evaluation documentation gathered by the disability service office of assistive technologies includes enough data to evaluate how assistive technology impacts a students ability to stay in a class, program, or graduate.	The evaluation documentation gathered by the disability service office of assistive technologies is not sufficient to evaluate how assistive technology impacts a students ability to stay in a class, program, or graduate.	The evaluation documentation gathered by the disability service office of assistive technologies is sufficient to evaluate how assistive technology impacts a students ability to stay in a class, program, or graduate, but is rarely collected.	The evaluation documentation gathered by the disability service office of assistive technologies is sufficient to evaluate how assistive technology impacts a students ability to stay in a class, program, or graduate, but is sometimes collected.	The evaluation documentation gathered by the disability service office of assistive technologies is adequate to start to evaluate how assistive technology impacts a students ability to stay in a class, program, or graduate and consistently used.	The evaluation documentation gathered by the disability service office of assistive technologies includes enough data to evaluate how assistive technology impacts a students ability to stay in a class, program, or graduate.
	5. The effective concerning the use of assistive technologies is communicated to all stakeholders in the institution, including individual students, relevant departments, and administration.	The effective concerning the use of assistive technologies is not communicated to all stakeholders in the institution, including individual students, relevant departments, and administration.	The effective concerning the use of assistive technologies is communicated, but not to all stake holders on a consistent basis.	The effective concerning the use of assistive technologies is communicated to all stakeholders in the institution, including individual students, relevant departments, and administration, but not on a consistent basis or in a clear manner.	The effective concerning the use of assistive technologies is communicated to all stakeholders in the institution, including individual students, relevant departments, and administration on a consistent basis.	The effective concerning the use of assistive technologies is communicated to all stakeholders in the institution, including individual students, relevant departments, and administration on a consistent basis in an effective and clear manner.

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Administrative Support	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.	The institution does not have 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 who use with disabilities.	The institution has only a few 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, but may be out of date and not referenced.	The institution has sufficient 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, but may be out of date and not referenced.	The institution has well 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, but not consistently referenced.	The institution has well 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. The institution's written procedural guidelines about assistive technology are broadly disseminated.	Any written procedural guidelines are not disseminated or may be difficult to find with parts missing.	The written procedural guidelines are available in limited formats or mediums or on request only.	The written procedural guidelines are sometimes broadly disseminated.	The written procedural guidelines are usually broadly disseminated through the college web pages, application forms, communications with instructors, services offered and in alternate format materials.	The written procedural guidelines are broadly disseminated in a consistent manner through the college web pages, application forms, communications with instructions and alternate format materials.
	3. The institution has a systemic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible electronic information technology.	The institution does not have a process to handle grievances and complaints related to the use and support of assistive technology or inaccessible electronic information technology.	The institution rarely implements a systemic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible electronic information technology.	The institution sometimes institutes a systemic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible electronic information technology.	The institution usually institutes a systemic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible electronic information technology.	The institution has a consistent systemic process to handle grievances and complaints related to the use and support of assistive technology or inaccessible electronic information technology.
	4. The disabilities service office employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.	The disabilities service office does not employ personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization. (Tutors, Counselors, IT professionals, Instructors, Web masters, etc.)	The disabilities service office rarely employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization. (Tutors, Counselors, IT professionals, Instructors, Web masters, etc.)	The disabilities service office sometimes employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization. (Tutors, Counselors, IT professionals, Instructors, Web masters, etc.)	The disabilities service office usually employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization. (Tutors, Counselors, IT professionals, Instructors, Web masters, etc.)	The disabilities service office consistently employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization. (Tutors, Counselors, IT professionals, Instructors, Web masters, etc.)
	5. The institution includes assistive technology, supports and services in the technology planning and budgeting process.	The institution does not includes assistive technology, supports and services in the technology planning and budgeting process.	The institution rarely includes assistive technology, supports and services in the technology planning and budgeting process.	The institution sometimes includes assistive technology, supports and services in the technology planning and budgeting process.	The institution usually includes assistive technology, supports and services in the technology planning and budgeting process.	The institution consistently includes assistive technology, supports and services in the technology planning and budgeting process.

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Professional Development and Training

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	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.	Disability service office staff do not participate in ongoing learning opportunities that utilize local, regional, and/or national resources and training doesn't involve a variety of formats for training.	Assistive technology professional development and training rarely include ongoing learning opportunities that utilize local, regional, and/or national resources and use only one format for training	Disability service office staff sometimes participate in ongoing learning opportunities that utilize local, regional, and/or national resources and training doesn't involve a variety of formats for training.	Assistive technology professional development and training usually include ongoing learning opportunities that utilize local, regional, and/or national resources and use a variety of formats for training	The disability service office provides staff consistent and ample 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. 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.	Professional development and training in assistive technology does not follow research-based models for adult learning that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs.	Professional development and training in assistive technology rarely follow research-based models for adult learning that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs.	Professional development and training in assistive technology sometimes follow research-based models for adult learning that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs.	Professional development and training in assistive technology usually follow research-based models for adult learning that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs.	Professional development and training in assistive technology consistently 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. Assistive technology professional development and training address and are aligned with other institutional initiatives and/or services.	Assistive technology professional development and training do not address and are poorly aligned with other institutional initiatives and/or services	Assistive technology professional development and training rarely address and are aligned with other institutional initiatives and/or services.	Assistive technology professional development and training sometimes address and are aligned with other institutional initiatives and/or services.	Assistive technology professional development and training usually address and are aligned with other institutional initiatives and/or services.	Assistive technology professional development and training consistently address and are aligned with other institutional initiatives and/or services.
	4. The disabilities services office arranges opportunities for professional development or training on assistive technology for student with a disability when requested through the planning process.	The disabilities services office does not allow opportunities for professional development or training on assistive technology for student with a disability when requested through the planning process.	The disabilities services office rarely offers opportunities for professional development or training on assistive technology for student with a disability when requested through the planning process.	The disability services office sometimes arranges opportunities for professional development or training on assistive technology for student with a disability when requested through the planning process.	The disability services office usually arranges opportunities for professional development or training on assistive technology for student with a disability when requested through the planning process.	The disability services office consistently arranges high quality opportunities for professional development or training on assistive technology for student with a disability when requested through the planning process.
	5. The disability services office leads the institution by example and offers assistive and accessible technology professional development to a wider institutional audience.	The disability services office does not offer assistive and accessible technology professional development to a wider institutional audience.	The disability services office occasionally offers assistive and accessible technology professional development but to a very limited institutional audience.	The disability services office occasionally offers assistive and accessible technology professional development to a wider institutional audience.	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.	The disability services office leads the institution by example and offers assistive and accessible technology professional development to a wider institutional audience.

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