

## Longwood University Student Affairs Office of Disability Resources 2020-21 Formal Program Review Executive Summary and Action Plan

### I. **The Self-Assessment Process:**

Given that the previous formal program review for the Office of Disability Resources was based on a traditional Council for the Advancement of Standards (CAS) Review and Standards, it was decided in 2020-21, to use the CAS Review *process* but the professional *standards* developed by the Association of Higher Education and Disability (AHEAD).

#### AHEAD Standards to be reviewed using the CAS Self-Study Process:

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|------------------------------------|--|
| 1. Consultation / Collaboration    | 6. Policies and Procedures               |
| 2. Information Dissemination       | 7. Program Administration & Evaluation   |
| 3. Faculty / Staff Awareness       | 8. Training and Professional Development |
| 4. Academic Adjustments            |  |
| 5. Counseling & Self-Determination |  |

Appointments to the ODR Review Team were appointed in September of 2020 and the following faculty, staff, and students served. An initial orientation meeting was called and facilitated by the Assistant Vice-President for Student Affairs where the rationale, purpose, and details of the review process including the various roles and responsibilities as well as a timeline were shared.

Dana Miller Kieran	Director of Disability Resources; Self-Study Coordinator
Dr. Bill Abrams	Professor of Mathematics
Moe Bates	Director of Residential Life
Dr. Chris Bjornsen	Professor of Psychology
Madeline Schutt	Associate Director of Disability Resources
Ashley Schweizer	Student Assistant in ODR

#### **A summary of the Review Process follows:**

- A timeline and plan for the review process is prepared
- The Review Team is identified and oriented to the process
- The SAG and all Documentary Evidence are disseminated to the Review Team; deadlines and meeting dates are set
- Individual ratings and comments are compiled into a collective rating
- Areas of Strength, Weakness, Insufficient Evidence, and Strong Discrepancies are identified
- Appropriate actions are determined with recommendations for program enhancements
- An Executive Summary and Action Plan is developed and communicated; progress monitored over time

### II. **Results of each AHEAD Standard Component Average Rating:** Each of the criteria within the eight AHEAD overview areas were rating individually by Review Team members using the following scale and group averages were calculated.

DNA = Does Not Apply; IE = Insufficient Evidence; 0 = Does not Meet Standard;  
1 = Partly Meets Standard; 2 = Meets Standard

**Areas of Strength:** Given the CAS three-point rating scale of 0 to 2, a rating of 1.50 or higher indicates that an area “partly met” or “met” the standard. Of the eight component areas, summarize each with an overall collective rating of 1.50 or higher, highlighting any chosen significant accomplishments.

Items with ratings of **Does Not Apply (DNA), Insufficient Evidence/Unable to Rate (IE), and Significant Discrepancy** were noted.

**Areas with Opportunity for Improvement:** Given the CAS three-point rating scale of 0 to 2, a rating of 1.4 or lower indicates that an area “partly met” or “did not meet” the standard. Of the eight AHEAD component areas, identify each with an overall collective rating of 1.4 or lower. Considering *importance, need, and achievability*, prioritize these measures and write an **Action Plan** for each specifying what needs to be done to address the shortcomings. (Note: Additional initiatives can be suggested to enhance program quality and effectiveness that do not necessarily reflect lower ratings.)

**For each Action Plan Recommendation:**

- A. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement
- B. Set dates by which specific actions are to be completed
- C. Identify responsible parties to complete the action steps

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## **1. CONSULTATION / COLLABORATION**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

### **1.1 Serve as an advocate for issues regarding students with disabilities to ensure equal access.**

- Foster collaboration between disability services and administration as it relates to policy implementation.
- Ensure key administrators remain informed of emerging disability issues on campus that may warrant a new or revised policy.
- Foster a strong institutional commitment to collaboration on disability issues among key administrative personnel (e.g., deans, registrar, campus legal counsel).
- Work with facilities to foster campus awareness regarding physical access.
- Work collaboratively with academic affairs on policy regarding course substitutions.
- Foster an institutional commitment to promoting student abilities rather than a student’s disability.
- Foster meaningful inclusion of students with disabilities in campus life (e.g., residential activities, extracurricular activities).

### **1.2 Provide disability representation on relevant campus committees.**

- Advise campus student affairs regarding disability-related issues (e.g., student discipline, student activities).
- Participate on a campus-wide disability advisory committee consisting of faculty, students, administrators, and community representatives.

- Participate on-campus administrative committees such as a campus committee on individuals with disabilities.

<b>Part 1: Consultation / Collaboration</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
1.1 Serve as an advocate for issues regarding students with disabilities to ensure equal access.	1.6	1.8
1.2 Provide disability representation on relevant campus committees.	2.0	

*Action Plan for 1. Consultation / Collaboration:*

ODR is strong in consultation and collaboration, as evidenced by an overall rating of 1.8. The ODR professional staff serves on numerous campus committees to ensure that the "voice" of students is heard and compliance concerns of equal access are addressed. However, the review team reported ODR should create a more prominent presence among the greater student body by providing more visible resources and participating or doing programs. In addition, to connecting to the larger student body, the review team suggested increasing our collaboration within academic affairs to improve the understanding of our practices and create more vital partnership; because of these suggestions, ODR will:

- Develop and implement a faculty staff advisory committee.
- Increased dissemination of communication using a campus-wide newsletter.
- Develop a student Advisory Board with currently registered students.

**2. INFORMATION DISSEMINATION**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

**2.1 Disseminate information through institutional electronic and printed publications regarding disability services and how to access them.**

- Distribute policy and procedures(s) on the availability of services via all relevant campus publications (catalogs, programmatic materials, websites, etc.).
- Ensure referral, documentation, and disability services information is up to date and accessible on the institution's website.
- Ensure that criteria and procedures for accessing accommodations are delineated and disseminated to the campus community.
- Ensure access to information about disabilities to students, administration, faculty, and service professionals.
- Provide information on grievance and complaint procedures when requested.
- Include a statement in the institutional publications regarding self-disclosure for students with disabilities.

## 2.2 Provide services that promote access to the campus community.

- Facilitate the acquisition and availability of a wide variety of assistive technology to help students access materials in alternative formats (e.g., Read and Write Gold for Windows, MAC, and Chrome; JAWS for Windows screen reader; Kurzweil Voice Pro, Mountbatten Braille).
- Provide information for acquiring computerized communication, text telephone (TT), or telecommunications devices (TDD) for the deaf.
- Promote universal design in facilities.
- Promote universal design in communication.
- Promote universal design in instruction.

## 2.3 Disseminate information to students with disabilities regarding available campus and community disability resources.

- Provide information and referrals to assist students in accessing campus resources.

<b>Part 2: Information Dissemination</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
2.1 Disseminate information through institutional electronic and printed publications regarding disability services and how to access them.	1.8	1.8
2.2 Provide services that promote access to the campus community.	1.8	
2.3 Disseminate information to students with disabilities regarding available campus and community disability resources.	1.8	

### *Action Plan for 2. Information Dissemination:*

ODR is strong in information dissemination, as evidenced by an overall rating of 1.8. Information shared by the review team suggested that the website is current and thorough. Some suggestions included by the review team were to provide more information to the general campus population about disability diagnostic testing offered through Longwood's Counseling and Psychological Services and share more information about campus accessibility concerns during winter months and who to contact with the problems related to access. As a result of these suggestions ODR will:

- Work with the Office of First-Year Experience and Admissions to ensure students and parents are provided this information before the students' first semester.
- Post inclement weather links on the ODR webpage during winter months for general reporting concerns and a contact number to report problems outside of office hours.

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### **3. FACULTY / STAFF AWARENESS**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

#### **3.1 Inform faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, and curriculum modifications.**

- Inform faculty of their rights and responsibilities to ensure equal educational access.
- Inform faculty of the procedures that students with disabilities must follow in arranging for accommodations.
- Collaborate with faculty on accommodation decisions when there is a potential for a fundamental alteration of an academic requirement.

#### **3.2 Provide consultation with administrators regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.**

- Foster administrative understanding of the impact of disabilities on students.

#### **3.3 Provide disability awareness training for campus constituencies such as faculty, staff, and administrators.**

- Provide staff development regarding understanding of policies and practices that apply to students with disabilities in postsecondary settings.
- Provide staff development to enhance understanding of faculty's responsibility to provide accommodations to students and provide accommodations and modifications.
- Provide administration and staff training to enhance institutional understanding of the rights of students with disabilities.
- Participate in administrative and staff training to delineate responsibilities relative to students with disabilities.
- Training for staff (e.g., residential life, maintenance, and library personnel) to facilitate and enhance the integration of students with disabilities into the college community.

#### **3.4 Provide information to faculty about services available to students with disabilities.**

- Provide staff development for faculty and staff to refer students who may need disability services.

<b>Part 3: Faculty / Staff Awareness</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
3.1 Inform faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, and curriculum modifications.	1.8	1.65

<b>Part 3: Faculty / Staff Awareness</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
3.2 Provide consultation with administrators regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, and curriculum modifications.	1.6	
3.3 Provide disability awareness training for campus constituencies such as faculty, staff, and administrators.	1.4	
3.4 Provide information to faculty about services available to students with disabilities.	1.8	

*Action Plan for 3. Faculty/ Staff Awareness:*

ODR is relatively strong in faculty and staff awareness, as evidenced by the rating of 1.65. The primary communication with faculty and staff tends to be on an individual basis due to their specific student concerns. Recognition was given by the review team of ODR's commitment to disseminating information using the accommodation letters and presentations to various groups. \*\*\*\*\* As a result of these suggestions ODR will:

- Offer specific interactive training through CAFÉ to better understand the office options and decision-making regarding students with disabilities.
- Director will continue to work with new faculty training and the creation of a faculty staff Advisory Board. In addition, the director will meet with area Deans, Department Chairs, and faculty during faculty meetings to discuss changes questions and concerns.

#### **4. ACADEMIC ADJUSTMENTS**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

##### **4.1 Maintain records that document the student's plan for the provision of selected accommodations.**

- Create a confidential file on each student, including relevant information pertaining to eligibility and provision of services.
- Document the basis for accommodation decisions and recommendations.
- Develop a case management system that addresses the maintenance of careful and accurate records of each student.

#### 4.2 Determine with students appropriate academic accommodations and services.

- Conduct a review of disability documentation.
- Incorporate a process that fosters the use of effective accommodations, taking into consideration the environment, task, and the unique needs of the individual.
- Review the diagnostic testing to determine appropriate accommodations or supports.
- Accommodation requests are handled on a case-by-case basis and relate to students' strengths and weaknesses, which are identified in their documentation.
- Determine if the student's documentation supports the need for the requested accommodation.
- On a case-by-case basis, consider providing time-limited, provisional accommodations pending receipt of clinical documentation, after which a determination is made.

#### 4.3 Collaborate with faculty to ensure that reasonable academic accommodations do not fundamentally alter the program of study.

- Provide reasonable accommodations for students with disabilities to ensure program accessibility, yet do not compromise the essential elements of the course or curriculum.
- Ensure an array of supports, services and assistive technology so that student needs for modifications and accommodations can be met.

Part 4: Academic Adjustments		
	Average Criterion Area Rating	Overall Component Average
4.1 Maintain records that document the student's plan for the provision of selected accommodations.	1.8	1.67
4.2 Determine with students' appropriate academic accommodations and services.	2.0	
4.3 Collaborate with faculty to ensure that reasonable academic accommodations do not fundamentally alter the program of study.	1.2	

#### *Action Plan for 4. Academic Adjustments:*

ODR is relatively strong in academic adjustment as evidenced by an overall rating of 1.67. Within this area, ODR maintains all student records and creates a plan of accommodation based on historical documentation, diagnosis, and the student's narrative. Based on a thorough review of all the information, the appropriate academic accommodations are provided; a relative concern brought to the attention by the review committee was ODR's collaboration with faculty to ensure the accommodation does not fundamentally alter the program of study because of this concern ODR will:

- Work individually with faculty should an accommodation come into question.
- ODR will establish a tracking form to include the concern and the conclusion.
- ODR professionals will share results with faculty and student through documented communication, phone communication, or email.

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## **5. COUNSELING AND SELF-DETERMINATION**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

### **5.1 Use a service delivery model that encourages students with disabilities to develop independence.**

- Educate and assist students with disabilities to function independently.
- Develop a program mission that is committed to promoting self-determination for students with disabilities.

<b>Part 5: Counseling and Self-Determination</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
5.1 Use a service delivery model that encourages students with disabilities to develop independence.	2	2

#### *Action Plan for 5. Counseling and Self-Determination:*

Counseling and self-determination are strengths, as evidenced by an overall rating of two. ODR provides numerous supports and programs to help encourage students with disabilities to develop independence; because of this rating, ODR will continue to provide ODR Empowers for first-year students and ACT for new in current students. In addition, ODR will continue to create and schedule programming designed to support this initiative.

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## **6. POLICIES AND PROCEDURES**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

### **6.1 Develop, review and revise written policies and guidelines regarding procedures for determining and accessing “reasonable accommodations.”**

- Develop, review and revise procedures for students to follow regarding the accommodation process.
- Develop, review and revise policies describing disability documentation review.
- Develop, review and revise procedures regarding student eligibility for services.
- Develop, review and revise eligibility for services policies and procedures that delineate steps required for students to access services, including accommodations.
- Develop, review and revise procedures to determine if students receive provisional accommodations during any interim period (e.g., assessment is being updated or re-administered).



## **6.2 Assist with the development, review, and revision of written policies and guidelines for institutional rights and responsibilities with respect to service provision.**

- Assist with the development, review, and revision of policies and procedures on course substitutions, including institution requirements (e.g., foreign language or writing requirements).
- Assist with the development, review, and revision of policy and procedures regarding priority registration.
- Develop, review and revise policies and procedures that maintain a balance between "reasonable accommodation" and "otherwise qualified" while "not substantially altering technical standards."
- Develop, review, and revise policies regarding the provision of disability services (e.g., interpreter services).
- Develop, review and revise disability documentation guidelines to determine eligibility for accommodations at the postsecondary level.
- Assist the institution with the development, review, and revision of policies regarding the faculty's responsibility for serving students with disabilities.
- Collaborate with the development, review, and revision of policies regarding IT (e.g., alternative formats).

## **6.3 Develop, review and revise written policies and guidelines for student rights and responsibilities with respect to receiving services.**

- Develop consistent practices and standards for documentation.
- Develop, review and revise policies regarding students' responsibility to provide recent and appropriate documentation of disability.
- Assist with the development, review, and revision of policies regarding students' responsibility to meet the institution's qualifications and essential technical, academic, and institutional standards.
- Develop, review and revise policies regarding students' responsibility to follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.
- Assist with the development, review, and revision of procedures a student must follow regarding program modifications (e.g., course substitutions).
- Develop, review, and revise procedures for notifying staff (e.g., interpreter, notetaker) when a student will not attend a class meeting.

## **6.4 Develop, review and revise written policies and guidelines regarding confidentiality of disability information.**

- Develop, review and revise policy articulating students understanding of who will have access to their documentation and the assurance that it will not be shared inappropriately with other campus units.
- Develop, review and revise policies and procedures regarding privacy of records, including testing information, prior records and permission to release confidential records to other agencies or individuals.

## **6.5 Assist with the development, review, and revision of policies and guidelines for settling a formal complaint regarding the determination of a "reasonable accommodation."**

- Assist with the development, review, and revision of procedures for resolving disagreements regarding specific accommodation requests, including a defined process by which a review of the request can occur.

- Assist with the development, review, and revision of compliance efforts and procedures to investigate complaints.
- Assist with the development, review, and revision of a conflict resolution process with a systematic procedure to follow by both the grievant and the institutional representative.

<b>Part 6: Policies and Procedure</b>		
<b>Criterion Area</b>	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
6.1 Develop, review and revise written policies and guidelines regarding procedures for determining and accessing “reasonable accommodations.”	1.8	1.56
6.2 Assist with the development, review, and revision of written policies and guidelines for institutional rights and responsibilities with respect to service provision.	1.4	
6.3 Develop, review and revise written policies and guidelines for student rights and responsibilities with respect to receiving services.	1.2	
6.4 Develop, review and revise written policies and guidelines regarding confidentiality of disability information.	1.4	
6.5 Assist with the development, review, and revision of policies and guidelines for settling a formal complaint regarding the determination of a "reasonable accommodation."	2.0	

*Action Plan for 6. Policies and Procedure:*

Policies and procedures overall is an area of relative strength with a rating of 1.56. However, within the specific criterion areas were ODRs strongest informal complaints and developing, reviewing, and revising written policies and guidelines. Areas noted as relative weaknesses assist other areas review written policies and procedures, developing, reviewing, and revising policies and guidelines for student's rights concerning receiving services and guidelines regarding confidentiality. While these things were noted as areas to improve, the evidence provided could not accurately portray ODR's involvement in the process of the policy change and revisions. For example, within the last year, the emotional support animal procedure was revised. In addition, a service animal policy was revised per Virginia regulations confidentiality of student information as noted on the letter of accommodation center faculty and in the ODR handbook future action to make these processes more transparent to university. In the future, ODR will share changes with needed campus faculty and staff after revisions have taken place, communicating through the new proposed faculty advisory committee and using newsletter updates.

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## **7. PROGRAM ADMINISTRATION AND EVALUATION**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

### **7.1 Provide services that are aligned with the institution's mission or services philosophy.**

- Develop a program mission statement and philosophy that is compatible with the mission of the institution.
- Program personnel and other institutional staff understand and support the mission of the office for students with disabilities.

### **7.2 Coordinate services for students with disabilities through a full-time professional.**

- At least one full-time professional is responsible for disability services as a primary role.

### **7.3 Collect student feedback to measure satisfaction with disability services.**

- Assess the effectiveness of accommodations and access provided to students with disabilities (e.g., timeliness of response to accommodation request).
- Student satisfaction data is included in the evaluation of disability services.

### **7.4 Collect data to monitor the use of disability services.**

- Provide feedback to physical plant regarding physical access for students with disabilities.
- Collect data to assess the effectiveness of services provided.
- Collect data to identify ways the program can be improved.
- Collect data to project program growth and needed funding increases.

### **7.5 Report program evaluation data to administrators.**

- Develop an annual evaluation report on your program using the qualitative and quantitative data you've collected.

### **7.6 Provide fiscal management of the office that serves students with disabilities.**

- Develop a program budget.
- Effectively manage your program's fiscal resources.
- Seek additional internal or external funds as needed.
- Develop political support for your program and its budget.

### **7.7 Collaborate in establishing procedures for purchasing the adaptive equipment needed to assure equal access.**

- Assist with the determination of the needs for assistive technology and adaptive equipment at your institution.
- Advise other departments regarding the procurement of needed assistive technology and adaptive equipment.

- Provide or arrange for assistance to students to operate assistive technology and adaptive equipment.

<b>Part 7: Program Administration and Evaluation</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
7.1 Provide services that are aligned with the institution’s mission or services philosophy.	2.0	1.66
7.2 Coordinate services for students with disabilities through a full-time professional.	1.8	
7.3 Collect student feedback to measure satisfaction with disability services.	1.6	
7.4 Collect data to monitor the use of disability services.	1.6	
7.5 Report program evaluation data to administrators.	1.6	
7.6 Provide fiscal management of the office that serves students with disabilities.	1.8	
7.7 Collaborate in establishing procedures for purchasing the adaptive equipment needed to assure equal access.	1.2	

*Action Plan for 7. Program Administration and Evaluation:*

In the area of program administration and evaluation, ODR is strong. The review team notes student feedback data collection and evaluation as relative weaknesses within. With an overall rating of 1.66 regarding this rating, ODR will continue to survey the students on their registry registered roster. ODR will add additional surveys after the fall semester. In addition, ODR will ask for some limited demographics on surveys, such as year of attendance disability, to run various statistical analyses to answer research questions about the office effectiveness for different disability categories. This information will be used as part of the watermark criterion and evidence

**8. TRAINING AND PROFESSIONAL DEVELOPMENT**

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

**8.1 Provide disability services staff with ongoing opportunities for professional development.**

- Provide orientation and staff development for new disability personnel.
- Ensure that professional development funds are available for disability personnel.

- Provide opportunities for ongoing training based on a needs assessment of the knowledge and skills of disability personnel.

**8.2 Provide services by personnel with training and experience working with college students with disabilities (e.g., student development, degree programs).**

- Ensure staff can understand and interpret assessments/documentation.

**8.3 Assure that personnel adhere to relevant Codes of Ethics (e.g., AHEAD, APA).**

- Refer to and apply a relevant professional code of ethics when dealing with challenging situations.

<b>Part 8: Training and Professional Development</b>		
	<b>Average Criterion Area Rating</b>	<b>Overall Component Average</b>
8.1 Provide disability services staff with ongoing opportunities for professional development.	1.8	1.74
8.2 Provide services by personnel with training and experience working with college students with disabilities (e.g., student development, degree programs).	1.8	
8.3 Assure that personnel adhere to relevant Codes of Ethics (e.g., AHEAD, APA).	1.6	

*Action Plan for 8. Training and Professional Development:*

The overall rating for training and professional development is a relative strength. ODR professional staff meet regularly to discuss current concerns through the use of one on one weekly meetings, team-building meetings team building activities attending conferences attending webinars, and through our membership of AHEAD.