

Assessment Cycle 2025-2026

Accessibility and Disability Support

Division or Department: Student Affairs

Prepared by: Crissey Smith

Date: June 1, 2026

Approved by: Dr. Yonna Pasch

Date: June 4, 2026

Northwestern Mission: Northwestern State University is a responsive, student- oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

The Student Experience Mission Statement: The Student Experience provides the University community with programs and services to support the academic mission of creating, disseminating and acquiring knowledge through teaching, research and service while empowering a diverse student population to achieve their highest educational potential. The Student Experience creates a stimulating and inclusive educational environment that is conducive to holistic personal growth. The commitment to students initiates prior to entrance, sustains throughout the college experience and continues beyond graduation. Enrollment Services provide equal access for education to potential students throughout the state and region and promote economic stability and financial access to citizens. Student Affairs enhances student development and broadens intellectual, social, cultural, ethical and occupational growth. The Student Experience works closely with faculty, staff, students, and the community to ensure graduates have the capability to promote economic development and improvements in the region.

Student Affairs Mission: The Division of Student Affairs prepares students to be productive members of society and to improve the quality of life of students. Student Affairs provides support services in career development and placement, advocacy and accountability, academic support, mental and physical health, disability accommodations, student activities and organizations, student union life, and opportunities in leadership, community service, and programs for new students. Through hands on involvement in programs and services, Student Affairs promotes personal development in a student-centered environment, which delivers innovative practices in an environment of respect. Student Affairs encourages integrity, diversity, and collaboration with all members of the university community.

The Office of Accessibility and Disability Support (OADS) is a student-centered division making students with disabilities full participants in the university program, services, and activities through its compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The OADS coordinates services, accommodates students with disabilities, serves as an information center concerning disability-related issues, and provides equal educational opportunities to diverse students. The OADS supports the university's mission through its commitment to provide services that are innovative and surpass the federal guidelines for those with disabilities.

Assessment Cycle 2025-2026

Methodology: The assessment process includes:

- Data from the assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the director.
- The director will analyze the data to determine whether the applicable outcomes are met:
- Results from the assessment will be discussed with the appropriate staff.
- Individual meetings will be held with staff as required (show cause).
- The director, in consultation with the staff, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Accessibility and Disability Support Effectiveness

Service Outcomes:

Service Outcome 1: All students seeking registration with the Office of Accessibility and Disability Support will receive specialized and individualized support at Northwestern State University in a timely manner.

Measure 1.1: Students seeking services/accommodation will receive information through OADS staff outreach. The target is that 75% of students will indicate that they received information about OADS through outreach on questions # 6 and # 7 of the new OADS end of the year survey.

Finding: Target was met.

Analysis:

In AC 2024-2025, the target was met. Measure 1.1 shifted to include Question # 10 and # 11 on the end of semester survey to include emails, messenger, and social media as outreach efforts. With this revision, outreach not only included hosting events, programming, and collaborations with student affairs offices, but also included emails, social media, and utilizing the student messenger. Question #12 is only inclusive of students who attend OADS events, and many students are online or not housed on the Natchitoches campus, so this does not include the outreach attempts that are not face to face. This measure now reads, "Students seeking services/accommodation will receive information through OADS staff outreach. The target is that 75% of students will indicate that they received information about OADS through outreach on questions 10-12 of the OADS end of the year survey." OADS staff sent information to students several weeks before the Summer, Fall, and Spring semesters to increase awareness, outreach, and OADS registration. The staff participated in outreach efforts throughout the term, including summer programs, partnered events, and departmental programming. OADS participated in outreach including hosting events, programming, collaborations with student affairs offices, emails, social media, and utilizing the student messenger. On question # 10 of the end-of-semester survey, 93.1% of students indicated receiving information from OADS via email, messenger, social media, or any information to promote awareness of disabilities. On question #11 of the end-of-semester survey, 69% of students indicated learning something new from OADS emails, messenger, social media, or outreach events. On question # 12 of the end-of-

Assessment Cycle 2025-2026

semester survey, 96.6% of students indicated that they did not attend any OADS outreach events, while only 3.4% of students indicated that they had attended outreach events. Students are indicating that they are receiving information through OADS outreach, yet they are not attending OADS events/programming for outreach.

Based on the analysis of the AC 2024-2025 results, the staff made the following changes in AC 2025-2026 to drive the cycle of improvement. OADS staff consists of the 3 with new staff hired in September 2024 and after. These staff sent information to students for several weeks before the Summer, Fall, and Spring semesters to increase awareness, outreach, and OADS registration. The staff participated in outreach efforts throughout the term, including summer programs, partnered events, and departmental programming. The staff looked for new outreach efforts and review question # 13 to determine if there are any new outreach events to participate in.

As a result of these changes, in AC 2025-2026 the target was met. Measure 1.1 shifted to include a new questionnaire and changes in questions. Questions #6 and #7 on the end of semester survey continue to include questions around receiving information via emails, messenger, and social media as outreach efforts. With this revision, outreach not only included hosting events, programming, and collaborations with student affairs offices, but also included emails, social media, and utilizing the student messenger. Question #7 is only inclusive of students who attend OADS events, and many students are online or not housed on the Natchitoches campus, so this does not include the outreach attempts that are not face to face. This measure now reads, “did you see or learn something new from OADS via email, Student Messenger, social media or outreach events (table events and workshop). The target is that 75% of students will indicate that they received information about OADS through outreach on questions 6 and 7 of the OADS end of the year survey.” OADS staff sent information to students several weeks before the Summer, Fall, and Spring semesters to increase awareness, outreach, and OADS registration. The staff participated in outreach efforts throughout the term, including summer programs, partnered events, and departmental programming. OADS participated in outreach including hosting events, programming, collaborations with student affairs offices, emails, social media, and utilizing the student messenger. On question # 6 of the end-of-semester survey, 84% of students indicated receiving information from OADS via email, messenger, social media, or any information to promote awareness of disabilities. On question #7 of the end-of-semester survey, 63% of students indicated learning something new from OADS emails, messenger, social media, or outreach events. Question # 8 was added to determine what type of outreach events that students would like to see offered and included suggestions like group meets and more awareness and information on OADS.

Decision:

In AC 2025-2026 the target was met

Based on the analysis of the AC 2025-2026 results, the staff made the following changes in AC 2026-2027 to drive the cycle of improvement. The staff will send information to students for several weeks before the Summer, Fall, and Spring semesters to increase awareness, outreach, and OADS registration. The staff will participate in outreach efforts throughout the term, including summer programs, partnered events, and departmental programming. The staff will look for new outreach efforts and review question # 8 to determine if there are any new outreach events to participate in or create.

Assessment Cycle 2025-2026

These changes will improve the students' ability to learn about the services offered to register with the Office of Accessibility and Disability Support, continuing to push the cycle of improvement forward.

Measure 1.2: Upon submission of OADS registration applications and continued services applications, staff will review and approve the packets and communicate to faculty regarding student accommodations within 14-days during the Fall and Spring Semesters. The target is that 95% of new students registering will have coordinated services within 14-days of being approved for services.

Finding: Target was met.

Analysis:

In AC 2024-2025 the target was met. OADS staff spread awareness of and implemented the protocols for registration and continued services application to maintain timely communication and 14-day approval time. The staff reviewed and worked to approve accommodations within 14-days (pending required documents, student communication, and scheduling of intake session), and communicated with students, faculty, and staff regarding student accommodations and office registration/continued registration processes. The Office of Accessibility and Disability Support ensured new registered students had services coordinated in a timely manner. OADS sent out several reminders to fill out continued services applications for the new semester, which allowed for creation/issuing of accommodation letters to be distributed early in the new semester. 100% of students who were approved of services and had submitted the continued services application had their official accommodation letter distributed within 14 days (about 2 weeks) of the new semester. On Question #7 of the OADS end-of-semester survey, 96.6% of students reported receiving requested services in a timely manner. These changes streamlined the process of reviewing and approving OADS packets and communicating to faculty and registered OADS students. These changes streamlined the process of reviewing and approving OADS packets as well as communicating to faculty and registered OADS students.

Based on the analysis of the AC 2024-2025 results, the staff made the following changes in AC 2025-2026 to drive the cycle of improvement. OADS staff spread awareness of and implement the protocols for registration and continued services application to maintain timely communication and 14-day approval time. The staff reviewed and worked to approve accommodations within 14-days (pending required documents, student communication, and scheduling of intake session), and communicated with students, faculty, and staff regarding student accommodations and office registration/continued registration processes.

As a result of these changes, in AC 2025-2026 the target was met. OADS staff spread awareness of and implemented the protocols for registration and continued services application to maintain timely communication and 14-day approval time. The staff which consisted of 3 staff members reviewed and worked to approve accommodations within 14-days (pending required documents, student communication, and scheduling of intake session), and communicated with students, faculty, and staff regarding student accommodations and office registration/continued registration processes. The Office of Accessibility and Disability Support ensured new registered students had services coordinated in a timely manner. OADS sent out several reminders to fill

Assessment Cycle 2025-2026

out continued services applications for the new semester, which allowed for creation/issuing of accommodation letters to be distributed early in the new semester. 100% of students who were approved of services and had submitted the continued services application had their official accommodation letter distributed within 14 days (about 2 weeks) of the new semester. OADS created a new survey to address this question specifically on question #17 of the OADS end-of-semester survey, 89% of students reported receiving requested services in a timely manner. With the addition of new staff these changes streamlined the process of reviewing and approving OADS packets and communicating to faculty and registered OADS students.

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. OADS staff will spread awareness of and implement the protocols for registration and continued services application to maintain timely communication and 14-day approval time. The staff will review and work to approve accommodations within 14-days (pending required documents, student communication, and scheduling of intake session), and communicate with students, faculty, and staff regarding student accommodations and office registration/continued registration processes.

These changes will improve the student's ability to receive classroom and testing accommodations in a timely manner, thereby continuing to push the cycle of improvement forward.

Service Outcome 2: Students registered with OADS are taken care of in a comprehensive and systematic manner in accordance with their specific needs.

Measure 2.1: The OADS staff will promote and educate faculty on the OADS testing process, procedures, and protocols to ensure that students testing needs are met. Success is defined as having 80% of registered faculty members following the OADS testing procedures.

Finding: Target was met.

Analysis:

In AC 2024-2025 the target was met. OADS worked with faculty and staff to inform everyone on OADS policies and procedures for accommodations and testing. OADS worked with distance campus faculty/staff proctors and directors to ensure accommodations are being offered and supported for all students, including on our satellite campuses. OADS also began issuing the survey earlier in the semester and offer additional reminders to reach more of our registered students. In AC 2024-2025 there were many staffing changes which resulted in the end of the semester survey not changing to include the specific questions that the second survey asked regarding professors, and faculty/staff members who assist with accommodation testing and proctoring on satellite campuses. Questions # 6 indicated that 100% felt completely satisfied with staff's knowledge of disabilities, accommodations, technology, and student resources. Question # 15 indicated that 62.1% felt instructors responded amazing and 37.9% indicated that they felt the instructors responded pretty well to their disability. These changes impacted the faculty's ability to follow the OADS testing process and procedures.

Assessment Cycle 2025-2026

Based on the analysis of the AC 2024-2025 results, the staff made the following changes in AC 2025-2026 to drive the cycle of improvement. OADS staff developed a streamlined tracking for communication and compliance with a goal of 80% of registered faculty members following the OADS testing procedures. Staff also added questions regarding faculty/staff and distance campuses to the survey.

As a result of these changes, in AC 2025-2026 the target was met. OADS worked with faculty and staff to inform everyone on OADS policies and procedures for accommodations and testing. OADS worked with distance campus faculty/staff proctors and directors to ensure accommodations are being offered and supported for all students, including our satellite campuses. OADS also began issuing the survey earlier in the semester and offered additional reminders to reach more of our registered students. In AC 2025-2026 the survey changed to include location of students taking the survey and OADS staff began tracking staff's compliance with OADS procedures, specifically testing procedures. Question # 1 saw 68% of students located on the main campus, 16% on the Alexandria campus, 11% were online students and the remaining 5% were located on the Shreveport campus. Questions # 4 indicated that 100% felt completely satisfied with OADS staff's knowledge of disabilities, accommodations, technology, and student resources. Question # 9 indicated that 38.1% felt instructors responded amazingly and 52.4% indicated that they felt the instructors responded pretty well to their disability and only 9.5% responded poorly. OADS staff will communicate with Department Heads for those staff that did not follow OADS policies and procedures for accommodation and testing. 84% of faculty followed OADS policies and procedures for this cycle by complying with testing processes and procedures.

Decision:

As a result of these changes, in AC 2025-2026 the target was met.

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. OADS staff will track compliance and communicate with faculty members as well as Department Heads about those staff who are not following the OADS testing procedures and offer support and training. The staff will host an in-service during on-call week for new and continuing faculty to educate them on the OADS process.

These changes will improve the testing process for faculty and students hereby continuing to push the cycle of improvement forward.

Measure 2.2: 90% of students report a positive experience as indicated on #8 of the end-of-semester survey.

Finding: Target was met.

Analysis:

In AC 2024-2025 the target was met. OADS staff spread awareness of and implemented the testing policies/procedures of testing in the OADS office. OADS staff communicated with students, faculty, and staff about student testing accommodations and the importance of

Assessment Cycle 2025-2026

submitting exam requests/sending exams to OADS to continue effective and timely proctoring/exam delivery. OADS worked with distance campus proctors and directors to ensure accommodations are being offered and supported on our satellite campuses. OADS will revised the end of semester survey to ask specific questions regarding testing and proctoring on satellite campuses. This helped with establishing a positive testing experience for students testing on each campus, rather than just at OADS in Natchitoches. The OADS staff participated in the new Faculty/Staff Institute in the fall semester and during Professional Development opportunities to notify instructors of OADS policies and procedures, and enforced the new testing link that was date and time protected. All students taking the exams on all campus instructional sites were notified of contact personnel and testing accommodation information at the beginning of the semester. Faculty were reminded to send exams when requests are received to prevent delays or interruptions for students having exams proctored by OADS staff. This process ensured that students had to request proctored exams at least 48 hours in advance. This gave enough time for the OADS staff and faculty to prepare the exams for the students. OADS also distributed several reminders regarding end-of-semester survey once final exams testing/proctoring ended to include the students' experiences who were taking final exams in OADS. With these changes, 96% of students taking the end of year assessment reported a positive experience (satisfied or completely satisfied on question 8 of the end-of-semester questionnaire.) 74% of students indicated completely satisfied, and 22% of students indicated satisfied, totaling 96% of students testing in OADS as satisfied with completing exams in OADS. There were three incidents of cheating. Due to staff turnover the questions around testing and proctoring on satellite campuses were not added. These changes made a direct impact on the students' experience with the services offered by the OADS staff.

Based on the analysis of the AC 2024-2025 results, the staff made the following changes in AC 2025-2026 to drive the cycle of improvement. OADS staff spread awareness of and implemented the testing policies/procedures of testing in the OADS office. OADS staff communicated with students, faculty, and staff about student testing accommodations and the importance of submitting exam requests/sending exams to OADS to continue effective and timely proctoring/exam delivery. OADS worked with distance campus proctors and directors to ensure accommodations are being offered and supported on our satellite campuses. OADS revised the end of semester survey to ask specific questions regarding testing and proctoring on satellite campuses. This helped establish a positive testing experience for students testing on each campus, rather than just at OADS in Natchitoches. The OADS staff participated in the new Faculty/Staff Institute in the fall semester and during Professional Development opportunities to notify instructors of OADS policies and procedures and enforced the new testing link that was date and time protected. All students taking the exams on all campus instructional sites were notified of contact personnel and testing accommodation information at the beginning of the semester. Faculty were reminded to send exams when requests are received to prevent delays or interruptions for students having exams proctored by OADS staff. This process ensured that students had to request proctored exams at least 48 hours in advance. This gave enough time for the OADS staff and faculty to prepare the exams for the students. OADS also distributed several reminders regarding end-of-semester survey once final exams testing/proctoring ended to include the students' experiences who were taking final exams in OADS. With these changes, 94.1% of students taking the end of year assessment reported a positive experience (satisfied or completely satisfied on question 5 of the end-of-semester questionnaire.) 76.5% of students indicated completely satisfied, and 17.6% of students indicated satisfied, totaling 94.1% of

Assessment Cycle 2025-2026

students testing in OADS as satisfied with completing exams in OADS. OADS was also able to move in their brand new renovated space which allowed students and staff a more structured and distraction reduced environment. These changes made a direct impact on the students' experience with the services offered by the OADS staff.

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. OADS staff will spread awareness of and implement the testing policies/procedures of testing in the OADS office. OADS staff will work to communicate with students, faculty, and staff about student testing accommodations and the importance of submitting exam requests/sending exams to OADS to continue effective and timely proctoring/ exam delivery. OADS will work with distance campus proctors and directors to ensure accommodations are being offered and supported on our satellite campuses.

These changes will help improve the students' satisfaction regarding the testing process, thereby continuing to push the cycle of improvement forward.

Comprehensive summary of key evidence of improvements based on analysis of results.

The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2025-2026. These changes are based on the knowledge gained through the AC 2024-2025 results analysis.

SO1:

1.1: OADS staff consists of the 3 with new staff hired in September 2024 and after. These staff sent information to students for several weeks before the Summer, Fall, and Spring semesters to increase awareness, outreach, and OADS registration. The staff participated in outreach efforts throughout the term, including summer programs, partnered events, and departmental programming. The staff looked for new outreach efforts and review question # 13 to determine if there are any new outreach events to participate in.

1.2: OADS staff spread awareness of and implement the protocols for registration and continued services application to maintain timely communication and 14-day approval time. The staff reviewed and worked to approve accommodations within 14-days (pending required documents, student communication, and scheduling of intake session), and communicated with students, faculty, and staff regarding student accommodations and office registration/continued registration processes.

SO2:

2.1 : OADS staff developed a streamlined tracking for communication and compliance with a goal of 80% of registered faculty members following the OADS testing procedures. Staff also added questions regarding faculty/staff and distance campuses to the survey.

2.2: OADS staff spread awareness of and implemented the testing policies/procedures of testing in the OADS office. OADS staff communicated with students, faculty, and staff about student testing accommodations and the importance of submitting exam requests/sending exams to

Assessment Cycle 2025-2026

OADS to continue effective and timely proctoring/ exam delivery. OADS worked with distance campus proctors and directors to ensure accommodations are being offered and supported on our satellite campuses. OADS revised the end of semester survey to ask specific questions regarding testing and proctoring on satellite campuses. This helped establish a positive testing experience for students testing on each campus, rather than just at OADS in Natchitoches. The OADS staff participated in the new Faculty/Staff Institute in the fall semester and during Professional Development opportunities to notify instructors of OADS policies and procedures and enforced the new testing link that was date and time protected. All students taking the exams on all campus instructional sites were notified of contact personnel and testing accommodation information at the beginning of the semester. Faculty were reminded to send exams when requests are received to prevent delays or interruptions for students having exams proctored by OADS staff. This process ensured that students had to request proctored exams at least 48 hours in advance. This gave enough time for the OADS staff and faculty to prepare the exams for the students. OADS also distributed several reminders regarding end-of-semester survey once final exams testing/proctoring ended to include the students' experiences who were taking final exams in OADS. With these changes, 94.1% of students taking the end of year assessment reported a positive experience (satisfied or completely satisfied on question 5 of the end-of-semester questionnaire.) 76.5% of students indicated completely satisfied, and 17.6% of students indicated satisfied, totaling 94.1% of students testing in OADS as satisfied with completing exams in OADS. OADS was also able to move in their brand new renovated space which allowed students and staff a more structured and distraction reduced environment. These changes made a direct impact on the students' experience with the services offered by the OADS staff.

Plan of Action Moving Forward:

SO1:

1.1 The staff will send information to students for several weeks before the Summer, Fall, and Spring semesters to increase awareness, outreach, and OADS registration. The staff will participate in outreach efforts throughout the term, including summer programs, partnered events, and departmental programming. The staff will look for new outreach efforts and review question # 8 to determine if there are any new outreach events to participate in or create.

1.2 OADS staff will spread awareness of and implement the protocols for registration and continued services application to maintain timely communication and 14-day approval time. The staff will review and work to approve accommodations within 14-days (pending required documents, student communication, and scheduling of intake session), and communicate with students, faculty, and staff regarding student accommodations and office registration/continued registration processes.

SO2:

2.1 OADS staff will track compliance and communicate with faculty members as well as Department Heads about those staff who are not following the OADS testing procedures and offer support and training. The staff will host an in-service during on-call week for new and continuing faculty to educate them on the OADS process.

2.2 OADS staff will spread awareness of and implement the testing policies/procedures of testing

Assessment Cycle 2025-2026

in the OADS office. OADS staff will work to communicate with students, faculty, and staff about student testing accommodations and the importance of submitting exam requests/sending exams to OADS to continue effective and timely proctoring/ exam delivery. OADS will work with distance campus proctors and directors to ensure accommodations are being offered and supported on our satellite campuses.