

**Salt Lake Community College
Disability Resource Center
External Review**

March 22, 2021

External Review Team

Jody Katz MA, CRC, LVRC

External Reviewer

Director of Disability Services
and Testing Center

Westminster College

Salt Lake City, Utah

Kaela Parks M.Ed.

External Reviewer

Director of Disability Services
Portland Community College

Portland, Oregon

Mikel Birch, MA

Internal Reviewer

Director, Risk Management
Salt Lake Community College

Salt Lake City, Utah

Executive summary

The external review team met on a virtual platform for a campus visit on February 18, 2021 with a multitude of Disability Resource Center (DRC) staff, Salt Lake Community College (SLCC) faculty, administration and stakeholders. The external team found a highly engaged department that was actively employing creative accessibility strategies during the pandemic.

The DRC has made significant adjustments since their last program review in 2012 including:

- The creation of a separately housed veterans services disability advisor.
- The implementation and utilization of case management software.
- The creation and implementation of a Universal Access Committee (UAC).
- The development of a program for individuals with disabilities who are incarcerated.

The external review team was able to isolate several areas for continued improvement including:

- Use of data to inform service delivery at the unity level and capacity building at the college level.
- Accountability for progress along the continuum from mere compliance toward disability justice.
- Gaps for individuals who experience sensory related disabilities and/or development disabilities.

The review team makes the following recommendations:

- Develop a detailed plan for DRC wide data collection and analysis that addresses both effectiveness and efficiency of service delivery, and college-wide data collection related to overall success and retention rates of students with disabilities. This work should align with Justice, Equity Diversity and Inclusion, TRIO Success and Retention, Academic Advising, etc.
- Create a concrete set of goals and objectives for the Universal Access Committee, communicate these goals college wide, and ensure accountability for tracking progress over time.
- Consider workflows that rely on student workers and/or grant funded (AmeriCorps) placements to improve capacity for providing accessibly formatted materials and curriculum.
- Address gaps in programs and services for individuals with sensory disabilities.
- Consider statewide need for transition age students with disabilities and consider different types of programs and services that SLCC could provide to better address the large number of students who are not attending post-secondary educational programs in Utah.

Table of Contents

Executive summary	2
Defining the institutional approach	3
Table of Recommendations	5
External Review Team Report	7
Appendix A – List of Attendees.....	13
Appendix B - External Review Team Questions for Site Visit	16

Defining the institutional approach

It may be helpful to think of disability service delivery models as existing along a continuum that is aligned with the overall institutional approach. On one end is a focus on legal compliance and serving students who have documentation to support requests for accommodation. On the other end is a disability studies informed approach that designs services with a focus on inclusion. There are fewer barriers to encounter. While both frameworks are acceptable from a legal perspective, the overall trend in best practices is movement from compliance toward justice. The rate of movement is up to the institution, given consideration for what best fits the needs of the community.

Figure 1. Spectrum of disability service provision

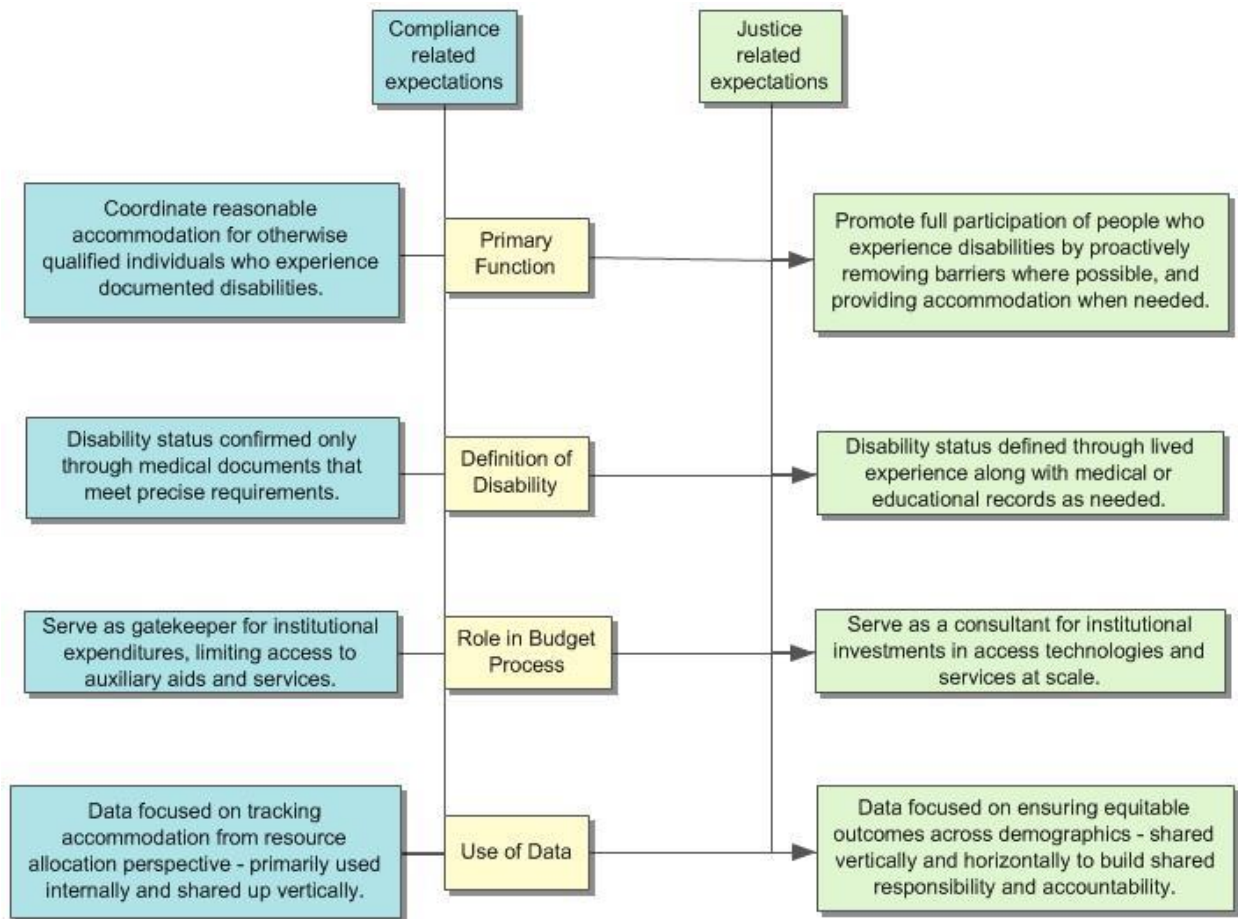


Image Description:

There are two sides of a spectrum with compliance related expectations at one end, and justice related expectations at the other. Each of 4 key areas are placed along this continuum with notes for what it would look like at each end of the spectrum. The four areas are Primary Function, Definition of Disability, Role in Budget Process, and Use of Data.

The table below should be used in conjunction with the table that follows. The idea is that the recommendations offered, can be applied to each area at either end of the spectrum.

Table 1. Spectrum of disability service provision

Area	Compliance Focus*	Justice Focus **
Primary Function	Coordinate academic accommodation for otherwise qualified individuals who experience documented disabilities.	Promote full participation of individuals who experience disabilities through the proactive removal of barriers where possible and providing accommodation where needed.
Definition of Disability	Disability status confirmed only through medical documents that meet specific requirements.	Disability status defined through lived experience with medical or educational records as needed.
Role in Budget Process	Serve as gatekeeper for institutional expenditures, limiting access to auxiliary aids and services.	Serve as a consultant for institutional investments in access technologies and services at scale.
Use of Data	Data focused on tracking accommodation from resource allocation perspective - primarily used internally and shared up vertically.	Data focused on ensuring equitable outcomes across demographics - shared vertically and horizontally to build shared responsibility and accountability.

Related AHEAD Resources

AHEAD Website – public facing resources

- [AHEAD Program Standards and Performance Indicators \(AHEAD Program Domains, Standards, and Performance Indicators - AHEAD - Association on Higher Education And Disability\)](#)
- [AHEAD White Paper on Students with Intellectual Disabilities and Campus Disability Service](#). I think this topic is important, and our conversation around institutional mission and priorities were helpful in understanding but it sounds like there are also some state-specific demographics and patterns of social response.
- [Supporting Accommodation Requests: Guidance on Documentation Practices](#).

Resources within AHEAD that are password protected for members only

- Information Services Portal
 - Research and Benchmark Data
 - Data Collection & Management
 - Case Studies & Models

Table of Recommendations

Table 2. Recommendations from Review Team

Recommendations	Suggestions	Potential Outcome	Service provision spectrum notes
<ul style="list-style-type: none"> • Incorporate data collection/analysis throughout DRC • Include disability as an aspect of diversity in institutional assessment 	<ul style="list-style-type: none"> • Use manually defined populations • Build in micro assessments • Work w/institutional effectiveness 	<ul style="list-style-type: none"> • Increased understanding of accommodation use, demographics, and ways in which the experiences of individuals w/disabilities differs from peers 	<ul style="list-style-type: none"> • Use of data for compliance is focused on accommodation • Use of data for justice is focused on equitable outcomes
<ul style="list-style-type: none"> • Develop stronger accountability and goals sharing for Universal Access Committee 	<ul style="list-style-type: none"> • Ensure goals and priorities of the UAC are tracked in corresponding areas, and shared in ways that are visible to the community. 	<ul style="list-style-type: none"> • Increased sense of shared responsibility • Greater awareness • Increased capacity for accessibility 	<ul style="list-style-type: none"> • If the UAC is providing overall institutional capacity building, the DRC is one of many related areas that should be tracked for accountability
<ul style="list-style-type: none"> • Improve mechanisms for ensuring proactive delivery of accessible formats. 	<ul style="list-style-type: none"> • Align curricular adoption processes with pre-procurement review for alignment with WCAG • Ensure college is resourced to respond to braille, tactile graphics, captioning, etc. • Consider student or PT workers as a way to scale up accessible content work 	<ul style="list-style-type: none"> • Better access for students, staff and community members through wayfinding, website improvements, etc. • Better course completion rates and retention rates for students who rely on accessible learning platforms and materials 	<ul style="list-style-type: none"> • Compliance requires provision of alt formats for those with documented requests • Justice requires proactive alignment with accessibility standards
<ul style="list-style-type: none"> • Consider accommodation framework and provide individualized assessments • Guidance for students seeking course substitution on basis of disability 	<ul style="list-style-type: none"> • Review accommodation process • Align with guidelines from AHEAD • Consider docs required for course subs • Publish policies and procedures 	<ul style="list-style-type: none"> • Accommodations will align with national best-case standards • Reduction in students taking on debt for more credits than required for degree 	<ul style="list-style-type: none"> • Compliance requires an interactive approach and publication of policies and procedures to ensure students are aware of processes and options

<ul style="list-style-type: none"> Consider community wide needs via statewide data - attend to transition age recruitment and Individuals with Intellectual disabilities. 	<ul style="list-style-type: none"> Analyze data and needs, advocate for underserved community members Perform a deep dive into transition age student recruitment 	<ul style="list-style-type: none"> Underserved community members will have programming and options at SLCC All college age students with disabilities will be able to learn more about SLCC 	<ul style="list-style-type: none"> Compliance requires accommodation for disabled students who are included within college offerings Justice requires advocacy for students who are excluded
<ul style="list-style-type: none"> Advocacy for long-term adoption of accessibility measures that were added due to the COVID 19 pandemic 	<ul style="list-style-type: none"> Online and phone meetings Increased online access to coursework Increased flexibility from faculty and DRC More nuanced approach to attendance 	<ul style="list-style-type: none"> Increased opportunity and access Increased student completion and retention Better employee life/work balance 	<ul style="list-style-type: none"> Compliance approach requires flexibility for individual students through interactive process Justice approach realizes the benefits of flexibility for all students and employees
<ul style="list-style-type: none"> Develop pathways to support students in need of LD Assessments 	<ul style="list-style-type: none"> Endowments, grants SLCC Day of Giving Other fundraising streams 	<ul style="list-style-type: none"> More students who are capable of earning degrees and moving into workforce will be successful because accommodation will be provided where needed 	<ul style="list-style-type: none"> Compliance perspective confirms the institution is not responsible for student documentation Justice perspective recognizes that some students are disproportionately barred in obtaining documentation

External Review Team Report

Overall, how well is the department meeting its stated purpose in the context of SLCC's mission, vision, values and strategic goals?

The Disability Resource Center (DRC) at Salt Lake Community College (SLCC) is currently aligned with the mission and values, largely in part by their provision of inclusive educational opportunities for the community. The DRC is well resourced all requests for staffing have been granted and technology requests are carefully considered and often approved. The administrative staff indicated that the leadership is well positioned, and the students overall feel connected and well represented by DRC. The mission and values of SLC align with the commitment to inclusion that the DRC is tasked with implementing. Administration indicated that they perceive that the DRC allows for transformative educational experiences for students' campus wide.

How effective is the department in delivering services and programs?

The department has faced considerable challenges in the past year due to the COVID 19 pandemic. They have been able to demonstrate effective program and service delivery in light of the pandemic and with frequent staffing turn over. They have adopted the following practices in order to provide services in a virtual environment:

- Interpreting staff shifted to purchase Zoom licenses college wide-providing the best access for Deaf students across the campus
- 35 college computers were assigned to the staff
- Travel costs have been eliminated and may be completely reconsidered in the future- due to the ease of use of virtual environments for connection and continuing education.
- Office share practices have increased allowing for staff to work three days in office and two days remotely. This has increased employee satisfaction
- "Diversability Week" went completely remote- this provided far better attendance throughout the institution
- Creation of SLCC "Tech Talks" trainings on accessible technologies
- Increased use of accessible apps such as Otter.ai
- Informational Meetings went online and by phone- increasing student access and removing barriers for students with disabilities.
- Virtual remote interpreting (VRI) has been offered as a potential stop gap if a student requires an unplanned interpreter.

The review team recommends continuing many of the above-mentioned practices and services to continue providing barrier free access to students and the employees of the DRC.

How efficient is the department in delivering its programs and services?

This team was unable to fully assess the overall efficiency and efficacy of the DRC without data to determine how well their services are being delivered.

The review team recommends use of manually defined population selections. This approach can ensure data is being tracked and collected without compromising the confidential disability status of individual students. This ability to run common reports will provide the college with better measures of student success and will complement the unit specific reports that speak to overall efficiency in delivering programs and services.

The review team was provided with recent DRC student survey data, and student responses were quite positive. The team requests that consideration be given to the accuracy of student survey data given the power differential and the tendency for students with disabilities to feel that they need to be thankful for services due to the societal notion that people with disabilities are granted an accommodation as a “gift” to them and not as a right guaranteed under the law.

The review team also suggests that the DRC use micro measures as a way to get continual feedback. For example, with each alternative text book request a question could be asked about the usability and functionality, same thing for notetaking services, accommodated testing, etc. Each small interaction could provide the department with measurable data to analyze.

How well is the department serving students? Are there groups who are not being served who should/could be considered for future services?

The DRC at SLCC currently serves a large number of students with a wide range of disabilities. The use of Accommodate software has significantly increased the efficiency of delivering accommodation letters.

The team noted gaps in services in three populations:

- Transition age students.
- Students with intellectual disabilities.
- Students who are blind or low vision.

When the DRC team was provided statewide data regarding the number of transition age students attending college, DRC staff indicated that only “college ready” students are targeted in local high school settings. This team recommends that the DRC review its procedures and practices regarding transition age students, and consider statewide trends in transition age students ([Utah 2020 Statewide Summary Report.pdf](#)).

The Utah Department of Health has released that one in five (22.3%), of adults in Utah are living with a disability (<https://health.utah.gov/disabilities>). The largest group identified in Utah (10.2%) are individuals with Intellectual disabilities (<https://health.utah.gov/disabilities>).

When asked about the underrepresentation of individuals with Intellectual Disabilities served by the DRC- the DRC staff cited concerns regarding statewide funding and other bureaucratic barriers in place that prevent serving students with intellectual disability.

The review team recommends that the DRC review guidance from AHEAD on students with intellectual disabilities as an underserved part of the community. [AHEAD White Paper on Students with Intellectual Disabilities and Campus Disability Service](#).

The review team noted a gap in access for Blind Low Vision individuals at SLCC. For example:

- The college does not have the capacity to provide audio descriptions or other adjustments for individuals who are blind or low vision.
- The website and physical campus are challenging for blind or low vision individuals to navigate.
- The blindness/low vision specialist role in the department was not filled after it was vacated.
- Accessibility initiatives appear to be addressed only when requested as an accommodation- furthering the concept of the reactive based nature of processes within the department. The review team recommends the use of student workers in providing support for audio descriptions, alternative text descriptions and other accessibility related proactive work.

How is the department ensuring equitable and inclusive services and programs for students? How are they addressing the needs of historically marginalized student populations?

The DRC has staff that integrate and represent disability perspectives in Justice, Equity, Diversity and Inclusion for Social Transformation (JEDI4ST). The DRC also has a staff member working on a “Cluster Training Working Group” and the DRC has representation on the “Cares” team, which allows for an opportunity to share information with campus wide units- including student affairs and TRIO. This group utilizes starfish to flag student concerns and provide interventions as needed while maintaining student confidentiality. The department also has a dedicated staff member working with the prison reintegration program- they are tasked with assisting students as they leave prison and attend the community college. These are all positive indications.

The review team recommends that the UAC be considered as a potential resource in pushing through more accessibility initiatives that meet the needs of historically marginalized student populations

How effective is the structure of the department?

The DRC structure is effectively delivering services to a large number of students with disabilities at SLCC. The department structure currently distributes their staff at all campus locations allowing for convenient access for all students, however, as noted above, the review team recommends an examination of staffing to ensure there is sufficient expertise to addresses accessible format needs and to consider the use of student workers or other part time staff to increase overall capacity.

How well does the department collaborate with other departments?

The individuals in faculty and academic leadership roles participating in the site visit seemed pleased with the relationship with the DRC and expressed feeling supported in carrying out accommodations.

There does appear to be a need for increased training and support for adjunct faculty. Many faculty rely upon SLCC E- learning and instructional designers when seeking support for accessible online content. Providing accommodation information (without student name or information) could aid faculty support.

Academic advising has recently moved to a case management-based model utilizing pathways, this has led to the creation of a Pathways community council- this council is composed of students, staff and faculty. The review team advocated for students and staff or faculty with disabilities to be included.

Administration also indicated a desire to increase the connections between career services and the DRC as a way to improve overall outcomes for SLCC students seeking internships and career opportunities.

Do the programs and services contribute to clear systems and processes at the institutional level?

The team noted that the DRC in combination with the UAC has acted as a catalyst for clear systems and processes college wide. Leadership and committee members of the UAC perceive themselves as a grassroots committee that is subdivided into multiple areas. This review team suggests that the UAC publish their goals and accomplishments and allow for potential community wide suggestions and feedback by which to consider new initiatives. The UAC has the following current areas of focus:

- SLCC 360 presentations and trainings
- Small group faculty and staff teaching circle
- E Learning partnerships and collaborations- with intention to create less siloed disability related initiatives campus wide
- Training requests have increased considerably due to pandemic
- Procurement guidelines and VPATS.
- AHEAD and other accessibility webinars are made available college wide for training
- One member of the committee is currently charged with rolling out the usage of ALLY for canvas in all their department curriculum development (Exercise Science department).

The UAC has advocated for a DRC staff member to sit on the Equity, Diversity, Inclusion Council for Transformation and Justice, Equity, and Diversity committee. The UAC also has a member that sits on the Equity minded practitioner board and provides guidance on creating accessible course content- including the utilization of ALLY for canvas.

Do the programs and services offered align with best practices in the field and nationally?

Disability services in U.S. higher education do not conform to a singular model of practice. They are governed by long standing federal laws and protections for individuals with disabilities, and one can conceptualize disability service delivery as existing on a spectrum. At one end of the spectrum is accommodation for individuals with disability documentation, on the other end, a Disability Studies informed approach that works toward proactive inclusion for people who experience disability.

The choice of philosophical approach can have a large impact on the experience for individuals. For example in terms of documentation for accommodations, AHEAD has published the white paper: Supporting Accommodation Requests: Guidance on Documentation Practices. A portion of this states:

“No legislation or regulations require that documentation be requested or obtained in order to demonstrate entitlement to legal protections because of disability and seek reasonable accommodations. The regulations acknowledge that postsecondary institutions may request a reasonable level of documentation. However, requiring extensive medical and scientific evidence perpetuates a deviance model of disability, undervalues the individual's history and experience with disability and is inappropriate and burdensome under the revised statute and regulations.”

While it is good practice to ensure there are options to assist students with procuring full diagnostic and evaluative reports to aid them in their life journey, there is nothing to prevent an institution from choosing to make auxiliary aids and services available to students in the absence of those types of full reports. There is a balance to strike in terms of what external processes may require (documentation that fits specific parameters gatekeeper certification exams) and what internal processes can support (access to accommodation for institutional exams).

Does the department have adequate processes in place to continually assess its programs and services, and respond to assessment data?

While the department quickly deployed a student survey to glean information regarding the success of the program, disability related data is not currently being tracked in any college wide retention data collection or analysis, and the unit is not engaging in ongoing strategic monitoring activities.

The newness of the Institutional research and Data analytics departments were mentioned as a rationale in the current lack of data regarding students with disabilities at SLCC. The team perceived data collection and analysis as a significant area for potential growth for the department.

What are identified areas of concern in the quality, effectiveness or efficiency of the department?

While the student feedback that was solicited through a recent survey was quite positive, it is difficult to determine the degree to which service provision is efficient or effective due to the overall lack of data provided in the self-study. The dearth of feedback from students and faculty as well as the lack of information gathering that would allow the unit to track accommodation implementation is concerning.

The recent period of high turnover has likely made it difficult to establish solid practices around data collection and analysis. The team needs stability and vision to develop a culture of curiosity and needs clear direction to implement practical steps toward continual improvement. Ideally, the use of data would be both quantitative and qualitative in nature, and would be used for both internal continuous improvement, and for silo-busting collaboration-building efforts with other areas in the college.

What changes and improvements should be made to improve services, advance the college, and department purpose?

To ensure a firm foundation for continual improvement, the following actions are recommended:

- Review the essential skills, knowledge, experience, and compensation for roles within the department and ensure roles are assigned to all major functions for which there is responsibility.
- Ensure budgeting processes account for ongoing gaps in communication access provision.
- Build on existing relationships and create more opportunities for regular collaboration between DRC and other leaders - break down the perception that disability related conversations are inherently focused on individual confidential information and shift to conversations about equity and intersectionality. The idea of creating reports for Academic Deans should be explored, but information about accommodation should be coupled with info about prevalence of disability in the community when there is no disclosure or request for accommodation.

- Leverage existing relationships through UAC to continue work that is ongoing and strengthen clarity around responsibility and authority to provide greater transparency for progress on agreed upon goals.

Is the department meeting professional, state and federal standards, if applicable?

It seems there may be a gap in terms of the college's obligation to ensure effective communication for individuals who rely on technologies such as text to speech, audio description, braille, and tactile graphics. To the degree the college lacks capacity in this regard, there is an impact on not only student access to curricular materials, but also on student, employee, and community member access to the college as a whole. The following actions are recommended:

- Ensure there is a connection between the educational technology adoption process and the accessible technology procurement process in terms of accessibility reviews (ideally this includes documentation review and end user testing with creation of alternative access plans as needed for digital courseware)
- Develop a strategy to increase capacity for image description, braille and tactile graphic production. In doing so, consider both outsourced and in-house options.

It seems there may be a perception that in order to qualify for services, students need to meet rigid documentation requirements. The following actions are recommended:

- As a team, review the AHEAD white paper and engage in discussion. Where is there dissonance, where is there opportunity?
- Consider the information published on the website – is it opening a door to prospective students, or indicating that they shouldn't even knock unless they already have documentation in hand?

The external review team would like to thank the DRC for their openness and willingness to participate in the external review process. The team also like to thank all SLCC staff, administration and stakeholders for their earnest participation. The DRC at SLCC is a robust program that is working diligently to provide access to individuals with disabilities in the community. We have appreciated the opportunity to review this program.

Appendix A – List of Attendees

Lists are provided for the following:

- DRC
- UAC
- Academic Departments
- DRC Leadership Team

DRC

Amber Ingersoll, Secretary

Brett Campbell, Accessibility Advisor

Cristina Grossi, Secretary

Damon Talbot, Service Provider

Daniel Dewitt, Accessibility Advisor, HS Transition

Fernando Quintero, Accessibility Advisor

Jim Fenton, Interpreter

Jennifer Cole, Accessibility Advisor

Jen Leeds, Interpreter

Jodi Kinner, Accessibility Advisor

Laurie Knighton, Accessibility Advisor

Mansour Yarow, Service Provider

Mary Keinz, Accessibility Advisor, Veterans

McKenna Hockemier, Service Provider

Melinda Mostyn, Accessibility Advisor

Obe Mkina, Service Provider

Rebecca Jenkins, Service Provider

Shelly Edwards, Service Provider

Zarmina David, Career Internship Program student

All ASL Interpreters are also invited

Universal Access Committee

Sherine Miller, co-chair, DRC Director

Angie Walker, Director SLCC Online/eLearning

Ann Richins, Assistant Director, Content Service, Library

Bill Zoumadakis, Chief Information and Security officer

Brandon Thomas, Director, Purchasing & Accounts Payable

Carla Kulinsky, Professor, Mathematics

Clint Stoker, Universal Access Coordinator

Danielle Susi-Dittmore, Art Gallery & Event Coordinator, Institutional Advancement

Diego Pardo, Associate Professor, Applied Technology Center

Duane Kinner, Assistant Professor, ASL/Interpreting

Franz Feierbach, Associate Dean, Operations/Academic Readiness, SAT

Jamie Bird, Assistive Technology Coordinator, DRC

Jill Tew, FML/ADA EE Relations Coordinator, People and Workplace Culture

Ken Stonebrook, Assistant VP/Student Life & Dean of Students

Kristin Morley, Faculty Development Coordinator

Maria Ammar, Associate Dean, ESL

Mark Fossen, Web Master, Institutional Marketing

Melissa Helquist, Professor, English

Mondie Mahdavi, Instructional Tech Manager, eLearning

Paul Roberts, Associate Professor, Exercise Science

Richard Scott, Dean, Arts & Communications

Susan Valentine, Interior Designer, Facilities

William Speer, Biology Lab Coordinator

Talia Warren, Student Leadership

Student Affairs Directors

Cristi Millard, Director, Financial Aid

Lakiesha Fehoko, Director, Testing Services

Ashley Sokia, Director, Academic Advising

Richard Diaz, Director, First Year Experience

Academic Departments

Nick Burns, Associate Dean, Communications and Performing Arts

Rebecca Armitage, Career and Technical Education Program Manager, Interim Dean: School of Applied Technology and Technical Specialties

Maria Ammar, Associate Dean, ESL

Suzanne Mozdy, Associate Dean, Mathematics

Bryan Griggs, Associate Dean, Visual Art & Design

Katerina Salini, Professor, Psychology

DRC Leadership Team

Sherine Miller, Director

Kelly Williamson, Assistant Director

Faye Edebiri, Assistant Director

Julie Smith, Interpreter Manager

Jamie Bird, Assistive Technology Coordinator

Kirstin Hoyt, Administrative Assistant

Appendix B - External Review Team Questions for Site Visit

DRC Director (and or DRC Leadership team)

1. Data collection is a key piece of information to determine effectiveness of services, and to identify the ways in which the program can be improved- this data collection can also address need gaps in funding and staffing. To that end- we have the following questions:
 - a. How is student feedback currently collected and analyzed?
 - b. How are the effectiveness of accommodations measured (in response to accommodation requests)?
 - c. What, if anything, has stood in the way of more robust data collection around accommodation effectiveness?
2. Your self-study has indicated a need for DRC resources in Spanish.
 - a. Have you also considered alternative formats or other frequently spoken languages in your community?
 - b. What is the largest barrier to offering DRC resources in Spanish or other languages or formats?
3. Your self-study indicated a need to re access the department name, what is the rationale for this assessment? Have you conducted focus groups or surveys that reflect this concept?
4. You have indicated that you are interested in the creation of a unique website update for students that are Deaf/HOH. How do you intend to address the needs of the blind or low vision population of students at SLCC and in Utah?
5. Transition services- In looking at the statewide needs of transition age students, 2020 data shows that, “19% (471) of respondents completed at least one term of the following types of higher education programs within the year of leaving high school: 6% (152) 2-year College or Community College, 8% (205) 4-year College or University, 6% (135) 2-year Technical College”
 - a. This data suggests that a large number of students are not pursuing higher education.
 - b. How is your program currently meeting the needs of high school age students with disabilities?
6. Budget and staffing concerns:
 - a. The self-study indicated a need to transition from utilizing Perkins funds to locating additional funding sources for DRC staffing needs. Do you feel supported by the administration to locate these resources?
7. (Q for DRC) The self-study document spoke to a culture of comradery, innovation, and collaboration, but also to a staffing reality with high caseloads and space limitations.
 - a. Can you share practical examples of how team members were able to connect with each other and with students during the shift to remote operations brought on by COVID-19?
 - b. Can you share any plans to sustain those benefits post-pandemic?
8. (Q for DRC) Can you share specific examples of how the DRC is shifting the dominant culture narrative of disability as an individual medical problem, toward recognition of disability as a socio-political and cultural aspect of identity?

9. (Q for Director) The self-study described high turnover as well as challenges with recruiting and retaining employees, can you talk about how you ensure personnel are sufficiently trained for the job duties they are assigned?
10. (Q for Director) The self-study indicated a desire to work with CHC to determine if they could add LD testing to their program, also a desire to have HR conduct some type of compensation analysis for service providers, and a desire to establish more sustainable funding for communication access. Each of these efforts requires buy-in on the part of college administration. From your perspective are the challenges cited in your self-study well understood by college administration?

Dr. Lepper and Ken Stonebrook:

1. How do you perceive the DRC to be meeting the stated purpose of the SLCC mission, vision, values and strategic goals?
 - a. Specifically- the “Model for inclusive and transformative education”
2. How does the DRC program and services inform and contribute to systems and processes at the administrative level? For example, in consideration of accessible practices and concerns at the administrative level- such as universal access and design or in college wide hiring of individuals with disabilities.
3. How well do you perceive the DRC to collaborate with other departments and divisions within the college, especially in academic units?
4. Is disability status one of the demographics the college includes explicitly within diversity, equity, and inclusion related activities such as campus climate surveys, student satisfaction surveys, institutional outcome snapshot reports, etc.?
5. Is the Director included in regular ongoing conversation with key administrative personnel, and if so, does the relationship allow for proactive consultation?
6. Does college leadership communicate the type of qualitative and quantitative data that could be provided by the DRC to help inform college strategic initiatives related to DEI?
7. How does college leadership ensure sustainable funding for compliance? More specifically, it appears the college has placed responsibility for communication access within the DRC (for both student and employee or visitor needs) and that every year there are gaps that need to be funded. There are also positions within the DRC that were historically Perkins funded, and are now funded on incremental adjustments. If this is the case, can you share what steps are being taken through strategic budgeting processes to ensure sustainable budgeting for these ongoing needs?
8. What kinds of factors drove the placement of the DRC within the organizational structure? Were there observations within the unit, or within the college, that led to moving the DRC from Student Success?

DRC Staff

1. The Utah Department of Health has released that one in five (22.3%) of adults in Utah are living with a disability. The largest group identified in Utah are individuals with Intellectual disabilities

(10.2%). Do you think that your department is adequately serving the needs of Utahans with disabilities? What about specifically individuals with intellectual disabilities?

2. Have you noticed that there are populations or groups of students that are currently in need of more support or services?
3. In many cases DRC departments can be perceived as an “Internal Affairs” of sorts, what is your perception of how your department is viewed campus wide?
4. Please discuss and elaborate on your hopes and expectations for space readjustment?
5. In what areas do you see students’ needs going unfulfilled?
6. It seems from the self-study that it has been difficult to gather feedback from students, faculty, and other stakeholders? Can you share what you think the biggest challenges have been, and what you think is needed to improve in this area moving forward?
7. Aside from feedback, there are also other ways to evaluate the effectiveness and efficiency of service delivery. I’m curious about the aspects of your daily practice that support ongoing program evaluation. Can you share examples related to the collection of data –quantitative and/or qualitative – for each of the major service delivery functions?
8. In reviewing the self-study, it wasn’t clear to me which personnel have responsibility for alternate format materials. Can you describe the approach you take to determining eligibility for particular formats and for converting, remediating, or procuring appropriate alternate formats when needed? Do you have personnel who are trained to produce Braille, tactile graphics, and audio description? Please speak to your process for addressing not only print textbooks, but also instructor curated materials and third party provided digital courseware.
9. In addition to the UAC, can you talk a bit about participation of DRC members in other campus committees, and in doing so, can you clarify the process used to determine which team members serve on which committees. Last, can you confirm how information is shared by those representatives with the larger team – are there repositories for recommendations and outcomes that are sustained beyond individual employee engagement?
10. In your self-study it seemed that you were interested in developing more disability specific training materials. Can you talk about your decision to focus on disability as opposed to focusing on barriers?

UAC

1. The Pandemic has offered many colleges across the country a unique opportunity to change existing policies and procedures to better align with Universal access and design principles, for example (online testing, remote access courses, alternative assignment submissions etc.). In what ways is the UAC planning to leverage these opportunities?
2. In what ways has the UAC utilized the pandemic as a catalyst for increased promotion of Universal Design Practices and Principles?
3. Many faculty across the country indicate that accessibility initiatives can feel overwhelming and at times they may feel that they need to make curricular changes once in a reactive rather than proactive manner. How is your committee addressing these common faculty concerns?
4. In your view, what accessibility initiatives are most needed at SLCC?

5. How does the UAC make its purpose and work known to the larger college community? I see a listing for the UAC in the staff development section of the website, and a PDF with membership, but I don't see a list of priorities or goals or accomplishments. How does the committee seek feedback and engagement with disabled students and employees? How does the UAC determine and rank priorities?
6. How does the work of the UAC relate to the work of EDICT and JEDI4ST?
7. How does the UAC ensure accountability for accessibility improvements? If responsibility is defined at the VP level, then who, in a tactical sense, is responsible for maintaining the college's transition plan over time – is it the UAC coordinator? If so, does that role have the positional power needed?

Directors of Testing and Financial Aid

1. The self-study process indicated that DRC accommodated testing moved to testing services in the past five years.
 - a. How has this move removed barriers for students with disabilities, are there more hours in which testing can be offered?
 - b. Does the physical space allow students to remove the stigma associated with testing in the DRC?
 - c. What kind of data around accommodated testing is gathered as part of standard practice?
2. The self-study indicated that a DRC staff member currently serves on the financial aid committee. Does this collaboration provide value to your department?
3. Students with disabilities often face unique challenges related to financial barriers, are additional scholarships, education or other resources available for marginalized populations at SLCC- beyond the tuition waivers that are offered each semester?
4. Since moving accommodated testing to testing services, have you noticed any added barriers this move created for your office or the students it serves?

Academic Departments

1. Do you as faculty members feel supported in your efforts to provide an accessible curriculum?
2. What has the process looked like when there have been questions about reasonableness of accommodation requests?
3. Are you provided training and opportunities to expand your pedagogy to include Universal Access and Design Principles?
4. What is your perception of the accommodations and support provided by the DRC at SLCC?
5. What are the pain points for you when providing classroom accommodations for students?