Program Review

Disability Resource Center

February 2012

Salt Lake Community College — Step Ahead.

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Introduction

The purpose of this program review (PR), as outlined in the PR Handbook, is to generate a comprehensive evaluation of our department, the Disability Resource Center (DRC). It is a reflective process which will allow us to assess our functions and services, identify well-performing and underperforming areas, and assist us in goal-setting and strategic planning efforts.

A Self Study Team (SST) serves as the basis of this review process. For our purposes, we chose to divide the department into four main service components and assigned a specific SST to each area. These teams were assembled by the departmental director, Rod Romboy. Key DRC management staff were appointed as team leaders and other full-time staff were then assigned to each team in order to create well-rounded, representative groups. Although some part-time staff members were specifically assigned to teams, team leaders were free to select any additional part-time staff as they saw fit. Ultimately all staff members participated.

The four areas and their team leaders are listed below.

INTAKE, Orientation and Outreach:	Katherine Campbell, Assistant Director
ENROLLMENT, Advising and Case Management:	Steven Lewis, Assistant Director
PROVISION OF SERVICE, Accommodations:	Telina Daniels, Technology Manager
PROVISION OF SERVICE, Interpreting/CART:	Julie Smith, Interpreting Manager

Each SST was instructed to address area-specific goals in relation to: service delivery policies and procedure, staffing issues, financial and resource needs, and facility and equipment concerns. They were charged with generating new ideas and making recommendations to improve future service delivery while taking into account confidentiality, ethical and legal issues.

The Director had responsibility for defining the mission, reflecting on global concerns related to our field (ADA), providing a context for the role of the department within the larger college community, addressing global issues concerning departmental effectiveness and providing overall team coordination as well as issuing the final written report.

Written reports, discussions and recommendations from each team were incorporated into the overall report. Each team's report is included but each is slightly different in format, due in part to the differences in the areas they were assigned to review as well as differences in writing styles.

One very positive aspects of our team approach is that the staff began almost immediately to implement some of their short-term recommendations. This speaks well of the fact that the staff took ownership of the process. The staff became fully engaged as a result of being involved from the beginning, and as they saw the need for improvement they proceeded with implementation after discussion with the other groups and the Director.

Our Mission

The Mission of the DRC is to foster inclusion of students with disabilities into Salt Lake Community College through processes which are accurate and understandable and which support the personal, educational and social growth of students with respect, optimism and caring. This is accomplished by:

- *Providing reasonable, appropriate and timely accommodations with the goal of insuring equal opportunity and access as required under the ADA.*
- *Supporting the Policies & Procedures and maintaining the academic standards of the College.*
- *Establishing ongoing partnerships with the student, administration, faculty, staff through a framework of mutual understanding and respect.*
- *Providing educational information and assistance to constituent groups and consumers.*

Within the context of the mission statement, the following information about the Disability Resource Center should help frame the program review discussion and subsequent recommendations. Further discussion and recommendations addressing issues touched upon here can also be found within the write-up of each review area.

Organization & Staffing

The DRC has a staff of 67 employees: the Director, 8 full-time professional advisors, 3 full-time specialists, 12 permanent part-time support/technical staff, 2 full-time certified interpreters, 40+ hourly interpreters and 3 hourly CART providers. Additionally, the DRC uses private interpreting contractors to meet classroom needs throughout the year.

A new organizational structure, designed to better meet the future service delivery needs of the DRC, was recently approved by Human Resources as part of its new Talent Management system and is in the process of being implemented. This has resulted in the creation of new Assistant Director, Program Manager, and Specialist positions that are all direct-line reports to the Director. These individuals constitute the 7-member DRC management team. All other staff will report to one of these supervisors. It is important that this reorganization be implemented to both create a career ladder within the department and to help us maintain a quality service which has been affected by a large increase is students.

The organizational chart on the following page provides a good overview of the department. It is followed by short bios of the DRC Management team, their professional credentials, and current job duties. *Brief bios of all DRC staff are in Appendix D.*

Disability Resource Center (DRC) Organizational Chart
with Budget Responsibility

$1.6M
Rod | DRC Director — Reports to Dean of Student Planning and Support / Consults with ADA Coordinator

$275K
Kathie | Asst Director 3 / Manager SC/No Reg / (Advisor-all)

$275K
Asst Director 3 / Manager Rdw/So Reg / (Advisor-Learning Spec) | Steven

Laurie | Advisor 2 / SAT Students

Advisor 3 / Outreach Specialst | Larry

Jake | Advisor 2 / All Students/Miller

Advisor 2 / Deaf Students | Jodi

Advisor 2 / All Students | Mary

Cheer | Receptionist
Josh | Testing & Notetaking
Will | Lab Coordinator
Cristina | Receptionist
vacant | Equipment/Furn
Michelle | Alternative Text & LEP

LEP Coordinator | Linda R
Jordan | Testing Specialist | Robert -Work Study
Jordan | Service Providers | SS Staff
Jordan | JHS Testing Center | JHS staff

$500K+
Julie | Manager 2 / Interpreting Services

$125K
Manager 1 / Technology / (Advisor Blind students) | Telina

Jim | Staff Interpreter

Angela | Svc Aide | Equipment Tech. | Mike
| Alt Text Coordinator | Jacquie
| Technology Trainer | Jamie

40+ | Hrly Interpreters
3 | Cart/Stenographer

$40K
Lee Ellen | Specialist 3 / Testing/Notetaking

$120K
Specialist 3 / Intake/Support | Linda

Myrna | Notetaking Specialist
350+ | Notetakers
5 | Peers
Adam | Work Study

Associate 1/2 / Redwood | Amber

Color/size code

Full time staff / Management Team

Part time staff

Students

4

Staff Biographies of DRC Management Team & DRC Job Descriptions

ROD ROMBOY, Director. Disability Resource Center - Hired July 2000
> M.PA in Public Administration, University of Utah (Institute of Government). Certified in Rehabilitation Counseling and Vocational Evaluation. 32 years counseling and management experience in employment, training and rehabilitation. Entrepreneurial experience starting 3 companies: Career Guidance Center, IMS Software Corporation & Morningside Management & Investment. 6 years Human Resource experience with SL County as Assistant HR Director. Developed database specific to disability services and made available to other institutions.

KATHIE CAMPBELL, Assistant Director/South City Campus & Advisor - Hired January 1996
> Completing an MS in Rehabilitation Counseling, Utah State University.   B.S.W. in Social Work with a minor in Psychology, Weber State University.   AAS in Office Occupations. Licensed as a Social Service Worker in the State of Utah. 10 years supervisory and 20 yrs advising experience in higher education. Specializes in serving blind and developmentally disabled students,

STEVEN LEWIS, Assistant Director /Jordan Campus Coordinator & Advisor - Hired June 1993
> M.S. Behavioral Psychology, California State University.   B.S. Chemical Dependency Counseling. Member, Board of Directors, Brain Injury Association of Utah. Adjunct Instructor, SLCC.   Over 20 years of clinical experience in mental health, disability, chemical dependency and counseling services. Professional experience in a variety of medical centers, clinics and rehabilitations centers. Developed Learning Enrichment Program (LEP) for SLCC students with learning disabilities.

TELINA DANIELS, Manager, AssistiveTech/Advisor(Blind/Visually Impaired) - Hired October 1993
> M.A. in Educational Counseling ,University of Phoenix. M.Ed. with a Visual Endorsement, University of Utah.   Over 14 years of experience at SLCC advising students, assisting them with technology needs. Presented at numerous conferences that discuss the present state of assistive technology especially as it affects the visually impaired.

JULIE SMITH, Manager, Interpreting Services - Hired 2001
> Completing a BA in Special Education, University of Utah.   A.A.S. in Interpreting for the Deaf, SLCC. RID CI/CT and Utah Professional Certifications. Two years as a staff interpreter in the K-12 setting. One year as full-time staff interpreter in higher education, for DRC; 10 years as Interpreter Coordinator.

LEE ELLEN STEVENS, Testing/Note- taking Coordinator - Hired August 1994
> ASLI Interpreter Program, SLCC. Four years as Certified Level I Interpreter. 14 years as Testing and Note-taking Services Coordinator. Serving as Peer Action Leader Manager over students, assigned to various Student Service departments, for 6 years.

LINDA BENNETT, Intake/Support Specialist & Office Manager - Hired October 1997

> Eighteen years office administration/supervision with West Jordan City, Department of Energy and 14 years with DRC SLCC. Major duties include payroll, reception supervisor, budget, accounting, inventory control, second line contact for students/instructors/outside agencies, general office responsibilities.

Generic descriptions of the various positions within the DRC are shown below. Complete job descriptions are available for review.

Assistant Directors are responsible for the operations of their respective campus (North/South) and may or may/not carry a caseload of active students. Advise one-on-one in regards to accommodations in the classroom, act as liaison between instructors/staff/outside agencies. Monitor the services provided to students so DRC offices are operating in unison.

Managers are responsible for monitoring services, scheduling service providers, distribution of equipment, organize staff training when necessary. May/may not carry a case load of active students. Act in absence of Assistant Director.

Specialists/Coordinators are responsible for the smooth operation of the office that may include; schedule note taking/testing services, payroll, purchasing, and backup for other office staff. Liaison between student/instructors/outside agencies. Continual interaction with all students, but not responsible for a caseload. Flexible with schedule due to multiple, daily interruptions. Group Leader of Peer Action scholarship students. AA Rep or other duties as assigned.

Advisors carry a full-time caseload of students and authorize the placement of classroom accommodations. Monitor the services provided to students, advise one-on-one for scheduling, class load and act as liaison between instructors/staff/outside agencies. May include other responsibilities in regards to specific assignments to other departments.

Service Providers are hourly part-time staff who provide authorized services that include: note taking, reader/scribe, test proctor, trainer (assistive technology), interpreters, stenographers, alternative text and other duties as assigned.

Staff Tenure and Expertise: The expertise of the staff and tenure in key positions (as shown below) has contributed greatly to what we believe is an excellent reputation within the State, within our recruitment community and within the College. It has allowed us the ability to provide consistent, professional, one-to-one services for our students.

Average Wage & Tenure of DRC Staff

Positions	Staff	Avg Salary/Rate	Tenure
Ass't. Directors	2	$47,845.00	16 yr 10 mo
Managers	2	$45,420.00	12 yr 2 mo
Advisors	5	$41,860.33	6 yr 4 mo
Specialists	3	$30,796.00	11 yr 9 mo
Specialist-Hourly	12	$10.97	5 yr 0 mo
Work Study	2	$9.38	2 mo
Interpreters	47	$29.40	4 yr 10 mo

Staffing has consistently been a strong part of the DRC; turnover of full-time staff has been minimal. Only one full-time person has left in the last 12 years to take a Director's job in Arizona. Four years ago the DRC eliminated two part-time advisors and added new full-time advisors. This has allowed for the inclusion of some valuable "outside" expertise.

Several part-time staff have left, but this has been due in almost all cases to individuals completing degree programs (while at the DRC) and moving on to full-time employment. Some part- time staff, needing full-time work with benefits (SLCC hourly staff receive no insurance benefits) have also left.

The commitment of staff to students and to the DRC itself has created a very cohesive work team. Everyone contributes equally and moves in the same direction. Work habits of the staff has been commendable as reflected in high performance evaluations and extremely low absenteeism rates and tardiness.

Career Development & Training: DRC staff has been in a unique position to benefit from strong Student Services (SS) administrative support and a consistent internal commitment to staff training and development. At least three full-time staff members participate in national or regional professional development conferences or training events every year and all staff, including part-timers, are encouraged to attend in-state events. This has included AHEAD, NASPA, RID, BIA, ATIA, and many other work relevant conferences.

Every year the Director establishes a professional development committee to design staff training retreats.   For example, this past year all staff completed the Strength Quest Survey and participated in a staff development retreat to discuss the results and do some team building. There are many opportunities within the College for professional development such as workshops provided by the Center for Innovation and the Student Services annual Institute and Conference.

We have expended about $13,000 per year (see budget information) on professional development. Our intention is to maintain this effort which totals less than 1% of our budget.

Staff Meetings: The DRC holds a monthly all-staff meeting and an all advisor meetings (to which service coordinators are usually invited) every other month. Under the new DRC organizational structure a

management team meeting will also be held once a month. The Managers will be encouraged to hold regular meetings with their own staffs. The College also requires an annual performance appraisal of full-time employees. These are on file with Human Resources. DRC supervisors are also encouraged to do appraisals of part-time staff as well. These are shared with the Director, when those supervisors are being reviewed.

College Information, Sites and DRC Locations

Current Entrance Requirements: SLCC is an open enrollment institution which beginning summer semester of 2012 will require a HS diploma or GED for admission. This may have an adverse impact on the enrollment of students with disabilities but it should be minor. The College had about 600 applicants this past year who did not have the diploma/GED. About 10-15% of those would probably be students with disabilities who would be impacted.

SLCC requires the Accuplacer test (which is not an entrance examination like the SAT or GRE) for placement purposes only into math, reading, and writing courses. The new admissions guidelines will allow students without a diploma or GED to enter if they score at sufficient levels to enroll in college math and English courses (1010). If they fail to meet a new minimum cut off score for placement into remedial classes they will not be admitted. We anticipate this will affect our deaf students (who typically have reading/writing issues). The net effect of these new College policies will be that students can no longer "just take a class;" all must meet the new enrollment standards.

ABE, GED and Developmental Education programs are offered to allow students who do not meet entrance requirement into college programs so that they may eventually become eligible.   This opens the door to students who might not be able to enter other institutions and is important since SLCC also serves as a major transfer school which many students use a springboard to entering 4-year institutions.

Enrollment Information: SLCC serves students at 13 sites. http://www.slcc.edu/locations/index.asp
Each year, the College serves more than 60,000 students or about 23,000 FTE in a wide range of credit and non-credit courses and workshops at these locations which are situated throughout the Salt Lake Valley. Students with disabilities represent about 16% of the total FTE at the College.

DRC Offices: The Taylorsville Redwood Campus is the main campus and the administrative headquarters of the College. It houses the majority of the DRC staff at our offices in the Student Center (STC 244). The campus serves about 1,800 (50%) of our total students with disabilities. The South City Campus also houses permanent DRC staff and serves about 900 (25% of our students, including students enrolled in the School of Applied Technology (SAT). Staffing needs are increasing at these locations but is somewhat problematic due to facility limitations.

The Jordan Campus is served by one advisor (who shares an office) two days a week and is assisted by part-time work study staff. With the new organizational structure, the advisor will be at Jordan one day a week and we will have permanent part-time staff on site the rest of the week. The Jordan Campus houses the health science programs (e.g. Nursing, Dental Hygiene, Occupational Therapy, etc.). Given that enrollments are at maximum levels for the foreseeable future, the DRC staffing level should be sufficient to serve about 300 students.

The Miller Campus is served by an advisor one-half day a week (Thursday Mornings) serving about 50 students. Miller could see increases in student enrollment and DRC staffing hours will be increased when needed. All other sites can be served by staff on an as needed, by appointment basis, as is the case now. Less than 50 students are served at these outlying sites.

Service Levels and Demographics

The DRC served 3,838 students during FY2010-11, of which 922 were new students.   This is a 40% increase over the previous year *(see numeric and demographic breakdown below).*   We believe this substantial jump over previous years was fueled largely by increasing unemployment but also by our outreach efforts throughout the community and the fact that we are the last 2-year community college left in the state. We anticipate the rate of increase to slow down but still expect increases of 10-15% over the next few years.

The advisor case load average is just under 400 students, including an average of 75 in pending status (orientation provided but documentation not yet sufficient to determine eligibility under ADAAA). The remaining 600 students were in unassigned pending status (completed only an application and did not follow through) or were active during the program year but then completed, transferred or dropped out.

Disability	Student Count	Student %
ADHD	459	13.9%
Asbergers Syndrome	63	1.9%
Autism	31	0.9%
Blind	20	0.6%
Communication Disorder	10	0.3%
Deaf	89	2.7%
Developmental Disorder	62	1.9%
Drug/Alcohol	3	0.1%
Emotional/Mental	971	29.5%
Hard of Hearing	59	1.8%
Head Injury	162	4.9%
Intellectual	154	4.7%
Learning Disability	501	15.2%
Medical Condition	170	5.2%
Neurological	154	4.7%
None Listed/Any Other*	133	4.0%
Orthopedic	206	6.3%
Visually Impaired	46	1.4%
	3292	100.0%

The nature of our student population has changed over the past few years. Although the numbers in the table above reflect primary disability, 33% have documented secondary disabilities which also require accommodations. This supports our anecdotal information that students need more time and support than ever before. The incidence of Aspergers, TBI and psychological disorders has also increased.

Note: The number of students served by SLCC, as a proportion of all students with disabilities served by the Utah System of Higher Education (USHE,) has averaged around 31% of the state total. This percentage was first reported by the USHE Disability Service Level Report in 2001 when 5600 students with disabilities were served by USHE. This percentage has remained relatively constant since then (with all institutions having seen large increases in numbers). About 15% or our funding is dependent on these numbers/percentages (*see budget section*).

The ethnic distribution of currently enrolled DRC students, shown below, indicates that 18.5% of our students are from underrepresented backgrounds; this is a larger proportion than for the general student body (17%). The Ethnicity breakdown is shown. Although we have no ethnic advisors, we do have 2 staff members who can communicate in basic Spanish (additional assistance is available).

Current Ethnicity	
Ethnicity	% of Students
Asian	1.7%
Black	3.9%
Hispanic	9.7%
N American	1.0%
Other	1.8%
P Islander	0.4%
White	81.5%
	100.0%

A breakdown of DRC students by their majors is shown below. It lists the top 25 programs (in which 1759 students are enrolled) and School of Applied Technology enrollments. All but 12 of these majors are classified as Career Technical Education (CTE) or Carl Perkins eligible programs.

Top 10 Majors of DRC Students - Fall 2011				
Majors	Description	Count	Perkins Eligible	Percentage
KXXX	School of Applied Technology (SAT)	413	P	23.50%
HSXX	Health Science (Nursing +)	354	P	20.10%

VAXX	All Visual Arts Programs	124	P	7.00%
BUS	Business	108		6.10%
SWK	Social Work	87		4.90%
PRTE	Education-Pre Teacher	68		3.90%
PSY	Psychology	64		3.60%
CIS	Computer Information Systems	46	P	2.60%
CJ	Criminal Justice	39	P	2.20%
MA	Medical Assistant	33	P	1.90%
ENGL	English	31		1.80%
BMGT	Business Management	47	P	2.70%
CS	Computer Science	28	P	1.60%
ACCT	Accounting	27	P	1.50%
ASLI	American Sign Language	26	P	1.50%
PL	Paralegal	26	P	1.50%
HIS	History	26		1.50%
BIOL	Biology	26		1.50%
CHEF	Culinary Arts	48		2.70%
SOC	Sociology	24		1.40%
CJ	Criminal Justice	21		1.20%
MA	Medical Assistant	21		1.20%
AUT	Automotive	36	P	2.00%
BRCO	Barbering/Cosmetology	18	P	1.00%
FHS	Family Health Science	18		1.00%
	Declared majors	1759		53.43%
	Un-declared and Other	381		11.57%
	General Studies Majors	1152		34.99%
		3292		100.00%

Veterans Services: The Veterans Center reported just over 1300 enrollments for the 2011 fall semester. This number includes disabled veterans, which they indicate to total 320. Of this number the DRC shows 55 have applied for services under ADA. This is about 17%.   Although we have excellent relationship with the Veterans Center, and one of our staff is an advisor for the Veterans Club, DRC service levels are less than they should be. Both offices feel that many veterans are hesitant to self report because they do not see themselves has having disabilities. Efforts will continue to be made, by both offices, to help veterans feel more comfortable about seeking assistance under ADA.

Budgets & Expenditures

The total annual expenditures exceed $1.64M with funding coming from four sources: State/College Education and General funds, Carl Perkins Grant funds, State Board of Regents Deaf/HH funding and a revenue account from the sale of our *Access*Ability Advisor software. This budget has not changed substantially over the past three years. Expenditures for salaried staff and full-time benefits are equal to the budgeted amounts (shown). All other line items have starting budgets but change each year based on actual expenditures (which are shown). We have a budget line item called Hold into which $100,000 of one-time funds are placed. This can be moved by the DRC into other expenditure categories as needed. This has been accepted practice since we often can't accurately project how much more hourly funding or current expense we might need in any given year.

Disability Resource Center 2011 Budget (Expenditure) Summary					
	Education & General	Carl Perkins Grant	BOR Deaf Fund	ACCESS Revenue	Totals
Full-time Salaried Staff	$505,436	$42,553		$10,144	$558,133
Full-time Benefits	$240,124	$24,501		$209	$264,834
Hourly Non-Teaching Staff**	$269,615	$87,878	$183,870	$702	$542,065
Hourly Benefits	$18,036	$6,343	$20,430		$44,809
Current Expense*	$58,106			$1,399	$59,505
Travel – Staff Development	$10,749			$2,523	$13,272
Equipment	$12,000	$20,387			$32,387
College Supplement			$150,000		$150,000
Totals	$1,114,066	$161,275	**$354,300	$14,977	$1,644,618

*Current expense includes note taker costs of $17,880 per year covering 414 classes $40 per note taker.

** Total hourly interpreter and CART costs are about $404,000 at an average rate of $29/hr. The 47 interpreters averaged about $8,614/yr. in wages each at an average 286 hrs. per yr (about 8.2 hrs/wk factoring in non work weeks between semesters, etc).

Hourly staff is limited by the College to working a maximum of 29 hours per week. The average yearly wage for all 12 hourly employees is $15,906 ($190,878 total for all).

Budget Shortfall: Despite our large budget, the DRC experiences an average $ 150K shortfall because of the ever increasing cost of providing interpreting services and increased costs of technology (addressed in the DRC equipment section). This is coupled with continuing cuts in two major funding sources: the State BOR Deaf services pool is decreasing and Carl Perkins funds which are periodically cut.

- Hard of Hearing funding provided to all USHE institutions started at $1M to be distributed to all 9 institutions. Our original share was about 30%. The legislative appropriation has been cut over the years to about $850,000 of which we now get $200,000 which is about 24%.
- Perkins Grant funding has also decreased over the years from a high of $260,000 7 years ago to $161,000.

- The average yearly interpreting cost for a student who is deaf is about $16,196. An increase in just a few students can create large expenditures (deficits). This is often compounded by the fact that we run out of interpreter time in our hourly staff and in order to cover classroom interpreting hours, we typically have to hire private contractors who charge more than we pay hourly staff ($55/hr vs. $29/hr). Annual costs for contract interpreting ranges from $17,000 to $25,000.

  The DRC received approval some years ago for implementing a career ladder program for hourly interpreters. It permits us to increase hourly rates based on interpreter advancement in academic degrees and/or professional certification. This has moved our pay scales from an average of $19 per hour to $29 per hour- certainly a budgetary impact- but it has also helped us retain staff (average tenure almost 5 yrs). Turnover and interpreter shortages are of the highest concern and the major impediment to providing required services (some 450 hours per week at 13 campus locations) and they have been substantially lessened by this program.

At the end of the budget cycle the College covers our shortfall (largely for interpreting costs), which last year was $150,000, with supplemental funding. The College is fully cognizant that it must cover expenditures for student accommodations so this shortfall has been anticipated and was covered by the College for the past three years.

Tuition Waivers (TW): To assist students with their college expenses, the DRC is provided the equivalent of $26,400 in Tuition Waiver funds every year. This pays for 10 full-time students (12-16 credit hours) for two semesters. We have been given leeway to spread this over the summer and to offer partial tuition waivers so we can help more students. For the current spring semester (which is typical) we funded 15 students at an average of $506 each (4.5 credits). This is about 50% of their actual cost ($1034). We can only pay resident tuition and the student must not have other sponsorship during the semester such as Vocational Rehabilitation or VA.

This has been a very successful program and increased funding is asked for each year (but not yet received). Performance of students in the program exceed our other students (94% class completion rate vs. 79% for all DRC students – see Assessment Appendix). It might be argued that the "better" students apply but there is a financial need component that must be met and about 1/3 of the funding is provided for the summer semester. This serves as a funding bridge important for continuity (especially important for DRC students) and it covers students who are typically not funded by VR in the summer.

DRC facilities/computers: The Taylorsville Redwood Campus has modern, well equipped office. Each full-time person has a private office large enough to accommodate one or two students/visitors and all have round tables for ease of conversation. All advisors and coordinators have their own laptops (in addition to office desktops). College policy allows laptops to be used at home for personal activities, as long as employees are not using them for any type of private business activity. There is open space with computers for use by hourly staff, peers, work study and interpreters. This is pretty much mirrored at the South City office, except that the space is smaller and more crowded. Advising space for DRC

services at other campuses is always made available by the area supervisors.   The DRC shares an office at Jordan but is negotiating for its own private advising space.

Testing facilities at TR include 3-private testing rooms and one reduced distraction testing room with 6 partitioned carrels/stations. South City has 2-private rooms which can house two students for reduced distraction testing. During midterms and finals, almost all available office and meeting rooms are reserved for our students. The DRC has one student use lab, also used for training students on accessible software, at both the TR and SC campus. Each is equipped with 2 scanners and computer stations equipped with assistive software. We provide both PC and Apple computers in the labs.

Space needs are beginning to be an issue. Facilities are adequate for now, but there is little room for additional growth (especially at South City) and testing space is insufficient for substantial periods of the semester. If growth increases much beyond expectation we will need to address space issues. Jordan Campus will likely be the first place to be affected.

Technology and Furniture Inventory: Each year we budget around $20,000 for maintenance agreement, upgrades and additional copies of software and for purchase of recorders, calculators and other items. Our assistive technology inventory has a value of over $250,000 and breaks down as follows:

Computers: laptop computers for student checkout and desktops for our labs ($90,000),

Adaptive equipment: digital recorders, MP3/other audio players, FM devices, brailers, calculators & CCTVs ($30,000)

Assistive technology (software): Jaws, Dragon Speaking, Kurzweill, ZoomText and a variety of other products about 80 units @ $1,000 ea. ($80,000)

Adaptive furniture: adjustable tables and soft chairs ($50,000)

We have asked for an additional $25,000 in on-time funding to keep pace with our maintenance and upgrade program and to buy additional new products to try out. If this is not funded we will have to prioritize and restrict purchases.

Administrative Relationships & Coordination

Regular director meetings within Student Services and monthly meetings with the coordinating committees have, over time, built strong working and personal relationships. I believe that the Student Services staff pretty much see eye-to-eye on both philosophical concerns and procedural issues facing students with disabilities and try to resolve problems from the student's point of view.

Student Services: Administratively, the DRC is a part of Student Services and reports to the Assistant Vice President (AVP) of Student Planning and Support, Nancy Singer, PhD. who reports to the Vice President of Student Services (VP), Deneece Huftalin, PhD.   The DRC is functionally, and we feel appropriately, grouped with the following departments: School Relations, Orientation, Academic & Career Advising, TRiO/Student Support Services, and Student Employment and Cooperative Education.

ADA Coordination within SLCC: The DRC also has a functional relationship with the College ADA Coordinator /Risk Manager (ADAC), Nancy Sanchez, who reports to the VP of Business, Dennis Klaus, through the Director of Administration, EEO and Risk Management, Mozelle Prestridge- Orton. Activities related to the delivery of student accommodations are the DRC Director's responsibility. Enforcement of ADA related policies and procedures are handled by the ADA Coordinator. This allows the DRC to concentrate on providing services, rather than dealing with grievances and enforcement for non-compliance. The ADAC also hears complaints from students regarding ADA services (the DRC does not investigate complaints against itself), handles all requests about DRC students under FERPA and all contacts with outside counsel and community legal services (i.e., the Disability Law Center) and OCR.

Having the ADA Coordinator under the VP of Business and the DRC Director under the VP of Student Services also provides advantages since ADA activities involve two different VPs, both of whom can effectively speak to the issues at the executive level.

The ADA Coordinator serves as the Chair of the ADA Coordinating Committee (ADACC) which provides advice and direction to the DRC with regard to delivery of services, faculty compliance issues and ADA related grievances. The Committee hears appeals from students regarding decisions of the ADA Coordinator or the DRC Director. It meets at least monthly and includes, in its membership, the ADA Coordinator, Director of the DRC, College Attorney –State AG office, State Loss Prevention Specialist, Director of Student Services for the School of Applied Technology (SAT) and the ADA staff liaison for Human Resources.

State Risk Management/ADA: The UT State Loss Prevention Specialist, Melissa Frost, JD, is always available for phone or email consultation relating to questions of eligibility and documentation support for accommodation requests. Current state policy requires that her office is consulted before any ADA eligible student is denied requested accommodations.   New students/applicants for whom the DRC cannot determine eligibility are informed regarding their status which is either a) their documentation is insufficient – specifically what is needed, or b) the documents are being reviewed by the State. Our goal is to have resolution within a reasonable time frame -- 3-5 working days.

Human Resources (HR): HR is responsible for all staff (employee and faculty) ADA services (the DRC serves only students). We provide consultation on assistive technology and help HR locate interpreters for staff and departmental events (which many times we pay for).

Threat Assessment Committee: The College has established an Early Alert and Response System (EARS) Committee to review student behavior which threatens the college community. This group is headed by the Dean of Students (DOS), Marlin Clark, PhD. and includes the Public Safety Director, the Risk Manager, the Clinical Director of Student Health and Wellness, the Director of Student Services for the School of Applied Technology, the DRC Director and the ADA Coordinator. Information about (potentially) threatening behaviors can come to any committee member who will bring it to the group for discussion and determination as to a course of action to be taken by the College- such as alerting appropriate college stakeholders. The identification, referral and follow up of intervention services are the primary goal of the Committee.

Classroom Code of Conduct (COC): http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf
The current COC places responsibility for classroom related behavior into the hands of faculty. This includes the behavior of students with disabilities. The process requires faculty to consult the Dean of Students or ADA Coordinator prior to administrating discipline or applying sanctions, which can include expulsion from the class for a few days or even permanently. To quote the policy:

> *If the allegation(s) involve sexual harassment or sexual assault, the EEO Officer is immediately notified and included in the investigative process. If the student qualifies under the ADA, the ADA Coordinator is notified and included in all subsequent actions.*

The policy is problematic for DRC students since there have been delays in notifying ADA/DRC regarding students with disabilities. We typically don't get involved until after two to three days have gone by and at that point the student is at risk of failing for having missed several class periods. In a number of cases faculty has misinterpreted perceived behavior (of students with disabilities) as threatening when the student is poorly communicating sometimes raising his/her voice when trying to explain. It has raised some issues regarding due process. There have been relatively few DRC student disciplinary problems but the potential for ADA violations are of concern.

DRC Grievance Procedures: http://www.slcc.edu/drc/grievances.asp
The process for filing complaints is found on the SLCC website under "Student Resources, DRC." It is also covered during orientation for all new students.

> *Title II of the Americans with Disabilities Act (ADA) states, in part 5, "that not otherwise qualified individual shall solely by reason of disability, be excluded from the participation in be denied the benefits of, or be subject to discrimination in programs or activities by a public entity."*

We ask students to talk to their advisor first, since in most cases problems should and can be resolved best at the lowest level. They are, however, free to see anyone about their concerns including the DRC Director, the ADA Coordinator, the Dean of Students or the Student Services representative at the School of Applied Technology. They are also free to file complaints with the State or OCR. We have had two OCR complaints over the past 10 years. One was found to be without merit (after almost two years of waiting) and the other was withdrawn by the student, after the investigation started. *See the Appendix for prior DRC assessment efforts regarding complaints.*

DRC Staff Representation on Enrollment Appeals and Financial Aid Committees: Both of these committees meet weekly to make determinations on appeals submitted by students. Standing membership of a DRC advisor on each committee allows for representation of DRC students. Advisors, whose students are submitting appeals, can work through the DRC representative to help better facilitate the process and information releases allow us to provide additional disability and personal information about our students. In almost all cases, these appeals revolve around money owed for classes not attended or dropped past deadlines. Tuition refunds, waivers or exceptions for some procedural protocols are critical to many of our students who have financial problems and often do not understand the proper processes and time frames. These can affect future enrollments, satisfactory progress and federal financial aid status. It has been our experience, based on direct observation of

staff on these appeal committees, that our students are always given the benefit of the doubt. Many times this may seem beyond what is reasonable but our students are in need of such an approach.

Academic Relationships: The DRC has made substantial inroads with the academic community over the past few years. Most notably with the Nursing Department where a combination of new leadership and continual liaison efforts by DRC have completely turned around a relationship that has been strained in past years. Allowing them to administer tests at their own testing center (rather than at the DRC) given their extreme concerns about test integrity, has resolved many procedural issues.   Relationships with the SAT are also improving, as new leadership comes on board which more fully supports the purpose of ADA as we work with their faculty. The DRC has positive relationships with most academic departments which respond positively to our needs when issues arise. Strong relationships exist with the Learning Center, Writing Center and Focused (one-to-one) Tutoring, all of which willingly serve a disproportionate percentage of DRC students.

We have had continually excellent relationships with Developmental Education (which has in the past helped the DRC sponsor Deaf English classes and worked hard to ensure that the Math Emporium is accessible); the Math Department has always supported the efforts of DRC students as has the Athletic Department. The Visual Arts & Design department has also worked closely with us to ensure content and testing accessibility. The Faculty Teaching and Learning (FTLC) and the DRC have co-sponsored a series of webinars over the past three years about ADA classroom issues and DRC staff has been invited to present at faculty training institutes- including the lunch presentation at their last conference. Such efforts need to be built upon as faculty seems more responsive to learning opportunities sponsored by the FTLC. These relationships need continual bridge building and should be a priority for the DRC Management Team.

Departmental Relationships within Student Services

All DRC advisors recommend that students meet with someone from Academic Advising (AA) to both map out a program of study and to run periodic degree audits. Although we can do this for students, we think it's important for them to experience as much of the College's support services as possible.   We also encourage undecided students to visit with the Career Advisor, and possibly take the career development inventories.

Both our offices are in close proximity at South City and Taylorsville Redwood. We share reception space at the Redwood Campus and share a receptionist at South City. The proximity might initially be seen as a benefit to our students but this has not been proven to be the case. *See the SST1 report on intake*. The large volume of students coming to Academic Advising almost mandates that they have a separate space. The students typically come to the DRC counter and are then referred to the AA. Because AA handles their students almost exclusively with walk-in appointments, they take up most of the waiting area, most of the time. The number of students is over whelming at certain times of the year.

TRiO programs have a mandate to serve certain populations one of which is students with disabilities. Their definition of what qualifies as a disability is much less stringent than the requirement under ADA. We have, in the distant past, discussed having all of their students with disabilities come to the DRC for eligibility determination. While this approach might help build DRC numbers it provided no advantage to TRiO and waiting for a DRC determination would slow TRiO's delivery of services. TRiO staff refer students who need accommodations beyond the support they would normally provide but this number is small

Student Employment and Cooperative Education Services (SECES) has from time to time worked with the DRC to ensure a smoother referral of students. This has only occurred when SECES has had an intern or special funding for programming for students with disabilities. In these instances, the DRC has had SECES staff on-site and they have offered workshops at our facilities, with limited success. We have sent mailers to our students when SECE has offered these special services.   All new students have been asked on the application if they would like help with finding employment (while in school) and those individuals have been referred to SECES. The SECES staff have asked us for lists of our students in order to contact them directly, but we have always denied such requests for confidentiality reasons preferring instead to send their mailers through our office. SECES' resume writing workshops would benefit DRC students but they are, for the most part, hesitant about approaching SECES and building resumes which deal effectively with their disabilities.

New Student Orientation provides both in person and online mandatory orientation sessions for all new students, including DRC students. They are creating accessible web presentations and always coordinate with us on the accommodation needs of students attending in person orientations. We coordinate closely on handout materials.

International Student Services serves some students with disabilities and we may get 2 or 3 questions each year about eligibility under ADA. These students are, of course, eligible, since they are attending our institution, but the questions revolve mostly around language issues. The bigger issue is in regard to obtaining documentation from their home countries. This almost always concerns mental/emotional issues for which it is more difficult to obtain documentation. The DRC has a good relationship with this office but we serve very few of their students

ABE,ESL, GED program participants struggle with communication and with grasping many of the concepts relating to English itself but also with the College's bureaucracy. The DRC will get half a dozen questions a year, from faculty mostly, about how we can help these students. Since the issues are mostly language-related (and unclear as to disability without proper documentation) these students are referred to tutoring assistance and encouraged to work with their instructors for extra help.

Relationships with Community and Governmental Agencies

The DRC has occasional contact with housing programs, state welfare agencies and community assistance programs (LDS Social Services, Catholic Charities, Asian Association, etc.) but usually with

regard to general information. More regular contact occurs with State Workforce Services-either directly from one of their program staff but most commonly with Vocational Rehabilitation counselors.

Utah Vocational Rehabilitation (VR) and the DRC have a unique relationship. At any one time, about 10-15% of our students are sponsored by VR which pays tuition, books and fees.   The number of sponsored students has decreased over the years but has been between 200-300 students (the percentage of VR students to our total students has obviously decreased given our larger enrollment numbers). VR students are referred to the DRC for services and most do come through our system. We have about 3-4 each semester who wait until they need help to come see us but the rest apply for services before the start of their programs.

The issues facing our two programs are that VR eligibility criteria and ADA criteria are not the same. There is no automatic qualification for VR students. This presents challenges when students do not provide documentation as to disability when they apply. VR counselors prove a letter stating that "they are an individual with a disability… which qualifies them for VR services." The disability is not always given and typically the original diagnostic information is not provided which is compounded by the fact that in some cases the VR counselor (erroneously) believes they can't provide it even though we have an interagency agreement in place. This is due in part to large turnover within VR and related training issues.

We have provided VR with a sample letter, which contains the information we will accept for eligibility under ADA (in lieu of the original documentation) but many counselors are not aware of it. The delay in processing VR students when we have to go through district supervisors for resolution presents challenges to us and delays for the students.

We have occasional met with West Valley VR district office staff to discuss mutual issues and they have been very helpful but this information does not seem to carry over to the other offices and is hampered by the turnover problems. Resolving problems one student at a time is the current solution but a more coordinated relationship, though difficult to implement, seems necessary.

<div align="center">

DRC/ADA Information and Outreach

</div>

Website - Students: http://www.slcc.edu/drc   New and prospective students can find basic ADA information and SLCC/DRC application information and guidelines on the DRC website.   This information is maintained by our office manager and updated as needed. All information can be printed by the end user. Included on the site are an application form (which can be printed and brought to the office or saved to a file and emailed to the DRC) and a copy of the Student Responsibilities Form.

 DRC Information Kit: A printed information kit is available for distribution.   It is a 4-color kit with inserts that contain the same information as on the new student website. The kit is given to all new applicants, distributed through our outreach efforts, and will be mailed if requested. A copy is available for review.

Website –Faculty: http://www.slcc.edu/drc/faculty   Information on the faculty site provides descriptions of disabilities, faculty procedural guidelines, teaching/tutoring tips and suggestions for administration of in-class tests, discussions about attendance waivers, service animals and other.

College policy does not allow faculty to offer accommodations to students without written authorization from the DRC. Faculty are instructed to include in the following statement in their class syllabus each semester:

> *"Students with medical, psychological, learning or other disabilities desiring accommodations or services   under ADA must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the College."   Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu*

Students requesting accommodations or services from faculty will be told to contact the DRC. Faculty can suggest to students, who appear to be having a difficult time or who might have a disability, that they should consider contacting the DRC about assistance. As shown in a faculty assessment report form 2009, 92% of them said they included the syllabus statement.

Student Planners: The DRC has for many years created and distributed student planners, free of charge, to all of its new students. These have proven to be a valuable resource, reference and planning tool for our students. Advisors are encouraged to go over the contents of the planner during the intake process and it is discussed as part of our Learning Enrichment Program. The College has been cutting back on printing of the College Catalog and is considering not printing it all because the information is online. The planner contains some of the same information so we are, therefore, going to continue distributing it to our students.   *A copy is available.*

The DRC also has an **Outreach Coordinator** (an Advisor) responsible for making presentations throughout the community and in schools and for conducting campus tours. *See the SST1 report for a detailed description.* In addition, the College has an outreach office, School Relations, with which we collaborate. Its staff makes presentations throughout the state about SLCC and its processes.   DRC information is included in these presentations as well.

<p align="center">**Data Tracking** - *Access*Ability **Advisor®**</p>

*Access***Ability** Advisor® (referred to as "*Access*") is a comprehensive software program developed at SLCC which tracks services provided to students by DRC staff. It is a database written in MSAccess® which includes scheduling, case management, student and disability information storage (scanning), accommodation matching, equipment tracking, payroll and comprehensive reporting functions. An interface with Banner allows staff to use (download) course schedules, class/instructor information, student data and academic history. The system was first adopted in 2004 and has been upgraded

several times since. All staff members use ACCESS to enter data relevant to their positions and functions. Web based HELP is available for all screens or forms. ACCESS is at the heart of our entire operational process. The case management and service tracking system and is one of our strongest administrative tools.

Scheduling & Case Management: The appointment or event scheduler manages all student contacts. Students, staff, appointment types and classifications allow for easy generation of statistical summaries. Complete case histories can be reviewed and printed as needed.

Student Data: The student database contains application information, demographics, disabilities, limitations, Major Life Activities and documentation history from which various forms and reports can be produced.

Classes and Accommodations: The college class schedule is downloaded each semester through a Banner interface. This allows for the generation of faculty/class/student specific accommodation letters. Matching/selection functions can be used to match students to classes, and track their individual service providers (note takers, readers, interpreters) as well as placement of equipment and furniture.

Disability Information: An intake summary is entered for new students which serves as the basis for documentation.

Scanned Documents: The DRC has moved toward a paperless office (e-file is file of record) - all docs are scanned and stored in ACCESS for easy retrieval. This is particularly useful for medical documentation which can be viewed by any authorized user.

Inventory & Equipment Check-out: The inventory system is used to track adaptive equipment, assistive technology and office equipment. An automated equipment checkout system is included.

Alternative Text: The generation (scan, OCR) of text and other classroom materials can be managed. Web/email links to text book sources (Bookshare.org, AccessText Network, LearningAly etc).

Reports: A series of pre-defined on-screen and printable reports can be generated as needed. Banner data can also be queried and ad hoc reports can be created using ACCESS reporting functions. Data can be queried using a variety of options such as date ranges, staff, demographic, disability, major, etc.

Built in Help: Web delivered help is available on all screens and forms. Descriptions and explanations of functions allows for easy training for new users, and fine tuning of existing users. Web basing allows for easy updating.

See Appendix for ACCESS screen shots which show how and what data is collected.

The Student Process (Overview)

Intake: The DRC follows a "case management" approach wherein the student is assigned an advisor at intake and is advised by that same individual throughout his or her academic life at SLCC. Returning

students are assigned back (if possible) to their previous advisor. This allows for better consistency and creates a rapport which can be built on from day one.

If students request a change of advisor, the request must go to the Director (or an Assistant Director) for approval.   Our policy is to grant such requests, regardless of the reason, after a quick case review to bring the new advisor up to speed. The most common reason for such a request is that students change their main campus of attendance and want someone on-site who can assist them more easily (this happens regularly given that students shop for classes among the 13 sites).   For programs such as SAT or Nursing, classes for which are located at only one site, such a change is rare.

New student intake is provided individually by being assigned to an advisor on a rotating, next available basis- unless the student is deaf or blind, in which case the student is usually assigned to a staff specialist in that area

All newly matriculated SLCC students are required to attend a general SLCC student orientation. This includes students with disabilities. It can be taken online or in-person (small groups) at one of the College facilities. This information is reviewed during the DRC intake to ensure it is understood and to provide opportunity for follow-up questions (which our students may need, due to disabilities impeding communication and/or understanding).

All documentation is reviewed by a senior staff member (Assistant Director) for sufficiency and then the student is activated or put into pending status (documentation not yet sufficient). Since the DRC scans all documents, this is easily accomplished within ACCESS without having to move "paper" around. Unclear and insufficient documentation is sent to the Director for review. If a determination can't be made, the Director consults with the ADAC and/or State Risk Management.   All denials of accommodations must be approved by the State in order to maintain our liability "insurance."

Our goal is to make a final determination, after receiving acceptable documentation, within three days of submission. If there are issues the student is given a date on which to follow up with the advisor. Meeting this goal has become a challenge due to large student loads (at both the intake and the review) and is now at four days. Generation of accommodation letters, after approval, is instantaneous from ACCESS. Most are signed and then hand carried by students to their instructors (letters are emailed for online courses). We require students to return them with a required faculty signature within three days of issuance. Students are required to visit with their advisors and review their individual needs each semester before the accommodation letters are issued again.

If there are problems with the documentation, the student is given a date on which to follow up with the advisor. Students are identified, during their tenure at SLCC, by the following status codes:

1. Application Intake (application completed by student and received)
2. Intake Orientation (scheduled appointment with advisor)
3. Pending   (documentation not sufficient as determined during intake interview)
4. Activation (accommodations authorized) or Reactivation (returning, eligible student)

5. Closure (student no longer attending SLCC -- completed or dropped out)
   We no longer have a hold code, since students can be easily re-activated.

Enrollment: Once activated, the students are also classified (for administrative and case management purposes) by what we term HELP codes. These codes assist the Director in managing caseloads so that the harder to serve students are not all assigned to only one or two of the same advisors. The codes enable the Director to spread students more uniformly among all advisors during the intake assignment process or when re-assigning at a later date, if necessary.

   H-high touch: see individually
      weekly/bi weekly contact: initiate contact if student does not contact Advisor for two weeks

   E-extended services: phone and in person
      twice monthly contact: initiate contact if student does not contact Advisor for a month

   L-light assistance: contact by phone and email
      monthly contact: initiate contact if student does not contact Advisor by mid-semester

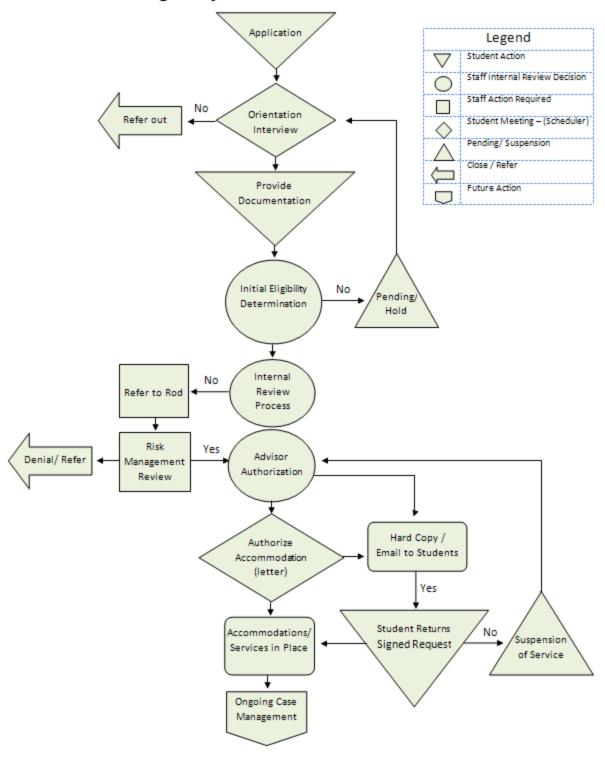   **P-periodic review**: self service, email contact
      once or twice semester contact: initiated mostly by student

With our increasing numbers, these guidelines have been more difficult to follow. Some additional, broader definitions are being added which will be used as a basis for determining which students can benefit from multi-semester accommodation letters.   The current breakdown of HELP codes for active students is shown below. *See page 65 for more information.*

Current HELP Code by % of Students		
H high contact	13.04%	
E extended contact	26.63%	39.67%
L light contact	43.44%	
P periodic contact	16.89%	60.33%

Closure/Termination: At termination we have the capacity to track outcomes (completion, transfer to another institution, job placement, dropped out, joined armed forces) using a FATE code but we have not tracked this effectively. Many times we do not know what happens to our terminating students so we have stopped entering follow-up codes for the time being. With such high numbers of students in the system, the time it takes to do follow up has been hard to justify. Follow up information has also historically not been a performance characteristic tracked by disability offices. There are too many variables affecting success/outcomes to generate meaningful results.

Eligibility Determination Process

Application

Orientation Interview — No → **Refer out**

Provide Documentation

Initial Eligibility Determination — No → **Pending/ Hold**

Internal Review Process — No → **Refer to Rod**

Risk Management Review — Yes → **Advisor Authorization**

Risk Management Review → **Denial/ Refer**

Advisor Authorization → **Authorize Accommodation (letter)**

Authorize Accommodation (letter) → **Hard Copy / Email to Students**

Hard Copy / Email to Students — Yes → **Student Returns Signed Request**

Student Returns Signed Request — No → **Suspension of Service**

Student Returns Signed Request → **Accommodations/ Services in Place**

Accommodations/ Services in Place → **Ongoing Case Management**

Legend

Symbol	Description
▽	Student Action
○	Staff Internal Review Decision
□	Staff Action Required
◇	Student Meeting – (Scheduler)
△	Pending/ Suspension
⇐	Close / Refer
⬠	Future Action

Assessment

Current Student Data: The DRC compiles yearly data with regard to service levels (students served), demographic breakdowns (student characteristics), academic performance (completion rates and GPAs), case management coverage (student/staff contacts,) and status movement (new student processing time).

1. Service Levels - student counts by disability type
   DRC served 3883 students with the highest disability groups being emotional/mental disorders and students with ADHD; a breakdown of other disabilities is shown in the Service Level section on page 8.

2. Status change- new student processing time
   A 3o% loss of students between application and activation presents challenges that are addressed in the report from SST1.

3. Case Management - Student Contacts
   A steady decline in average contacts per student per year from a previous high of 10.7 to an expected 5.3 for the coming year is addressed on page 25.

4. Academic Performance of DRC students
   Course completion percentage of 77.2% for DRC students across all SLCC courses compared to an all SLCC student completion percentage of 80.4 is a substantial accomplishment by our students. See the complete breakdown and analysis on page 72.

Assessment Studies: Assessment is required of all departments in Student Services so we also conduct yearly assessments of one or two aspects of service delivery, effectiveness and communication with students, faculty or the community. Full descriptions of four of these projects and their results are included on page 71. The projects were chosen because they show the breadth of our assessment and speak to factors associated with the program reviews.

1. Student Intake and Advising Feedback – Student Satisfaction Survey
   94% of students completing the survey agreed that their experience with the DRC staff was positive and that they were treated with dignity and respect. See page 74.

2. DRC Complaints (over a 30 month period) – Quantitative Content Analysis
   Out of 84 complaints of all types, 22 (26%) were about DRC services - all were resolved. Thirty (30%) were about faculty and were passed on to the ADAC for resolution.

3. Office Hours & DRC Staff Availability- Student Needs Survey
   The survey showed no clear direction from students as to their interest or need for increasing DRC office hours for evening services.

4. Faculty Survey and Focus Groups: Knowledge & Satisfaction Survey

Over 93% of the faculty respondents indicated that they had taught DRC students in their classes and understood the process. They almost universally said training meetings would not be attended; they preferred to look for info on the DRC website and preferred email communication, but only when problems arose.

5. Deaf Student Feedback on Interpreters - Satisfaction Survey
   Overall satisfaction was at 91% with most students indicating communication with their interpreters was satisfactory.

6. Learning Enrichment Program (LEP) and Study Skills Workshops (SSW) – Learning Outcome & Satisfaction
   Pre and post-test results showed increased understanding of such study skills as test-taking and note-taking. Satisfaction with instruction was at 98%. Low participation rates are a concern.

Assessment results have been embraced by the staff as a way to improve the quality of service. The feedback surveys and learning outcomes we measure reinforce staff feelings that they are trying hard to be helpful and empathetic. Academic performance comparisons, while far from absolute indicators, do show us that our students are competing successfully, that our efforts are producing results.

The numbers generated each year help us frame what is realistic, in terms of possible change. The numbers also help affirm, objectively, what staff knows subjectively- that we serve a lot of students and that we are all in this together. Help code summaries and case load sizes all help portray a picture of equality of work load which is an important factor in maintaining morale.

Our method of selecting one or two areas to assess, each year, is sufficient enough to gather positive results but not so overburdening to the staff involved that it goes undone. We anticipate continuing in a similar fashion.

Programmatic Challenges

Based on discussions at staff meetings, it can be said at the outset, that we believe the specific challenges facing our department revolve around three large contexts.

1. Managing the large numbers of students seeking assistance from the DRC.
    Q: How do we maintain quality and timeliness of services with increasing numbers of students, both new and continuing?

2.   Addressing the changing nature and needs of students.
    Q: How do we balance the growing individual needs of students with multiple and complex limitations with the need to streamline operations and improve efficiency?

3. Implementing the new ADAAA guidelines.
    Q. How do we embrace the spirit of the new ADAAA with regard to expanding eligibility for services in light of item 1 and 2 above?

Within the context of these challenges, the following categories of issues are being addressed through specific recommendations and goals outlined in the subsequent team reports.

    a.   Quality of Service: Use of graduated service delivery methods (technology)
    b.   Resources: Staffing and space needs for testing rooms, offices and student labs
    c.   Budget Management: Resolving shortfalls and funding for expansion
    d.   Timely delivery of accommodations: Reviewing methodology and procedures

Current Performance Indicators

The data given below directly impacted the recommendations from the teams especially SST1 and SST2. They are provided here as a lead in to the teams recommendations.

 Movement of Student through the Intake Process: The data below is from a sample of 941 new student applicants from June through December 2011. The number of students who drop off during the process and the percent of loss are shown.

Status Movement	No. of students and % loss
Intake Application	941
Never attended Orientation	80 (8.5% loss)
Moved on to Orientation	861
Never Activated	259 (27.5% loss)
Were activated	602 (36% total loss)

The second table shows issues relating to the length of time it takes to process a student between application and eventual activation.   Adding hourly advisors and developing a directed approach to contact students at least twice (during the first few weeks after application) are being considered.

Time in Status	Days waiting in status
Days between Application and Orientation	4.8
Days between Orientation and Activation (document review time)	13.8
Days between Pending and Activation (document submission time)	22.9

There may well be a relationship between the data in the two tables and further assessment might shed light on it. There may be different reasons why students don't come to their orientation appointment vs. not providing documentation and dropping out of the intake flow. These figures show some issues which the DRC needs to address and suggest possible assessment projects for next year. One of which might be an analysis (follow up) of students who do not get activated to ascertain characteristics and variables which the DRC might be able to impact.

In the meantime, we are also looking at administrative ways to shorten the processing time. Direction from OCR regarding the use of IEPs for eligibility documentation would cut down the pending time since many more students would likely be certified during orientation.

Case Management Contacts: The table below shows the yearly number of contacts (all types: phone, email, in person etc) between staff and students for the past four years. We experienced a 40% growth in students from 2010-2011 and another 18% growth in the current year.

DRC Student Contacts				
	2008-9	2009-10	2010-11	2011-12 estimated
Students	1974	2284	3210	3800
Contacts	21146	22120	22105	20050
Per Year	10.7	9.7	6.9	5.3

The average number of contacts for all students by all advisors in all forms (phone, in person, email or fax) was 6.9 for this past year.   Even though the number of contacts has not gone down dramatically, there is about a 10% drop off projected for the current year. These numbers might also reflect shorter

contacts.   The data shows that the average number of contacts per year over the past four years has roughly decreased from 1 per month to 1 every other month. At a time when our students are more challenging, when many have severe and multiple disabilities, the need for more support rather than less would be suggested. The Self-Study Teams are directly or indirectly addressing these issues through their recommendations.

By using electronic and automatically renewable accommodations letters, we would eliminate one visit for each of the affected students each semester. This is not seen as negative, since the selected students would be able to handle fewer in person contacts. This would allow advisors to meet more often with our higher need students such as those in the data base with documented secondary disabilities which the DRC accommodates (371 or 11%).

About 60% of our students are categorized as needing periodic or light support by our administrative coding system. Many of these would be eligible for renewable accommodations letters for subsequent semesters without being required to see their advisor.

In summary, we are instigating multiple approaches to address the issues raised above which should help move new students through the process and help mitigate the impact of decreased contacts.

1) Adding hourly advisors
2) Requiring follow up by advisors of new applicants
3) Issuing renewable accommodation letters without advisor visit

The impact on reduced contacts and how they affect outcomes might be an area of further assessment.

<p style="text-align:center"><u>Outreach, Intake & Orientation</u></p>
<p style="text-align:center">Program Review Summary and Recommendations from SST 1</p>
<p style="text-align:center">Kathie Campbell, Assistant Director, South City Campus (Team Leader)</p>

"<u>Outreach</u> within the context of the DRC mission involves reaching into the community, primarily the region's high schools but also social service agencies and even individuals to assist students with the transition from the K-12 school experience to college,"   is how the DRC Outreach Advisor, Larry Landward, characterizes this function.

Information is provided (by the Outreach Advisor) to students with disabilities who are interested in classes at SLCC and campus tours are arranged for student groups. This is done through school /agency fairs, special education workshops and meetings with parents arranged by the local school districts. Over time, a close relationship has developed with professionals throughout the community which has resulted in closer coordination with and smoother facilitation of students coming to SLCC.

> *Areas of Concern:* Outreach takes the assigned advisor away from his regular student case management duties and involves travel time, development of presentations, and distribution of transition materials and brochures about ADA eligibility, SLCC's application process and DRC procedures. We also provide "marketing" trinkets such as pens, lights, notepads (which are always welcomed by our prospective students) at a cost of about $2,000 per year.

> On average, about 5% (2 hours per week) of the advisor's time is set aside for these activities. Heavier time commitments occur during spring when high school students are completing their academic work.

> **Recommendations:** Transition from IDEA to ADA has always been problematic for high school students and their parents so our educational efforts have proven worthwhile to help bridge the gap and explain the differences in the laws and eligibility requirements. Given the goodwill created by this effort and the minimal, overall time commitment and cost, the SST recommends continuation of our outreach efforts.

> One suggestion, if possible, is to have the outreach advisor handle new applicants with whom he had prior contact through his work in the community and schools to ensure an even smoother transition. The advisor will distribute business cards to parents and students to help with this process. Another goal is use student peers for campus tours to help relieve some of the time pressures on the advisor and also to help establish better rapport with those closer in age.

According to the SST, "the <u>Reception</u> staff is the face of the DRC. These individuals are the first contact and serve as a continuing touchstone throughout a student's experience with the DRC. They must be welcoming and empathetic. Confidentiality with sensitive information presented both orally and through written documentation is critical. Timely movement of students is necessary and predicated on reception staff having correct information and a thorough understanding of DRC processes."

New students visit the DRC reception desk to inquire about disability services and eligibility for assistance. Most are aware of the ADA, but many have only limited knowledge of the law and its documentation requirements (unless they have received prior ADA accommodations).

New students are provided a DRC Information Kit which includes an application and a sample Information Release Form (to be used to obtain documents needed by the DRC) and a Student Responsibilities Form. The kit contains a lot of information but questions still arise. In many cases the questions go beyond the generic ("how do I," "what do I," "when do I") to the very individual ("I have bi-polar disorder and I can't..." "I need to have…" "I have a test tomorrow and I am going to fail again unless…"). Many students want to share their immediate (and often) intimate problems, issues and history with the first person they see and sometimes loudly for everyone in the vicinity to hear.

> Areas of Concern: Confidentiality is always a concern at any information desk. In many cases, sensitive information is provided in front of other students, some of whom are there to see an academic advisor in the adjacent department and are not students with disabilities. We have a unique arrangement at SLCC since in both of our main offices (South City and Taylorsville Redwood) the DRC reception area is co-located with Academic Advising.

> Additionally, the number of students seeking academic advising has increased and is nearly impossible to keep up with at certain times of the year. This is happening while the number of DRC students is also increasing dramatically.

> **Recommendation 1**: Information of a confidential nature should be handled by advisors. We will redouble efforts, including training on how to tactfully handle such situations, and 1) take students into private areas, 2) schedule appointments with an advisor, or 3) since some might feel "put off" by having to make an appointment, block out times for at least one advisor to be available for walk-ins during high traffic times. *See page 33 in the advising section.*

> **Recommendation 2:** South City: Discussion should be started regarding relocation of one of the South City "advising" offices.

>> Initially, the reception space at South City should be rearranged to create two intake or reception stations with staffing from both departments.

>> For consistency and quality, the receptionist at the South City office should be converted to a full-time salaried position as is the case at Taylorsville Redwood.

> **Long term Recommendation 1**: Future DRC offices should not be co-housed with another department. The DRC should be discretely situated with private reception space in order to be more in compliance with ADA.

> **Long Term Recommendation 2:** Taylorsville Redwood: Consideration should be given to change the layout of the Taylorsville Redwood reception areas of the DRC and Advising. Some kind of wall/partition to separate entrance into the common area might be possible. Repurposing the DRC lab might be possible.

Quoting from the SST report, "Orientation is a critical launch into a student's possible eligibility for services and accommodations. This where all the elements of convenience, timeliness, environment, empathy, accuracy, clarity and confidentiality come together."   In addition to being a one-on-one opportunity for a student to consult with a DRC advisor about personal issues and needs for accommodations or services, the orientation session may also include a working meeting where referrals to other college offices or government agencies are made. The orientation to the DRC is conducted by advisors in their private offices. The student can request that parents, representatives, counselors or others be present at the orientation.

The orientation contains standard information about ADA and the DRC. It covers eligibility, documentation, approval process, typical accommodations, communication, and responsibilities of both the student and the DRC. It gives an opportunity for questions and answers and ends with the advisor asking if there are any further questions or concerns.

Care is taken to help the student applicant understand that the approval process for eligibility is predicated on the receipt of medical or psychological documentation of disabilities.   Due to the broad spectrum of disabilities and the assumptions of student applicants regarding the DRC, the nature and duration of the intake experience can vary greatly but generally last between 30 and 60 minutes. The objective of the orientation is to give the student enough information to understand the purpose of the DRC and allow the student to decide whether or not to seek DRC services and accommodations.

During orientation sessions, advisors also find themselves assisting students with issues which have arisen prior to the student being found eligible to officially receive assistance from the DRC. These most often involve other offices within the College, such as Enrollment Services or Financial Aid. Such actions are a follow up to the New Student Orientation required of all new SLCC matriculated students.

As the orientation progresses it segues into an Intake Interview for purposes of determining eligibility under ADA. Time is taken to verify or add information not entered on the application such as demographic data, personal observations of need, how the disability may affect the student in the classroom and laboratory, and accommodations the student thinks might be helpful. Issues of confidentiality, access to private information, notification of accommodations to teachers and others are also discussed.

Documentation regarding disability (see page 59) is reviewed, IF PROVIDED and a preliminary determination is made by the advisor as to its sufficiency for determining eligibility under ADA.

When documentation is received it is officially reviewed and a determination is made regarding eligibility based on the data at hand. Students are notified that our goal is make such a determination within three days of submission but that it is the student's responsibility to provide the documentation. Students will be placed in a pending status until they are activated.

All eligibility determinations are made by one individual, the Assistant Director, Steven Lewis, at the Redwood Campus. Temporary accommodations or some limited non-ADA services may also be approved. This is done for consistency and uniformity and assigned to Steven because he is the most senior expert on the staff.

If insufficient (or no) documentation is provided at the intake interview, the student is instructed on how (and where) to obtain the documentation. A sample Information Release Form is provided to assist

the student. If completed at the DRC, it will be mailed or faxed by the DRC for the student. The student is told that when documentation is received we will contact him or her and schedule an additional appointment to finalize eligibility. It is up to the student to follow up with the source of such documentation (The DRC does not contact them).

 A signed Student Responsibilities Form is required from all applicants. It is reviewed in detail during intake. Students must initial each statement to verify the discussion, their understanding and that they had an opportunity to ask questions.

The advisor enters case notes into the student's file following the interview. As the data gathered is entered into the ACCESS data base, the advisor adds pertinent personal observation notes and lists how the disability limits major life activities, functional limitations due to the disability and possible accommodations which may benefit the student. A comprehensive Intake Guide is available for advisors to use, as they see fit (new advisors most often) but the ACCESS data base is usually a sufficient guide to the extent and nature of data needed for input. The interview can be done entirely on the computer, with the advisor asking questions and entering data into ACCESS for students who need assistance with the application forms. At its conclusion, a completed application form can be printed out and signed by the student for our records.

All signed documents, medical records and letters are scanned into our database and stored. The e-file is our official file of record and is so marked in the database. All signed forms and documents are kept until the end of the semester and then shredded. The e-file is a permanent file. Terminated records are stored together with current records and easily retrievable; no archiving is necessary with ACCESS since all students are identified by status codes.

> Areas of concern: Is it necessary that all discussion points be addressed in every orientation? Should it be modified to fit individual student needs? Can the orientation be delivered electronically? Can an orientation be written in such a fashion that it is both informative and entertaining, yet viewed on a computer screen? Can it be thorough without being so filled with details that it becomes a jumble of terms, conditions and jargon that loses meaning?
>
> Would an electronic orientation be appropriate for some or all students? If used generically for all students, it needs to be simple, without appearing to be simplistic. Could it be available via the DRC website? It would need to be accessible for all disabilities (screen reader or built-in audio and captioning).
>
> **Recommendation 1:** Given the increase in numbers of students served and the need to stream line yet provide individualized service, we should split the general orientation information from the intake process and deliver it electronically and separately from the intake interview. The Intake SST will follow up with development and content during the summer semester for possible implementation as soon as possible. Delivery over the Web is the goal but alternative deliver y using Power Point presentations on local computers will be explored.
>
> **Recommendation 2:** In order to speed up the whole intake process we will modify/shorten the application form by eliminating some of the optional demographic data and some historical information which does not affect eligibility or service delivery. *See revision*.

Recommendation 3: Although the Release of Information Form is supposed to be an example for students, they send it out as is so some agencies view it as a request from the DRC (rather than the student) and ask for payment for copying, or the agencies reject the sample as not meeting their HIPPA requirements (Valley Mental Health). The team decided to keep the form but add clarifying instructions on the back and use VMH's own form when appropriate.

Recommendation 4: Strengthen the Student Responsibilities Form to insure the DRC is safeguarded from possible complaints by students claiming they did not know or weren't told about their responsibilities.   *See revision*.

Advisors must insure that students understand their responsibilities especially those concerning accommodations. It is particularly important that students understand that all requests for accommodations must go through the advisor (not instructors who have no authority to grant requests) and that they must notify their advisor if accommodations are not in place as agreed to or are discontinued or inadequate. They must stress that we can only help if we know about a problem. Students need to understand that there are no retroactive adjustments or accommodations and that early notification is important (i.e., not to wait until problems occur).

Recommendation 5: In order to lower the case load, we will look at existing hourly staff who have degrees and train them to help with advising functions. We have one recently graduated employee at South City who will participate in this effort. Repurposing one of our Redwood staff may also be possible. *See recommendation on page 53.*

Disability Advising, ENROLLMENT & Case Management:
Program Review Summary and Recommendations from SST2
Steven Lewis, Assistant Director & Learning Specialist (Team Leader)

The focus of this SST is the existing policies and procedures relating to the case management of services for ADA eligible students.   Chronologically, we started with the review of documentation through the authorization of services, followed by ongoing case management and status tracking.

The outcome of this review has been a series of revised Policies, Procedures and Internal Guidelines. These are a result of the general, thematic discussions and background information, referenced earlier in the report. *The current Policy and Procedure Manual is available for review.   The revised Guidelines are in Appendix C.*

Discussion 1: Request for Accommodation

Students enter/list their requests for accommodations on their application and have space to provide their reasoning. Some of the applications are not completely filled out and some are not signed. This could be a problem if a grievance arises based on students claiming that a request was made but not handled properly. Staff can enter the request on behalf of the student, if asked or if there are disability related issues about completing the application. Sometimes the information is not entered into the initial case summary or case note and can be considered insufficient documentation.   We do not require written requests for documentation (after the initial determination) but accept students' verbal requests. This too can end in lack of supporting documentation if a case entry is not made, or the initial intake summary is not amended.

> **Recommendations:** Applications must be completed with a list of requested accommodations or services and must be signed. If the student has difficulty with the process the advisor can assist but must have the student sign. Or, data can be entered into ACCESS, printed and then signed by the student. Applications must then be scanned so we have the request and the signature. Changes to Accommodations must be entered into the case log and added to the intake summary screen with date of entry. It should also be case logged (date, time narrative summary) for support.
>
> Assistant Directors are charged with ongoing case log reviews to insure compliance.

Discussion 2: Documentation Review

The DRC uses a centralized review and approval process by a designated senior staff member. That individual reviews all new applications and documentation. Since we scan all records this can be easily done at any location over the network. The single point of review creates consistency and works well. Time delays, when they go beyond our three day goal for document review, are an issue. The new ADAAA regulations also are loosening up the definition of a disability which would suggest that any advisor could make a determination.

Recommendations: The current limitations requirements are, however, still in effect and reviewing test scores and psychological profiles to identify limitations still requires expertise. New guidelines from OCR as to use of IEPs have not yet been published so we are recommending that the current process stay in place but that some types of documentation might easily be approved by advisors. New guidelines should be developed in this area with reference to the DRC "Grey Area" Documentation Guideline (also being modified).

We should review our policy regarding documentation and underline collect only what's needed -- not "show me all documentation before we tell you what you're eligible for." We should focus our efforts on identifying what the student needs or requires of us and then identify the documentation we need to support it. If different assistance is requested later, more documentation can be requested.

Discussion 3: Pending Students

The large numbers of pending students, many of whom do not follow through, as well as the time delay in obtaining sufficient documentation to determine eligibility are increasingly becoming problems. Should we divert resources to students who are not yet eligible or should we concentrate on students who are eligible or is there a dual approach that can be useful without being time consuming?   It is the student's responsibility to provide documentation but how much documentation is enough to start services is the issue (*see Discussion 2*). Can we use temporary authorization more effectively? Lastly, since we already have a problem with large numbers, will this increase and just shift the criticism from pending to active students? *See also Discussion 4.*

Recommendation: In consultation with SST1 Intake, we recommend that advisors be charged with their own follow up of pending students with the reasoning that designated Intake Advisors have not worked, when tried in the past. They tend to get overloaded with paperwork. We recommend that the DRC provide two follow up contacts -- the 1st and 2nd week after the intake interview. ACCESS will be modified to generate an "auto alert" to the respective advisor at both weekly intervals. The first will generate a phone call (by the advisor or, if asked, the support staff) and the second will generate an auto email or letter to the student. The second notice will result in closure of the file if the student makes no contact.

Two additional part-time advisors will be needed and trained to take case loads. This will allow us to spread the work instead of designating an Intake Advisor. Current hourly staff who have degrees will be reviewed for possible advancement and training. If student loads keep increasing (and if IEPs will be accepted for ADA documentation) we should request funding for two more advisors for FY 2012-13

Discussion 4: Timely Service Appointments

There are two times during each semester when students needing to see advisors are at its peak: during the first two weeks of DRC's early registration and the first two weeks of school. Appointments are

often booked weeks in advance which makes it difficult for continuing or new students to walk-in and see an advisor. Next available appointments can be three weeks out. This is most problematic for continuing students but also may discourage new applicants.

> **Recommendation:** The DRC should schedule two "walk-in only" weeks. During these weeks, take mostly walk-ins but block some time for appointments at advisor discretion but within limits so as not to negate the concept. We should start this process in the summer and the first week of fall 2012 semester. The information should be shared by word-of-mouth to students and we should send out letters/emails to students when the process is established.

Discussion 5: Multi-semester Accommodation Letters and e-letters

Some of the language in the new OCR guidelines suggests that disability offices should look to remove barriers to student processes.   We should not make students jump through hoops just for our benefit. This could apply, in our case, to the issuance of accommodations letters each semester. It has been our practice to issue new letters each semester. These letters are individually addressed to the instructor for each class in which they have a registered DRC student.   They are reviewed and then reissued with the assumption that the review is good practice but also because accommodation needs may change. The reality is that when changes are needed, students let their advisors know immediately. The meeting at the beginning of each semester keeps rapport going but, in fact, creates an imposition on the student if nothing has changed (other than a new schedule of classes) and it clogs the calendar with appointments that might be better opened to students who really need to see an advisor.

Since we already generate e-letters for online students it should be possible to expand this to most in person classes. It would relieve the student of the responsibility (which has a down side) but may be more effective since many students lose their letters and do not alert us until there is a problem or don't give the letters to their instructors because of embarrassment (confidentially issues}, especially when other students are also trying to meet with instructors during the first days of class.

> **Recommendation:** Many students who are what we term "low maintenance" and are already identified by our internal HELP code as P-periodic in their need for contact would be better served with an auto generated accommodation letter or reauthorization of the same accommodations for their new classes in subsequent semesters. This can be accomplished through ACCESS and new routines to do this automatically are being developed. The HELP coding system should be amended with suggestions for staff as to how to identify students who could benefit from this approach. A new guideline should be developed.

> **Recommendation:** The DRC should also move toward generating accommodation letters for faculty electronically, rather than hand delivered by the student.   This is currently possible through ACCESS but should be greatly expanded. We have learned that while all faculty are required to have email addresses, they are not required to read them. Our concern is that if the letters are not opened the first few days of class, or before, the accommodation process might be delayed and we might not know if a problem exists, unless the student notifies us. We recommend implementing this a few departments at a time, soliciting their cooperation and

compliance, until it is fully implemented. We will start with the Nursing/Health Sciences and Math.

Discussion 6: Documentation Standards -- Grey Area Documentation

Review of our documentation requirements is ongoing and earlier in 2011 we issued revised guidelines on how to handle eligibility when the documentation standards are not fully met or can't be fully met for a variety of reasons.   We should continue to work on requiring minimum (just enough) documentation to support some/all of the requested accommodations.

> **Recommendation:** Review and expand, if possible, our grey area documentation standards and update when new IEP guidelines are issued related to eligibility, limitations or "regarded as" issues. *See Appendix __ for current/amended grey area documentation standards.*

Discussion 7: Case Management and Case Notes

A review of case note entries, conducted by the team, showed many inconsistencies among advisors. Some are lengthy and others are too short so some standardization is needed.

> Recommendation: A case note guideline should be issued which outlines structure and content suggestions. Training should be provided during the summer and follow up for compliance should be delegated to the Assistant Directors.

Discussion 8: Learning Enrichment (LEP) and Study Skills Workshops (SSW)

The hourly Study Skills Workshops (SSW) currently conducted by DRC staff for any SLCC student is being moved to the Web. This is a joint project of the Learning Center (LC) and DRC. When completed in fall of 2012, the need for in-person workshops will decrease. It will be up to the LC to continue conducting in-person sessions.

> **Recommendation:** The LEP program, conducted individually with only DRC students is a service provided by the DRC that helps students succeed but it is not an accommodation. LEP sessions have historically been well received and effective; the SST recommends that they should be continued.   The results of surveys about LEP sessions and the SSWs are in the Assessment Appendix B on page 79.
>
> Funding for the LEP and SSWs is an issue. Together, these services costs about $15,000 per year in staffing, advertizing and material costs. The question arises if this would not be better spent elsewhere such as for funding hourly advising staff or more technicians. It is likely that the LC can effectively provide individualized learning enrichment to DRC as well as other special populations. The LC provides both drop-in and individualized tutoring to all SLCC students so adding individual learning strategies sessions would be a natural fit. This is also frequently provided at other institutions at their LCs. It is the Director's recommendation that we cut back services with the idea of phasing LEP out of the DRC and move it to the LC by the start of fall semester 2012. We should use the summer months to train LEP staff in other service delivery

areas. Since LEP is not offered to any substantial degree in the summer and no SS workshops are conducted this would be smooth transition

Discussion 9: Student Assignments to "Specialty" Advisors

The DRC has several "specialists" who have disabilities themselves or have specialized training and expertise in specific areas. We have an Assistant Director who is a learning specialist (TBI, LD, ADHD) and advisors who are deaf or blind. We also have advisors assigned to special programs such as SAT, Health Sciences and others; these assignments are usually made at intake since these programs are more campus-specific.

 Assigning students to an advisor with special qualifications in specific areas of disability, has been somewhat hit and miss. It usually occurs only when a new student asks for one of these advisors by name. When new students apply for services, we do not ask them about their disability and unless it is visually obvious, we assign them on a rotating basis to the next available advisor. Assignment to advisors with special training is most problematic in situations where students take classes at campuses other than where these advisors work.

Discussion 10:   Specific Guidelines

Guidelines are available which provide step-by-step recommendations for implementation of specific, special accommodations requests but they need some updating in light of the changing ADAAA climate and because more special types of requests are being received. .

Recommendations: Review all DRC Policies and Procedures and update as necessary with specific attention to the following areas:

> Grey Area Documentation
> Memory Aids & Calculators
> Class Substitution
> Waiver of Core Class Elements
> Attendance Waiver
> Homework Accommodation
> Interpreting and Captioning

Program Review Summary and Recommendations from SST 3
Telina Daniels, Technology Manager, team leader & Lee Stevens, Service Coordinator

"We want to systematically review every aspect of how we deliver accommodations to our students." That is the challenge thrown out by the team leader, Telina Daniels. She continued: "Along the way we must think outside of the box and challenge ourselves. We should put ourselves into the shoes of our students and deliver services the way they need it and not necessarily the easy way or the way we have always done it."

Discussions concerning each accommodation are summarized below. Some were previously discussed by the entire staff but the program review gave us the mechanism for dealing with specific issues. As a result some recommendations from this SST have already been incorporated into our guidelines and partially implemented. Other recommendations are targeted for implementation over the next few months. *Guidelines are included in the Appendix.*

Assistive Software Delivery: "What I want, when I want it, how I want it, alone!" is the motto which guided much of the discussion regarding the provision of assistive software.

The DRC currently provides assistive software such as: Dragon Naturally Speaking (voice recognition software), JAWS (screen reading software), Kurzweill (digitized & audio text) and Zoom Text or Magic (screen enlargement software). Some of the programs have been made available for installation with disks (for courses and labs), several are available over the DRC server (with an access key) and others are installed on DRC laptops (for students to checkout a week).

Laptops are only available to students who have assistive software accommodations. They are not for just using them with applications such as word processors etc.). For those purpose all students have access to the Library laptop check out system. Neither the DRC nor the Library provides Web services for students and the DRC does not allow installation of College software on students' own personal computers. If students do not have computers they must come in to use college computers which have been designated for use with assistive software or check out a laptop. For home use they have their own web access or public Web "hot spots".

> **Short Term Goal- Implementation Underway:** Assistive software will be distributed through SLCC's "All Access" server in order to provide a universal platform and 24/7/365 software access. The All Access server allows students to access assistive software in and out of the classroom over the college network, from anywhere, at any time on any computer with an internet connection.
>
> Ongoing: The DRC staff will continue to provide assistive software training to students as needed with additional training on the All Access system.

Short Term Objective: It is our intention to allow any DRC student, regardless of disability, who desires it, access to this server once we determine how many licensed copies will be necessary for such usage.

Long Term Objective: The DRC will begin discussions with appropriate SLCC administrators and IT to allow every SLCC student (not just DRC students) access assistive software from the All Access server. It should be automatically be available to any enrolled student. We believe this is a global access issue which should be addressed by the college and not an accommodation to be authorized one at a time to students.

Long Term Goal: Beginning immediately to establish a dialogue with IT and other College Administrators with the intention of having IT take over the delivery of all assistive software to DRC students This would include server maintenance (which they already provide); software maintenance agreements, application updates etc.

Ongoing - phase out laptop check out system: Since laptops area available as a service (not an accommodation) and since All Access system makes the software loaded on laptops largely unnecessary, we will discontinue our student laptop check out program. The laptops would be primarily used in-classroom accommodations where the All Access is not the best option. We will retain some laptops, fully loaded with assistive software, for back up purposes (special situations and when the "system" may be down).   Students needing laptops on a short-term basis can utilize the library's check-out system and then use the "All Access" for their technology.

Adaptive Equipment: The DRC provides adaptive equipment to eligible students such as: recorders, spellers, calculators, brailers, CCTV's and large monitors. The equipment falls into two categories:

1) Equipment placed into classrooms by DRC staff (CCTVs and large monitors) which must be tracked and accounted for by the DRC. All equipment must be returned by the student as per the return date specified on the Equipment Check out form they are required to sign. Sanctions, including record holds, may be applied to students who do not return the equipment. 2) Equipment checked out to students directly (recorders, calculators etc). This equipment can be checked out for up to one college semester or at the School of Applied Technology (SAT) for one training block. Checkout forms are auto generated for student signature from Access. *See the DRC Checkout form and policy on overdue equipment.*

All equipment is tracked through the Access Inventory system this includes both equipment assignment to classes and checkout to students. Items with a value of $1K or above or computers and related device (placed into classrooms) are part of the College inventory and have asset tags. Equipment of lesser value is just tracked with a DRC inventory number (in most cases this equipment checked out to students which has a value of under $100). Access maintains complete inventory histories cross referenced by student and corresponding classes.

Access system alerts notify staff when equipment is due for return. Preventive maintenance is performed upon return of any item.

Ongoing Goals: Adaptive equipment will be provided to eligible DRC students as per our current policies (with the exception of modifications to the laptops policy). DRC staff will continue to perform regular equipment audits as per college policy.

Short Term Goal: The Technology Coordinator will create an <u>adaptive equipment committee</u> to assist in researching, and recommend the purchase of new equipment (and assistive software). To insure our technology is current and functional. Adaptive equipment committee will meet at least once a semester to discuss, evaluate, and make recommendations to the DRC Director and the Technology Coordinator as needed.

<u>Alternative Text:</u> The DRC provides alternative formats to text based materials using scanners and OCR conversion software and/or obtain materials from lending sources such as AccessText, Bookshare.org, etc. Lending sources most always provide audio books (MP3, Daisy format etc). Self scanning can produce word documents from which audio files can be generated.

Current procedures allow students who are capable of scanning their own books and converting them into audio files and/or word documents using Kurzweill or similar products. Students whose limitations suggest that assistance is needed have their books scanned by DRC staff. Scanned materials are provided as soon as ready, and if necessary several chapters at a time (if there is a backlog delay).

Our first resource is to secure the book from a lending source primarily AccessText. If books are not available from any lender, the books can be obtained directly from publishers by submitting a proper, individual letters of justification on behalf of each student. This process may take some time, so the beginning chapters of books are often scanned for students as a courtesy.

The DRC currently makes additional copies of books scanned for specific students and makes accessible version available to other students who need the same textbook. Our only requirement, for all students, is that students provide proof of purchase for any book that is provided in alternate format.

Goal: Staff will continue to assist students by creating digital format directly or train students to scan them independently in the DRC labs.

Short Term Goal: Within three months the DRC will evaluate the pdf converter to see if it meets our needs for converting to a universal format.

Short Term Goal: DRC will purchase 4 additional scanners for placement in open labs, at various campus sites, for alternative text use. This will provide more flexibility and not require students, once trained, to come to a DRC lab. Kurzweill is available on the All Access server so it

can be used by students by accessing the campus network or from home (if they have a scanner and internet service).

Long Term Goal: To provide digital/electronic formats of textbooks to qualified students with access from a universal online library maintained through the SLCC Markosian Library system. DRC will begin discussions with Library staff to develop such a website/database. .

Ongoing and Other Goals: Supervisors will request Printing Services to train alternative text staff on use of the bulk cutter. Rod will inquire and seek approval from Printing Services and Risk Management to allow DRC staff such access or purchase one for DRC use.

> Note: we pay to get books cut and then get them re-bound into a spiral notebook, after scanning. It is then returned to the student. This costs about $2 each, which the DRC pays for. By agreement with the Bookstore, these spiral bound versions will be bought back by the college bookstore just like any original book, under the same terms and conditions.

Adaptive Furniture: The DRC provides adaptive furniture to accommodate qualified students such as: soft chairs, stools, tables, adjustable tables, desktop podiums, and other furniture as needed. These items are scattered throughout the college in numerous buildings and classrooms. Furniture is all inventoried and is, in essence checked out to the classroom, on behalf of the student needing it. Each semester the furniture is located in its previous/last location and then moved around to the new, needed classroom. It is never collected and stored in a central location (there are too many items).

Although every item is clearly marked as belonging to the DRC, they frequently disappear. They are no longer in the assigned room, when we try to find them at the beginning of the next semester. Sometimes we find them in faculty offices or beak rooms. Tracking them down is a large, time consuming problem. Facilities contributes to the problem by moving furniture (sometimes putting it in storage or moving to another room without telling the DRC, when they clean or re-model rooms/buildings. Our rule is placement within three days of authorization. It should be quicker but tracking it down takes days, in some cases even longer.

The DRC has purchased 6- 10 chairs and some adjustable tables each of the last three years. Additional purchases, when we are short on funds have been supported by Bob Askerlund, the Director of Facilities.

Short Term Goal: Continue current practice by DRC staff of placing furniture where within 3 days of school start or within 3 days of request. Ensure that equipment coordinators have all access to all classrooms, i.e. keys, keycards, so that they can place and retrieve furniture and equipment without hindrance, effective ASAP

Objectives: Partner with facilities for placement of furniture and make sure they will contact us before moving chairs and tables from any SLCC rooms to prevent loss and misplacement. Take

an inventory of chairs and tables at the end of each semester to ensure loss prevention (this will require more staff or using additional staff from other areas).

Ongoing Needs: We expect to purchase at least 20 chairs for all campuses each year for the foreseeable future. This is for new needs and to replace broken, misplaced, or missing items.

Additional Objective: Place barcodes and/or GPS tracking devices on all the furniture. Research tracking technology and contact different GPS companies. Submit findings for GPS technology placement for budgeting in next fiscal cycle.

Long Term Goal: SLCC will provide one adjustable table and one ergonomic chair without arms for every classroom on every campus. This is a college Access issue and should not be handled as an individual assignment of an accommodation. Students coming to SLCC, who need such furniture, should expect that it is in place and that they should not have to ask for it. All existing DRC furniture would be turned over to Facilities under such an arrangement.

Testing: The DRC provides for testing accommodations such as: alternative testing sites, minimal distraction, or private room testing, extended testing time, alternative test formats, assistive software (Dragon Naturally Speaking, Kurzweill, JAWS, Zoom Text), testing aides (proctors, readers, scribes, and interpreters), adaptive equipment (computer based test, and other accommodations appropriate to the needs of our students). Tests are administered at the DRC, SLCC Testing Services, or in departmental testing centers (On-line courses, Health and Sciences, Developmental Education, Math Emporium) or in-class with permission of the DRC.

Faculty is required to deliver the test to the DRC or testing site at least 72 hours before administration. All test scheduling at DRC locations is supervised by the Testing Coordinator using the Access room scheduling system*. See more complete information in the testing policy in the Appendix*

Ongoing: To continue to provide consistent secured testing accommodations in an appropriate format to qualified students.

Ongoing: If a student requests accommodations for the CPT, TABE, C.N.A, NPOST, or CASAS exams, they need to register with the DRC so we can determine their eligibility with documentation that supports such accommodations.

Short Term Goal: Starting January 2012, all tests (except for math) will be read by Kurzweill.

Long Term Goals: By July 1, 2012, a committee will be created to develop a centralized website for posting and delivering completed exams which are universally available at all SLCC locations. The DRC will partner with other departments to obtain funding for computers, cameras, and other technology that may be required or necessary to provide a Universally Accessible environment for all DRC students.

Assessment Goal: Develop and evaluate a feedback survey from students regarding their testing accommodations from the previous semester, including finals.

Long term space needs: The volume of testing at the DRC continually increases, even though some departments are creating their own testing centers (Math, Health Sciences, On-line), students are requiring more reduced distraction environments in which to take tests. In most cases these departments only handle extra time tests.   Two possible solutions should be considered: 1) more testing space under the control of the DRC and/or 2) creating more reduced distraction environments within the testing centers of these and other departments.

Objective- DRC Testing: Meet with the college space planners to get an estimate of the cost to build a testing center at Taylorsville Redwood in the existing storage space behind the basement, DRC computer lab. This will be expensive due to HVAC requirements (as we have previously determined) but there is little space elsewhere. And, create one private testing space at the Jordan campus under the control of the DRC. Research possible areas at all campus's that will accommodate DRC testing.

> Submit budget request for constructor of DRC test room in the storage room space behind the DRC computer lab in the basement. Support funding for remodeling at Jordan in order to create a private testing room.

Objective- Departmental Testing: Partner with other departments who have or are planning to create testing centers and discuss their remodeling efforts in order to make these centers usable for DRC testing – for both extra time and minimal distraction accommodations. Creating partitions within these areas, so that reduced distraction environments could be created, would likely be less expensive than the DRC building more rooms. This would allow departments more control over their own testing and relieve pressure at the DRC. We administered over 300 tests – using every available room in the Student Center, during finals week, fall 2011 and we administer, on average, 8 tests per day, all year round.

> Hire staff to specifically oversee DRC testing at testing services and assist at departmental sites.

Note taking/Recording Services: Note taking services are provided to students based on appropriate disability documentation, student self description of limitations, advisor recommendation, and specific course requirements. Notes are taken by students in the class, who are recruited by faculty on the first day of class to take notes for DRC students. Faculty are asked to follow a script provided by the DRC which is included in the note taking packet students take to the instructor at the beginning of each semester. Note takers are paid $40 per class and can earn an extra $5 for completing a note taker training course and quiz (which takes 10 minutes). The DRC provides self copying paper to the note takers who share notes at the end of each class period. They are required to sign a note taking contract/agreement which outlines their responsibilities and method of payment (which is a bookstore voucher provided at the end of the semester). Since the bookstore offers the DRC a 10% reduction on any purchases (except books) additional savings are achieved.

The goal is to provide note taking services within 3 classroom days of authorization. This could mean up to five calendar days for courses which meet 3, 4 or 5 days a week. For courses which meet twice

a week, it is still the third class but it will be 7 calendar days. For courses which meet only weekly, by the second day of class it is also 7 calendar days.

Discussion of Note Taking Concerns: We have been unable to insure note takers are in place within our 3-day rule. We have in fact not been able to insure placement of note takers- for two or three weeks into the semester, in some cases. The problem is largely one of volume but also staffing. With some 400+ classes covering some 200+ students each semester, It has been difficult to follow up our placement efforts by 1) calling (that many) students to see if they have a note taker, or worse 2), contacting all the instructors regarding each of their classes. Even though the student is supposed to call the DRC if they don't have a note taker by the third day, many don't let us know till much later in the semester.   While it technically takes us off the hook (since students have the responsibility to notify us if there is a problem with any accommodation) there is growing feeling within the new spirit of ADAAA that it is a joint responsibility- especially given the fact that we (the DRC) know historically that many note takers are not placed within three days and that student disabilities might make it difficult for some students to fully comply.

So we are looking at multiple delivery options and taking a close look at providing student digital recorders in place of note takers.

Discussion of problem: Some students obviously need a note taker and we will identify those students (deaf and HH) and some classes don't lend themselves to using recorders (i.e. math classes). So these will be authorized as in the past. Math students will most likely take other classes so they might need a note taker and a recorder OR we just go with note takers for all their classes. Some students could benefit from recorders, instead of note takers and others might just be willing to try it, see how it works for them. We have two options:

1) *We authorize a note taker accommodations AND give them a recorder right up front- with the understanding that once the note taker has been secured, they return the recorder- (i.e. give them both to start with The intention is for using the recorder only as stop gap- till they get their note taking accommodation). This would make double sure they have some service- and meets solves our primary 3-day placement problem. We will need to go thru the current process of getting note takers- giving them packets and have the faculty recruit. We would likely need to get recorders back –otherwise it would give them both and cost us even more. But we would not have to worry about follow up to see if they had a note taker. The note takers who come in for contracts would tell us who the students are and we might have to contact them to get the recorders back.*

2) *We authorize a recorder AS the accommodation and tell them to come back, only if it doesn't work, and we will then authorize a note taker- and once a note taker has been secured, they will need to return the recorder. In this scenario, we could say you can keep the recorder, and use it for all classes (as an inducement to go with it or expect them to return it but not hold them responsible if they don't). This is likely the least expensive way to go, even if we have to replace lost recorders etc. It puts it on the student to let us know if they want a change BUT it gives them the basic accommodation. This option might be an unwelcome choice for some students- who might begrudgingly try it.*

In either case there is a problem with getting recorders back which might require some follow up on our part. What happens if we don't get many of them back? In scenario one, many students might wind up with both. In scenario two a lesser number of students would wind up with both.

Immediate Implementation – Short Term Goal: We will authorize digital recorders for appropriate students. We will start with option 2. It will save money rather than cost more. We will however, not impose this on any student- we will ask them about it and then provide a recorder to those who are amenable.

Initial Analysis: We purchased 177 recorders (cost $4,735) and have so far placed 140 with students. The initial results are very positive. We will follow up with students at the beginning of their next semester to get feedback and to evaluate how many were lost and need to be re-issued. At less than $30 each, we can replace them each semester at less cost than paying note takers. We will provide them for multiple semesters (as long as they take classes). We will ask students to return them, when they no longer need them but will apply no sanctions if we have to re-issue.

If students find that the recorder is not sufficient, it is his or her responsibility to inform the DRC and get a new note taking packet and select a live note taker.

Long Term Goal: Create a centralized website for posting note taking requests and allowing students to post their classes. Create a committee to begin designing a centralized website for note taking.

Reader/Scribe: Reading and scribing are accommodations required under ADA for students whose medical condition limits their access to services and information. Students receiving such accommodations may have one or more disabilities such as blindness, limited vision, orthopedic and mobility impairments, hidden or other disabilities. The role of the reader/scribe is to assist the student with both their physical placement in classroom and access to information. This includes access to software and hardware, written information and communication with instructors and other students. Each student receiving such accommodations has unique needs which will require different types and levels of intervention. These are outlined in a written Notice of Accommodation provided to instructors

Reader/Scribes (and other service providers such as interpreters) are assigned to specific students by the Disability Resource Center. If students are not in attendance within 15 minutes of the start of class, service providers will check in with the DRC for further instructions.

In order to insure smooth implementation, it is recommended that the instructor, the reader/scribe, and the student meet to discuss protocol, seating, etc. when a student first enrolls in class.

Short Term Goal: To continue to provide appropriate reader/scribe services to qualified students within 5 days of authorization. Since we do not have individuals on staff who can do this for any length of time, the DRC must recruit individuals to provide this service.

Objectives: When advisor is authorizing reader/scribe they should consider the following:

> Contact instructors to inquire as to the dynamics of the class and the nature of scribing. If note taking is sufficient, etc.

> Check to see if 'My Math Lab' section already exists and guide students toward those courses.

> When advisor is authorizing an out of class reader/scribe, consider first training the student on Dragon.

> Determine level of competency by asking if scribe is comfortable with subject/material prefer scribe to have passed the course with a C or better.

> After two weeks of scribing, ask the student to provide feedback to DRC Advisor.

Additional Goal: A budget for hiring [on call] reader/scribes, creating a volunteer pool (possibly paying them mileage) or use students (work study, student employment) and possibly offer partial tuition waivers are all options to consider. Work Study, Student Employment and Service Learning students are all possible sources of students and funding.

Program Review Summary and Recommendations from SST 4
Julie Smith, Interpreting Manager (Team Leader)

What we do

The DRC provides interpreting services in a variety of modes, with the majority of our work focusing on ASL/English interpretation. We also provide oral interpretation and have supported staff in becoming trained in Cued Transliteration. The bulk of our work is focused on providing access in classroom settings. We typically provide over 400 classroom hours of interpreting per week servicing an average of 30 Deaf and hard of hearing students during fall and spring semesters. Summer semester we typically have no more than 10 students. In addition, we interpret club events, Student Life and Leadership activities, appointments with various Student Services departments, Grand Theatre events, Commencement, and short-term classes and workshops (i.e. Continuing Education, Short Term Intensive Training, Small Business Development Office, Drivers Education, etc.). Interpreting services for non-student functions is the responsibility of the sponsoring department or agency but our office may help secure interpreters, if asked.

How we do it

 Interpreting services is managed by the Interpreting Manager who is also a certified interpreter. There is a full-time staff interpreter and over 40 part-time certified interpreters. When needed, the Manager contracts with independent contract interpreters or with interpreting agencies.   In order to be employed by SLCC, interpreters must be certified and recognized to work within the state of Utah. Preference is given to applicants with Utah Professional or National Interpreter Certification. Pay scales are determined based on the qualifications of the individual taking certification level, education, and experience into consideration.   Part-time employees are hired on a semester-by-semester, as-needed basis. Working hours are not to exceed 29 hours per week.

Interpreting requests for all campuses are coordinated by the Interpreting Manager, housed at Taylorsville Redwood. Currently, we have students utilizing interpreters at 6 campuses. Additionally, some courses are taught off-site.   Commonly, interpreters may need to work at more than one site within the same work day. When this occurs, interpreters are compensated for drive time between campuses and are reimbursed mileage. Interpreters traveling between campuses must meet the SLCC driving requirements (Driver Safety Video and test) in order to be reimbursed for mileage. Interpreters should not transport students.

 Working conditions for interpreters vary depending upon the assignment. Classes range from the traditional classroom environment where the interpreter is seated near the front of the room to labs and Health Lifetime Activities (HLA) classes (i.e. automotive, motorcycle safety, hiking) which may be indoors or outdoors, and require standing and the ability to move to be close to the demonstration. Lecture classes are teamed with a co-interpreter, rotating every 20-30 minutes.   Teaming is utilized to ensure accuracy of the work as well as to reduce the risk of repetitive motion injuries. Interpreters may need to travel between buildings and/or campuses. At the Taylorsville Redwood DRC office there is a

work area designated for interpreters to have computer access and a place for them to use on breaks and when they have no-shows.

Scheduling is an ongoing process. Generally, interpreters receive a new "core" schedule each semester. Changes may occur because of students enrolling for second term courses or in programs offered through the School of Applied Technology. Other reasons for change in schedules include additional one-time appointments, matching student preferences, and personal time-off requests. Currently, the Coordinator utilizes ACCESS to schedule interpreters in courses each semester. Interpreters submit an availability form prior to each semester and this information is entered into ACCESS. From there, the Coordinator can see who is available to be assigned to any given class. Consideration of the interpreter's skill, their certification level, previous knowledge of a particular content area, student preference, interpreter preference, and continuity of provider are all taken into account. The Coordinator then assigns a particular class to an interpreter. The majority of scheduling takes place the two weeks preceding the start of a semester. The Friday before the semester starts, interpreters must come in person to the DRC office to pick up their schedules. Once the semester is underway, the Coordinator arranges for coverage of all additional requests (classroom, activity, or otherwise). Interpreters needing to take time off for personal reasons are responsible to secure a substitute from our staff and then notify the Coordinator. All of this correspondence takes place primarily via email, but may happen in person or via text messaging. Tracking substitute interpreters in Access is somewhat awkward and time consuming.

Before receiving interpreting services, students must first go through the DRC intake procedures and become qualified for accommodations under ADA. Once eligibility is determined, students meet with their DRC advisor each semester to authorize accommodations. Students may make interpreting preferences known to either their advisor or the Coordinator. Students utilizing interpreting services must attend an orientation held yearly. Students unable to attend this orientation must have a 1-1 orientation with either their advisor or with the Interpreting Manager. During orientation, we discuss policy specific to utilizing interpreters/CART as well as ensure students are aware of college resources.

Policies that students should be aware of include the following. Interpreters will wait outside the classroom door for 15 minutes. If the student is not there at that point, the interpreters may be reassigned to an alternate assignment. If students know they will be late or will not be in class they should notify the Coordinator via email or text messaging ASAP. If a student misses a class without informing the Coordinator it is considered a "no-show". Three consecutive no-shows result in suspended services. Services are reinstated once the student makes contact with their DRC advisor and notifies them of their intent to return to class. Students may request interpreters for any school related function. In order to do so, they fill out the blue interpreter request form available at the DRC front desk. This must be turned in 2 school days before the event to guarantee an interpreter. Last minute (day-of) requests are covered only if we have available staff. Interpreting services for classroom related activities and college functions are provided by the DRC at no cost to students or departments. If the event is longer than 1 hour, two interpreters may be required as a matter of health and safety and to ensure an accurate interpretation. Students are asked to complete an optional survey of each interpreter. Information gathered from surveys is used to help determine student preference for future

semesters. Students can request a change of interpreter through either their advisor or through the Manager. We encourage requests for a change of interpreter by the drop date each semester. After that point, we will only make changes on a case-by-case basis.

Current procedures for hiring and scheduling of interpreters have been largely focused on ensuring we can hire enough certified interpreters at the hours when students take courses.   Typically we need a lot of interpreters to work at the same time, and few are needed at other times of the day. The high demand times drive our need for a large part-time staff. Because interpreters are making a living off from their income, they often need to work for multiple entities to be able to ensure enough hours to support themselves. This necessitates our flexibility in working with individual interpreter's availability. Our coordination effort is a delicate balance of meeting student need for continuity of provider and meeting the scheduling needs of our staff.

Recommendations

All of our short-term recommendations are policy related. Therefore, we made a decision to go ahead and draft new policies and amend our Interpreter Policy and Procedure Handbook. In making revisions, we also determined that we should make the handbook inclusive of both interpreters and captioners. Many of the policies overlap and without much complication we were able to compile all applicable policies into one handbook. *The completed handbook, which incorporates all recommendations listed below, is available for review*.

> **Recommendation 1**: Establish a procedure for requesting a change of interpreters. Currently there is no procedure in place for students to request a change in service provider.   Students may make personal preference known at any point in the semester.   We recommend a policy where students may request a new service provider for any reason up through the last day to drop from classes. Beyond that, requests for a new service provider will be considered on a case-by-case basis.

> **Recommendations 2:** Establish a time-off policy for interpreters. There currently is no limit to how many times a person may request time-off. This is an area of concern and should be evaluated. It is important to have consistency of service provider and there is not a system in place to determine how often an employee is finding substitutes for his/her scheduled classes.

> **Recommendation 3:** Establish a policy for captioning and the interpreting of videos**.** Interpreters should not be expected to convey information presented in video format. Due to the increased rates of speech present in a video it is nearly impossible for an interpreter to relay all information. Additionally, a person who is Deaf is not able to direct attention at an interpreter and the video screen simultaneously. Instructors will be notified via email and through accommodation letters at the beginning of the semester that they have a deaf or hard of hearing student in their class and that all material they show must have captions.

Interpreters will be directed to remind instructors that everything must be captioned at the beginning of the semester. Should an instructor choose to disregard the policy and show an uncaptioned video, the interpreters will not interpret said video. Instructors and departments will be given instruction on how to work with Media Service to add captions to existing materials. All questions from instructors will be directed to Nancy Sanchez. *See new caption guideline in Appendix A.*

Recommendation 4 (Long Term): Ability for students to request an interpreter online, since we have students taking classes at a variety of campuses.

Recommendations 5 (Long Term): Ability to track substitutes for time off. The current ACCESS program handles regular scheduling for all classes each semester but is not efficient for coordinating time-off requests, nor is it effective for one-time interpreting needs. The part-time interpreters do not utilize ACCESS, so they wouldn't see if an additional assignment were added to their calendar for the day. All day-to-day scheduling changes happens primarily through email and/or text messaging from the Manager to interpreters.

Additional issues - Interpreter Pay Scale: Our current pay scale for interpreters appears to be adequate. We are competitive with other post-secondary institutions and with VRS. However, this may change as the economy improves. Additionally, National Testing (RID NIC) is undergoing a change in moving certification to a tiered system. As this transition progresses we will likely need to revamp our pay schedule to allow for interpreters to receive pay raises as they move toward this new certification system. We might also explore hiring more full time interpreters, with benefits

We also need to consider differential pay for night/weekend work. Interpreters working in VRS and freelance settings do receive a differential. While we have been able to cover our night and weekend classes with in-house interpreters, we aren't following industry standard.

CDI (Certified Deaf Interpreter): Needed for students with minimal language skills or those students who need cultural mediation beyond what a hearing interpreter can provide. Also may be used for classes with clusters of Deaf students.

Evaluate student no-show policy: Currently, we suspend services following 3 consecutive no-shows. Services are reinstated after student contacts their DRC advisor and notifies them of their intent to return to class. The current system is frequently abused by students. This is not an effective use of college resources. Further investigation of OCR decisions is needed to determine an alternate to the current no-show policy.

Summary of Recommendations

Priority Recommendations

Some of the recommendations from this process are clearly more impactful than others. The priority recommendations are listed below followed by a complete list of the current, short and long term goals that each of the teams articulated in their self-studies.

1. Note taking services: *use digital recorders in place of student paid note takers for some students*
2. All Access server : *deliver assistive software over the college web/network (to DRC students only at this point in time)*
3. Pending students: *structured advisor follow up requirements*
4. Advising periods: *allow walk-ins for early registration and first week of school*
5. E-accommodation notices: *move away from student delivered letters to automated e-letters*
6. Semester accommodations: *generate letters for multiple semesters for specific students*
7. Testing facilities: *collaborate w/ departments to develop appropriate reduced distraction testing space*
8. Budget – *meet with Budget Office to solve the DRC budget shortfalls for the long term*

The recommendations proposed by each of the review teams were discussed with the staff as a group. Those already being partially implemented are so identified. The remaining items identified as "short term goals" were prioritized by semester. Other recommendations deemed "long term" are listed at the end. *Please refer to the team self-study sections for details.*

Outreach, Intake and Orientation Review Team

> IMPLEMENTATION UNDER WAY----------------------------- Spring 2012
> Change Application & Student Responsibilities Forms
> Update Release of Information Form
> Maintain DRC community/K12 outreach efforts
> Strengthen confidentiality at the front desk
>
> SHORT TERM GOALS -- Summer/Fall 2012
> Improve intake process by following up with new and pending students
> Create open, walk-in times for two weeks of early registration
> Create walk in times during first two week of each semester
>
> LONG TERM GOALS -- Spring/Summer 2013
> Develop online DRC/ADA orientation for web and/or student TV channel

Advising and Case Management

    IMPLEMENTATION UNDER WAY --------------------------- Spring 2012
    Email faculty accommodation notices for students needing interpreting
    Loosen up grey area documentation standards (in areas of IEP)
    Update Policies and Procedures Manual to reflect recommendations

    SHORT TERM GOALS -- Summer/Fall 2012
    Authorize multi-semester accommodations for appropriate students
    Using a modified HELP code rating of all students to make those decisions

    LONG TERM GOALS -- Spring/Summer 2013
    None

Provision of Accommodations

    IMPLEMENTATION UNDER WAY --------------------------- Spring 2012
    Use All Access Server for DRC software
    Phase out laptop checkout for students
    Provide recorders for some students instead of note-taking

    SHORT TERM GOALS -- Summer/Fall 2012
    Research GPS devices to track tables, chairs, CCTVs, etc.

    LONG TERM GOALS -- Spring/Summer 2013
    Move software to college-wide server system under IT
    Open ALL Access to all DRC students and later to all students
    Move testing services to other departments when possible
     and help build out their spaces for DRC student needs

Provision of Accommodations (Deaf and HH Services)

    IMPLEMENTATION UNDER WAY ---------------------------- Spring 2012
    Update Interpreting Handbook with new procedures
    Implement new captioning procedures

    SHORT TERM GOALS -- Summer/Fall 2012
    Review interpreter pay scales
    Project interpreter funding needs

LONG TERM GOALS --- Spring/Summer 2013
Develop online interpreter schedule
Develop online application to manage substitutions

Other Recommendations

IMPLEMENTATION UNDER WAY ---------------------------- Spring 2012
Increase use of students on Work Study, Student Employment in a variety of areas

SHORT TERM GOALS -- Summer/Fall 2012
Locate and get approval for a separate DRC office at Jordan (one not shared with Fin Aid)
Transition LEP and SS Workshops to Learning Center
Provide SS Workshops online
Increase DRC outreach/liaison work with SLCC faculty

LONG TERM GOALS……………………………………………………. Spring/Summer 2013
South City space, ultimately have separate offices for AA and DRC
Expand testing space at Taylorsville Redwood office into the basement storage space in of back
of the student lab.

<div align="center">**Departmental Recommendations**</div>

After reviewing the current year assessment information and after discussions with the members of the Management Team, we believe that additional recommendations should be forwarded. These were touched on by the review teams but are listed here because they pertain to more global, departmental and organizational issues.

Staffing/advising needs (at South City and Jordan Campus): Increasing student levels and an increased need to support students with multiple disabilities (*see Page 9*) support the need for more advising and support services. Requesting more full-time help is not possible until the next (2013-14) informed budgeting cycle so the use of hourly staff is the best short term solution. Reassigning two hourly staff members is workable for the remaining of the current budget year and into the 2011-12 program year.

This staffing recommendation takes into account the following factors:

1. Intake issues with regard to the average time it takes to process and activate a new student (some 26 days) and the percentage of new students lost in the process (some 30%).
2. Prior efforts at designating intake advisors have not been found successful.
3. Struggles of the LEP staff to recruit students for the program along with continual student drop outs, in spite of data (see Prior Department Assessment in Appendix B) which supports LEP as a viable service for student success.
4. Limited hours that work study students have per day and consistency issues due to turnover (because of limited time placements) at Jordan Campus.

Recommendation to be implemented summer semester 2012:

South City: Start training an hourly staff member who has a degree in advising. Provide training during the remainder of Spring Semester and assign a limited caseload beginning Summer Semester.

Jordan: Cut back LEP services at the TR campus to one day a week (limit this to 6 hours on Friday), and assign the current trainer to work at Jordan Campus three other days (Mon, Tues and Thurs 7 hrs each day) assisting students with a variety of support functions. Since the Jordan advisor will be the new Assistant Director, he will need to spend more time at the TR campus, so his time at Jordan will be cut back to one day a week (Wednesdays).

Since the **Jordan DRC space** is a shared office with a Financial Aid advisor, a separate office needs to be identified for just DRC use. Such a plan is being discussed and should be approved this semester.

Facilities/space issues (in relation to testing services): Testing for DRC students is stretched to its limits. Three private testing rooms and SCC and TR are not sufficient to meet our needs for about 4 weeks out

of each semester (mid terms and finals). Building more rooms, when there is little available space, coupled with the fact that testing rooms are sufficient most of the time, might not be justifiable at this point in time but might be an eventuality. "Scrounging" for other available rooms works but is less than ideal, especially since the rooms can't all be effectively proctored and reduced distraction in these non-DRC rooms is problematic.

One factor to be considered in any solution is that existing testing facilities used by departments (Health Science Testing Center), Testing Services (Accuplacer) and the online program testing centers might be better utilized. The trend by departments, such as Developmental Education, to create more testing facilities at multiple campuses allows an additional opportunity to plan a course of action that better serves DRC students and the departments.

These testing centers already do extended time testing for DRC students but the need for space is driven by students requiring distraction-reduced environments which are currently almost exclusively provided at the DRC. Creating distraction free spaces within these larger testing rooms would seem to be a possible answer. This is already being done at the Health Science Center. And after discussion with department heads over the Math Emporium, such spaces are being built into their new space at the library on the TR (with more emporiums to follow at other campuses).

These modifications would allow the DRC to concentrate on testing for students who need private room testing and on additional support such as readers/scribes, software and special equipment.

Recommendation to be initiated Summer Semester 2012:

>   Initiate a dialogue with other departments that have testing facilities about modifying existing and potential new spaces to create distraction free environments. There is a budgetary aspect to this recommendation but it should be much more cost effective, in the long run, than building more DRC testing rooms.   Note: This has already been broached with the Testing Director.

>   This also presents an opportunity to discuss the need for accessible furniture in testing centers, such as adjustable tables (for wheelchairs) and ergonomic chairs. This is already being done for the new emporium space at TR.

DRC Budgetary Requirements (regarding DRC shortfalls): The budget information shows a recurring shortfall of about $150,000 and a request for one-time funding each year of $75-$100,000. Taken together, the total shortfall approaches a level that mandates discussions with the Budget Office and the VP of Student Services as to a long term solution.

The current process works but will only continue to work if the budget staff stays in place. New budget staff, when there is turnover, might not have the full history of this arrangement which might result in a negative impact.

Recommendation: The 2013-14 informed budget process should be used to make the following changes: 1) the base budget in hourly non-teaching should be increased by $200,000 (plus 10% for benefits) and 2) another $50,000 should be put into budget hold to be used for emergencies with

allowance to move these funds to any other line item of expense as needed. The emergency, hold funds could be appropriated as one-time funds each year. If not used by the end of the year, they would return to the general college fund since the College no longer allows carry over. Note: This recommendation is equal to the $150,000 shortfall covered by the Budget Office and the $100,000 one-time funding we have asked for.

Broader Issues – Universal Access

 Much of this program review report is about the responsibilities of the DRC and our assessment of what we do, how we do it and whether we can improve it. The recommendations offered in this report address many of these needs.

But, stepping back from specific service delivery recommendations made by the review teams, the DRC believes it should raise some broader issues affecting service delivery. Variations of the ideas outlined below have been discussed with the ADA Coordinator and others in the college community.

 This discussion revolves around the philosophy of accessibility; this is a discussion which is taking place within the entire field of higher education and within our professional organizations. It concerns itself with responsibilities and where those responsibilities lie. This discussion is about how we help students succeed. It is about:

The Responsibility of the College to Provide Access
vs.
Individual Accommodation Needs delivered by the DRC

Universal access issues: There are specific areas which need to be addressed with regard to universal, college-wide access. These revolve around e-learning, technology, facilities and furniture. The College should re-evaluate its accommodation delivery system. We need to look at efficiency and cost effectiveness. The areas listed below are at the center of this issue. They involve realignment of responsibilities between the College and the DRC. They have budgetary implications but, at the same time, they also address some of the budgetary problems (short falls) of the DRC.

Current ADA/OCR guidelines state that all [academic/informational] delivery methods must provide "substantially equivalent ease of use" and that learning must be "equally effective" and that it must be provided in an "equally integrated manner" to a student with a disability.

It is becoming increasingly difficult to comply with these guidelines and provide effective solutions through individual accommodations. They are only partially effective and consume a tremendous amount of time and resources to deliver.

Instructional software, online/distance education and website: The College should consider adopting a comprehensive policy regarding accessible materials. While the first area that usually comes to mind is captioning, such a policy should apply to instructional applications (software), online and distance education courses and the College website as well.

The following is a sample policy statement (combining suggestions from several sources) that addresses the areas of concern and might serve as a template for SLCC:

> *The purpose of this policy is to create and support an inclusive environment that reduces or removes barriers. The College will achieve this goal by endorsing a policy on the use of captioned media, electronic text, e-learning and instructional software.*
> *All learning resources purchased and/or used by the College must be accessible,*

a. media must be captionable;
b. all text books used for instructional purposes must be available in e-text format;
c. all e-learning course materials delivered by the College on WebCT (or similar course management systems) for student use must be accessible;
d. all instructional software whether used in the classroom, for homework, in departmental labs and/or tutoring must be accessible;
e. all materials purchased, developed and/or used by the College for outreach, registration, enrollment, advising, financial aid, support service, other activities must be accessible.

In addition to the captioning, textbook, instructional software and the website requirements mentioned above the following areas should be addressed.

 All Access server: In order to create a fully inclusive environment, the College should deliver accessible software such as screen readers (Jaws), screen magnifiers (Magic) and speech to text software (Dragon Naturally Speaking), among others, over its "All Access" server to all students at all college sites. By providing these to everyone, not just students with disabilities, the College would be providing universal access to all – which takes access out of the area of individually authorized accommodations.   Funding for such services might well be justified out of student fees which are evaluated and authorized every year.

Facilities: Adaptive furniture: SLCC should provide one adjustable table and one ergonomic chair without arms for every classroom on every campus. This is a college access issue and should not be handled as an accommodation on behalf of a student (who might need this in several classrooms- requiring the DRC to move chairs into each room). Students coming to SLCC, who need such furniture, should expect that it is in place and that they should not have to ask for it. The DRC should not be in the furniture business. All new buildings can be so equipped as they are placed into service (Center for New Media, Administration Building). An implementation plan should be developed for existing classrooms.

The Director of Facilities already works closely with the DRC to buy additional chairs, when they are needed (20 are being purchased for this semester with cost split between facilities and DRC). It would seem appropriate that this be handled entirely by Facilities.

Smart Classrooms: As new classrooms are constructed with "Smart Boards," built-in FM-Systems (assistive listening devices), camera/recording equipment and LCD displays will be increasingly added. Closer coordination with IT, facilities planners, contractors and the DRC and the ADA Coordinator should be improved. Technology can to a large degree shift the need for individual accommodations in a specific classroom to universal access in every classroom.

Moving toward the Future

The relationships between the DRC and the academic side of the College are critical as we move toward implementation of universal access. Relationships with key departments need to be leveraged within the College as we move toward implementing these recommendations. It must be stressed that universal access supports not just DRC students, but all students, and by extension all faculty and institutional learning.

Authorization of individual accommodations for furniture and for assistive software to load on class/lab computers (which can create conflicts with existing software that takes time to fix) in order to provide access to content programs, and last minute changes to videos which are not captioned/accessible all create instructional delays in the classroom, which affects smooth and complete content delivery by instructors for all students. Universal access obviously eliminates many of these problems.

Appointment of DRC management staff to strategic college committees is also important (and should be increased) in order to carry our message of seeking college-wide changes. It is not always the case that committees see ADA/DRC issues as universal, but they are. With 16% of the student body registered with the DRC, it is the largest diversity group on campus. It is, however, not often seen that way. Diversity and multicultural discussions and programming do not always include disability.

Many of the academic adjustments we provide for students with disabilities often directly benefit other diverse populations. Universal access such as captioning and software that talks to students as text is delivered greatly benefit ESL students and many other educationally disadvantaged groups. The "success model" is the current emphasis as opposed to the "access model." Universal access functionality is in reality both. It provides access and it supports success at the same time.

As the DRC moves toward the next decade (having been in existence just over two decades), relationship-building and educational efforts to foster understanding should be the main focus of the DRC's leadership. Inclusion on committees, presentations with the Faculty Teaching and Learning Center (FTLC) and presentations at staff meeting of all academic departments should become a primary focus. Processes, which are very important to a fair and equitable service flow, are being ever improved and the changes outlined in team reports reflects this effort. This process will continue to improve our services. The DRC also needs to have a stronger educational and advocacy role within the institution.

Recommendation: A college-wide committee which reviews these areas for purposes of generating a transition plan might be the best approach to move these ideas forward.

Questions for the Review Team

The discussions that the DRC would like to suggest to the review team revolve around the following issues:

1. Is our approach to service delivery sound? Are there areas we need to build up?
2. What should our position be with regard to new student intake? How do we improve it and how do we allocate our time between new applicants and existing students?
3. Is the use of our administrative HELP code system appropriate? Can we use it to determine multiple semester accommodation letters (possibly with a revision that does not refer to disability)?
4. Within the new spirit of ADAAA, what do we do about IEP documentation? Is our Grey Area Documentation guide appropriate?
5. Is our staffing level sufficient for the numbers we are serving? What suggestions can you offer?
How can we best forward the universal access issues we raised? Are they appropriate

APPENDIX A

Supplemental Documentation Guidelines: Grey Area Documentation
Updated Jan 24, 2012

The SLCC, DRC eligibility documentation standard requires a diagnosis (ICD or DSM) from a qualifying professional and an outline of current limitations (so that we can determine what to accommodate). Test results should be provided to support the diagnosis and to identify limitations which can be accommodated.   Limitations must be current (current is defined in items 5 and 6) and may come from a source other than the one providing the diagnosis (such as a Voc. Evaluations and it should include the student). Diagnostic documentation should be typed on letterhead, signed and dated.

Note: The emphasis on accepting students for ADA services should be on "current limitations." Under the law we must still identify a disability but it is more important to concentrate on limitations so we can provide reasonable accommodations. Test results from professionally recognized instruments such as the WJ which give rise to limitations (in lieu of a diagnosis) and in some cases information on specific accommodations which were previously provided under ADA may be acceptable.   We need to identify a disability and current limitations which we can reasonably accommodate.

Adjustments to the full documentation standard (factors to consider when determining eligibility):

1. A hand written diagnosis or a note on a prescription pad or over the phone diagnostic info is acceptable if dated and signed and if they gives the DSM or ICD code or clearly identify the disability AND ONLY IF we have some other supporting documentation such as test results, clear progress reports which refer to the disability, or listings of medications tied directly to a medical condition and limitations from which appropriate accommodations can be determined.
2. The actual diagnostic code is preferred, but need not be on the documentation provided, if the diagnosis is clearly and correctly stated (i.e. ADHD, Depressive Disorder, and TBI etc).
3. Disability can be determined by observation, in which case a diagnosis may not be necessary. Blindness, mobility impairments (wheelchair user) are two such examples. These must be documented in the student file as part of the intake summary and then approved by the reviewer.
   a. In the case of wheelchair, if accommodations are requested beyond those needed for physical impairments, additional documentation should be requested.
4. A diagnosis, without information about current limitations may be acceptable if the limitations are life-long, are clear and accommodations obvious. Blindness, deafness are two examples. Most others would not be acceptable.
5. A diagnosis which is over 5 years old may be accepted if the condition is permanent or unlikely to improve (paraplegia, epilepsy, MS, developmentally disabled, ID would be some examples) or if a statement of permanency is included in the documentation.
6. Documentation which is 3 years old, and based on child norms might be acceptable, questionable if over 3 years old but not acceptable if older later than 5 years. Scores for adults,

based on adult norms should be acceptable up to 5 years- possible longer in some circumstances.

7. Current limitations without a diagnosis may be acceptable if test results (such as the Woodcock Johnson) are provided, can be clearly interpreted by DRC staff to show discrepancies of at least one (1) standard deviation. Test results are acceptable with K-12 norms- if current.

8. IEPs* and related K-12 IDEA documentation may be accepted, without a diagnosis if it meets criteria number 6.

   a. Note: IEPs without testing documentation will not be acceptable, unless it is signed by an acceptable professional, as defined under ADA and it provides a clear statement of disability from which limitations can be determined.

   b. Note: IEP information regarding specific ADA type accommodations which show improvement in class performance (pre and post information must be available and clearly documented) may be used to support similar accommodations.

   c. IEP information which approaches 1 or 2 under this numbered section (8) but does not fully meet either condition, may be, with supporting verbal information provided by the student, be used to authorize conditional accommodations.

9. IEPs with related documentation (criteria 6) with test result showing close to a one (1) standard deviation discrepancy may be used to determine conditional eligibility for one semester only. This will apply only if extra time testing (not to exceed double time) or a note taker is the appropriate accommodation. No other accommodations (including additional testing accommodations) will be authorized without additional documentation.

   a. Additional, acceptable documentation must be provided and approved by the DRC before conditional accommodations will be re-authorized or other accommodation provided

   b. All documentation to allow continuation of conditional accommodations must meet the full documentation standard or other documentation must be provided to meet another grey area standard.

   c. A written notice explaining conditional accommodations will be provided to the student. See example below

10. Written Verification of current eligibility under ADA and a listing of accommodations received or copies of accommodation letters from other institutions, may be used in conjunction with student self description of disability and limitations to determine eligibility. Only accommodations previously provided will be authorized unless acceptable documentation is provided to support other accommodations.

11. Concurrently enrolled students' primary accommodation provider is the High School. Since concurrent classes may take place on SLCC campuses, we will accept IDEA documentation for classes taken at SLCC- while they are concurrently enrolled. Accommodations are limited to the same/similar accommodations provided through the HS. New/additional accommodations will require ADA documentation (all grey area considerations will apply).

12. A signed/dated letter from a CRC/LVRC counselor (or VA counselor or other VA personnel which have access to records) which includes the following: (Simply providing a copy of the DRS/USOR

or other eligibility letter is not sufficient but in some cases that is not possible or would delay the process to much)

> a. Reference to a specific DSM-IV or ICD Diagnosis or a clear statement of the medical condition as provided on the original documents –by the licensed professional.
> b. The name and credentials of the licensed professional who made the diagnosis
> c. The date of the original diagnosis
> d. A thorough overview of the vocational impediments and limitations caused by the disability or condition. This can be a re-statement by the person submitting the letter on behalf of his/her agency.

This alternative is acceptable only, if there is a restriction for further distribution from the author of the original diagnosis or a restriction from the government agency whose records are restricted.

*IEPs are generally acceptable to document a disability. It does show "a history" of disability and identifies an individual "regarded as" having a disability. The issue is one of <u>current limitations</u>. Old documentation (over 5 yrs) and docs with child norms when the individual is now an adult (without recent testing) do not get us to current limitations.

Student self description of limitations may be used to support questionable/limited IEP information. If we have no doubt that there is a limitation and we feel the information accurately reflect current limitations, which we can accommodate then we should activate- if we are not sure- activate conditionally and require additional documentation to renew accommodations for the next semester.

Disability Resource Center
NOTICE OF <u>CONDITIONAL</u> ACCOMMODATIONS

The documents you provided to determine your eligibility for services from the DRC, did not meet the full standards outlined under the Americans with Disabilities Act (ADA). This does not mean that you do not have a disability; it just means that documentation was insufficient. It was however, sufficient for SLCC to believe that additional documentation might qualify you for services under ADA. **We will therefore provide conditional accommodations <u>for one semester</u> to allow you time to obtain the necessary documentation.** The accommodations were based on the documentation which we have received. These accommodations are outlined in the letter of accommodation directed to your instructors, a copy of which will be provided to you. Additional documentation will be required to continue these accommodations or to support additional accommodations.

The standards for eligibility for services under ADA outline several criteria which need to be documented. They are outlined below. ***The criteria which are incomplete, out of date or missing from your documentation, WHICH MUST BE UPDATED FOR SERVICES TO CONTINUE, have been identified in the comments section below.*** Please talk to your advisor if you have questions or need further clarification.

SLCC documentation standard:

1. A diagnosis of disability which identifies a physical or mental impairment, which limits one or more major life activities.
2. The diagnosis must reference diagnostic codes from either the ICD or DSM-IVR and come from a qualifying professional such as a Medical Doctor or PhD. Psychologist or Licensed Clinical Social Worker.
3. The diagnosis should reference the diagnostic tools (tests) used to make the diagnosis and it must be typed on letterhead, signed and dated.
4. One or more current functional limitations must be identified so that we can determine what to accommodate. Test results should be provided to support these limitations and must be current (administered within the past 5 years).

Comments: *Discrepancies in expected test results should be at least 2 standard deviations from the norm for a diagnosis of Learning Disability. Conditional accommodations are provided, if the DRC believes that documentation standards can likely be met for these criteria since test discrepancies fall just short of the standard (are above1 but less than 1.5 standard deviations from the norm).*

Advisor Name: _____Phone_____ email_____

Accommodation Procedures: Student Requests & Authorization Letters
Generated Jan. 24, 2012

<u>Initial Application Requests</u>: Students, when first applying for services from the DRC, must list on the signed application form the accommodations they are initially requesting. This must be provided to the Advisor at the initial intake interview and a copy scanned into Access. DRC staff may, if requested, assist students with this process, by entering their request on the form. The student must sign the application and the DRC staff member must initial that signature to indicate that they assisted.

Requested accommodations (and LEP) must be entered, with explanations, along with advisor observations and supporting reasons provided by the student into the "Intake summary" and then individually list the accommodations in the "Request for Accommodations" table. This will be evaluated internally and approved or modified by the reviewer in narrative form in the "Reviewer Comments" section. The reviewer will enter comments for unsupported requests (due to insufficient documentation) into the narrative and add comments for those not approved into the table.

<u>Changes and requests for additional accommodations</u> may be made after the initial intake has been completed either verbally or in writing. Such verbal requests must be documented in Access in the Initial Intake Summary with a follow up narrative and then initialed and dated by the Advisor. New items should be added to the Request table. Written requests must be scanned for storage. Changes to accommodations may be made at the discretion of the Advisor but all denials must be approved, in advance of telling the student, by the Director or the Reviewer –who may need to consult with College to State Risk Management as appropriate. This process must be repeated as many times as changes occur. Students should be advised that any such a review may take a few days.

<u>Follow up and Case Management Requirements:</u> There are no magic words to ask for accommodations. Discussion of problem student are expecting in the class or are having, after classes starts, should be construed as an to open invitation to discuss the issues and <u>should be considered as a request for accommodations.</u> The student and the advisor should discuss accommodation options and suggestions can be made by the advisor- based on the discussion and their knowledge of the student and the documentation. Consultation with the Reviewer or Director is suggested. All such discussions must be entered into Access through case notes, and additional accommodations entered into the Request table and narrative summary, as appropriate.

<u>Student Acknowledgement and Responsibilities:</u> Advisors must insure that students understand their responsibilities especially those concerning accommodations as outlined in item 1 of the "Student Responsibilities" form. It is particularly important that students understand that all requests for accommodations must go through the advisor (not instructor- who has no authority to grant requests) and that they must notify their advisor if accommodations are not in place as agreed to or are discontinued or are inadequate. Stress to students that we can only help if we know about a problem. Make sure they understand that there are no retroactive adjustments or accommodations and that early notification is important (i.e., not to wait until problems occur).

Issuing Accommodation Letters: Accommodations letters serve three purposes: 1) notification to the instructor that a student in their class is ADA eligible and entitled to receive specific accommodations and acknowledgement thereof by signature *(or electronic confirmation for e-letters).* 2) an acknowledgement by the student that they are aware of the specific accommodations which have been authorized (as evidenced by their signature; 3) advisor verification that the letter was issued and a copy given to the student evidenced by their signature.

Accommodations letters are issued each semester for each class a student is enrolled in. Changes to accommodations require a follow up letter outlying the NEW accommodations.   The letter with the latest date being operative. Again, students will receive copies of all letters.

 Note: Students should understand that Instructors are not allowed to change, add or delete accommodations- even if the students ask for changes. They must be implemented upon receipt-as instructed. Changes can only come from the DRC. Instructors may, at any time call the DRC to discuss accommodations and such direction is provided on the letter. Instructor input may be used to make changes (and a new letter may then be issued).

Students are required to take the letter to their instructor at either the first day of class or the next class after the letter has been issued and return it with the instructor's signature to the DRC at their earliest convenience. The accommodations outlined in the letter do not become official until the letter has been signed by all three parties and returned to the DRC. Instructors are under no obligation to implement accommodations until they have been notified (i.e., they cannot be expected to comply if they are not aware).

> All returned letters will be kept on file until the end of the semester after which they must be scanned into Access for permanent storage. For distance education and Web based courses, etc. accommodation letters will be emailed to instructors with a request to *acknowledge receipt by return email*. If the advisor feels that the student may have difficulty for reasons of disability or logistical reasons, letters should ALSO be emailed to the instructor and then case noted.

The DRC is under no obligation to continue services if the letter is not returned to the DRC and accommodations may be discontinued.   Reinstatement can be made only after the student talks with their advisor.

Provision of accommodations by the DRC **is initiated with the issuance of the letter**- NOT after the return of the letter. DRC service coordinators and staff have three (3) classroom periods, or one calendar week-depending on the class meeting schedule, to put each accommodation into place. Service Coordinators must notify the Director of all unfulfilled authorizations- so that additional resources may be applied to remedy the situation.

Priority of assignment of any accommodation cannot be made on the basis of disability- all must be equally considered. Logistical/administrative considerations may be considered to place a specific type of accommodation – for all students- before another is put into place as long as placement meets the goals established by the DRC for each accommodation.

Guideline for multi semester accommodation letters
Posted 1/20/12 - Tentative Implementation date – Summer Semester 2012

Graduated level of Service: With increasing numbers of students the DRC should evaluate more efficient methods of serving students. One area for consideration is the generation of accommodation letters. A letter is currently generated every semester for each student for every class they are registered for- after meeting individually with their advisor.

We will auto-generate letters for some students- after having support staff enter their class schedule, thereby saving some advisor time. We will use the HELP code system –as a guide- for advisors who will still have some discretion with students based on their experience with the student.

Below are the revised help codes which advisors should use as a guide in making such determinations. There are ways of determining which students would be affected and various options are listed as a guide to advisors.   This is what could be referred to as a graduate level of service which says that not all students need to be handled the same way.

 Once we have some experience with this procedure adjustments can be made. This will be implemented for Summer Semester 2011.

LEGS (LEvels of Graduated Services)

Revised DRC **HELP codes:** Based on Definitions, Disability, Classes, and Accommodations

H-high touch: see individually, must se advisor to get accommodation letters each semester

TBI, Psych, Dev Ed-900 level, ADHD Blind

memory aids, modular testing, calculators, reader/scribe

weekly/bi weekly contact: initiate contact if student does not contact Advisor for two weeks

E-Extended services: phone and in person, registration assistance advisor decision RE letters

LD, Autism, Vets, Deaf

Assistive tech and equipment-CCTV, Kurzweill, Dragon, Jaws, Magic

Twice monthly contact: initiate contact if student does not contact Advisor for a month

L-Light assistance <u>(low-touch)-phone and email</u>-auto generate Fall and spring letters (summer help),

group services (wheelchair)

reduced distraction testing interpreters, note taking/recorders, table/chairs only

<u>early registration</u>

Monthly contact: initiate contact if student does not contact Advisor by mid-semester

P-Periodic review-<u>self service, email contact</u>-auto generate yearly accommodations letters

Nursing-class schedule is set for year?? <u>All in 2-3000 level classes</u>?

Extra time testing only

Once a semester contact: No (other) contact required (contacts mostly initiated by student)

<center>**Revised Note Taking Procedures**

Posted Jan. 24, 2012</center>

Provision of note taking within the three classroom period guideline is the most problematic. This is because it is administratively difficult to recruit and then contract with approximately 350 note takers each semester. Hiring that many paid note takers and keeping them on staff is not a reasonable approach. Identifying student peers, from the classes (students are taking) is reasonable and has been effective since it was implemented several years ago. Complaints from students regarding the quality of the notes has been minimal, and can be resolved by having note takers complete the DRC training guide and quiz or if necessary, changing note takers.

It is the policy of the DRC is to use student/peer note takers, as opposed to paid note takers. They will be recruited by instructors the first day of class, and each subsequent class until a note taker is identified or directed otherwise by the DRC.

To insure all efforts are made to insure that note takers are, to best of our abilities, in place within our guidelines, a multiple approach will be followed.

1. Advisors should talk with students to see, if based on their limitations, a tape recorder may not be a reasonable accommodation. If so, one should be authorized and checked out to the student no later than the first day of class- or when the accommodation is authorized.

    Option: provide a tape recorder where appropriate- have student come back within 3 class periods to change, if not useful- otherwise keep in place—we can buy one each semester for each student- and it would cost less than the $40 for note takers (especially since they can use it all classes.

2. At the end of each semester, before current note takers get their vouchers approved for the bookstore, they need to check in with the NT Coordinator and pick up an OK form to take to the bookstore (or some other reason they need to come in) so we can ask them and sign the up for classes they will be taking next semester. Get a name/course list and then if we have students in those same classes who need a NT, we already have a commitment- we pre assign them – no need to recruit.

    Pay them an extra $5 per semester for each additional one they take notes in- one time (like the training payments) so could earn extra 30-40 over two years for repeating – OR pay $5 more each additional class after first semester (could get up to $60 per class) but it may be worth it to us… (Coupled with tape recorder usage savings- it might be same semester outlay.

3.   Before the start of each semester, emails will be sent to instructors alerting them about students in their classes who will require a note taker (and that they should be prepared on the first day of class to recruit the note taker).

Note taking recruitment instructions and testing instructions to be added to the email. Added to the information will be a request to notify the DRC (NT Coordinator) if a note taker has not been identified by the second day of class.

Step 2- once the emails are being acknowledged/effective: Attach the letter with all accommodations to the email.

Alternate notification process (if confidentiality issues are not an issue) : Mark students needing note takers on class roster – through Banner.

4. The student will provide the instructor with the accommodation letter AS WELL AS ND THE COMPLETE NOTE TAKING PACKET GIVEN TO THE STUDENT WITH THE ACCOMMODATION LETTER so that a note taker can be identified and given their materials the first day- if possible. Added to the packet will be a request to notify the DRC (Note taking Coordinator) if a note taker has not been identified by the second day of class. Students will (also) be instructed to notify the DRC if a note taker has not been identified by the second day of class. It will be reiterated to the student that it is their responsibility, as outlined on the responsibility agreement which they initialed, to notify the DRC regarding the status of their accommodations and that we can't help if we do not know of a problem.

   a. Students identified without note takers, at day two of class, will be offered tape recorders as an alternative, until a note taker can be identified- or the student agrees to use a tape recorder* for the class with the understanding that if it is not sufficient for their needs, they can contact their advisor in order to identify a note taker.

      The type of tape recorder may vary between students depending on their needs and availability of their own computers (for downloads).

      If student note takers are not in place after the second day of class (and we know about it from the student etc) then staff will start calling students in each class to recruit someone. DRC staff resources should be diverted from other areas into this process to insure compliance with our 3 day goal.

   b. If a note taker is the only reasonable accommodation, and no one is recruited from calling the class roster, then Peers and staff will be assigned to take notes until a regular note taker can be identified. The DRC, will if necessary, hire staff on a standby basis to be used as take notes for such purposes.

   c. Students can be offered the opportunity to move to another section of the class, if available, which has a note taker. This is however only done with consent of the student.

5. Students selected to be note takers will be required to come to the DRC and sign a note taking contract which will be used to pay them with a voucher from the bookstore. Note taking paper distribution will be discussed at contract singing. Note takers may earn a, one time, extra $5 for completing a short note taking course. See separate guidelines for note taking contract procedures.

DRC Policy on Interpreting Non-Captioned Material
Posted January 2012

 The DRC policy is that we do not (can't) accommodate non captioned material (meaning they can't be reasonably signed) by ASL interpreters All exceptions can only be made by the ADA coordinator, but it must include discussion with the DRC as to feasibility (potential to provide reasonably effective access). Use of alternative materials which can't be accessed by students in classes IS NOT consistent with current ADA/OCR guidelines and is permitted only with the approval of the ADA Coordinator.

For Spring Semester 2011, for the first time, the DRC, with approval from the ADAC, sent emails to all instructors who have deaf students in their classes alerting them to the Captioning requirement:

> **Faculty Email:** *This semester you will have a student in one of your courses who is Deaf or hard of hearing.*
>
> *There will be ASL interpreters assigned to work in your class. Please plan to take a few minutes during the first week of classes to meet with the interpreters. Typically interpreters work in pairs in order to reduce repetitive motion injuries and to ensure an accurate interpretation.   Interpreters are paid, certified professionals who are there to facilitate communication between all members of the classroom. They may ask you for clarification or handouts to assist with their interpretation, but they should not participate in class or interject their personal opinions. They usually sit at the front of the room so that the student has a direct line of sight of both the interpreter and you.*
>
> *When showing videos in your classroom, please note the following ADA captioning policy which states: "All videos (DVD, YouTube, etc.) shown in the classroom or assigned for viewing by students must have captions. A student who is deaf or hard of hearing is not able to direct attention to an ASL Interpreter/CART display and the video screen simultaneously.   Research has shown that those with hearing loss receive significantly more information through captions than from an ASL interpreter (Norwood, '78).   Additionally, captions benefit all students.   Instructors cannot ask students to self-accommodate, i.e., watch captioned videos independently. Students cannot be assigned alternative videos to watch, outside of class. The same materials must be used for all students.   ASL interpreters will **NOT** interpret uncaptioned videos. Exceptions can be made only at the express direction of the ADA Coordinator. "*
>
> *It typically is most cost-effective for instructors to find material that is captioned. Instructors wishing to have captions added to existing materials should contact Bill Bradford (801-957-4966) in Media Services. This can be a lengthy process and instructors should plan accordingly. Academic departments are responsible for any cost associated with adding captions.*
>
> *Please contact Rod Romboy, DRC Director (801-957-4659) or Nancy Sanchez, ADA Coordinator (801-957-4041) if you have questions.*

APPENDIX B

Prior (Significant) DRC Assessment Efforts

The Council for the Advancement of Standards in High Education (CAS) was established to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment. Standards are developed through a consensus model of member associations and other experts.

Each CAS standard contains 14 common criteria categories (referred to as "general standards") that have relevance for the functional areas within programs. Guidelines were designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students. See wwwcas.edu The 14 criteria are listed below.

1. Mission
2. Program
3. Leadership
4. Human Resources
5. Ethics
6. Legal Responsibilities
7. Equity and Access
8. Diversity
9. Organization and Managements
10. Campus and External Relations
11. Financial Resources
12. Technology
13. Facilities and Equipment
14. Assessment and Evaluation

The Program Review Handbook conducted by the DRC has provided the department an opportunity to evaluate itself against similar criteria. Since the initiation of Assessment into Student services in 2002, the CAS standards have been used in guiding assessment efforts. They have provided departments, like the DRC, with an outline of what is important.

Learning outcomes were also defined early on as part of the SS assessment effort. They have, however been difficult for SS departments to identify since we do not teach in the traditional since. Departments do however; bring some types of learning to the student, which should be measurable. The early learning outcomes were later broadened into college wide learning outcomes as part o the accreditation effort.

The following are some of the assessments (relevant to this PR) conducted by the DRC over the past 4 years. Included are surveys and focus groups some relate to learning outcomes others to demographics and numbers. They speak to feedback regarding our staff and services and how we are perceived by students and faculty.

<div align="center">**Prior (Significant) DRC Assessment Efforts**</div>

The following are some of the assessments (relevant to this PR) conducted by the DRC over the past 4 years. Included are surveys and focus groups some relate to learning outcomes others to demographics and academic performance. They speak to feedback regarding our staff and services and how we are perceived by students and faculty.

<div align="center">**Academic Performance Comparisons**</div>

The table below compares passing rates for DRC students compared to all SLCC student using different segments to courses. Also shown are the average GPA for each group.

Fall Semester	2011 Passing Rates	Passing %	Avg GPA
Passing rate all SLCC students	all classes	80.4	2.76
Passing rates all DRC students	all classes	77.2	2.51
Passing rates all SLC students	developmental classes	78.3	2.51
Passing rates all DRC students	developmental classes	75	2.34
Passing rates all SLCC students	basic courses	77.9	2.69
Passing rates all DRC students	basic courses	73.8	2.55
Passing rates all SLCC students	advanced courses	80.9	2.77
Passing rates all DRC students	advanced courses	78.1	2.6

Academic Comparisons by Disability Group: A breakdown of passing rates and GPS, by disability group, for Fall Semester 2011 is show below. These comparisons have varied little (1-2 %) over the past few years.

Student Disability	All Grades	Passing Grades	Percent Pass	GPA
ADHD	345	247	71.59%	2.30
Asperger's Syndrome	56	47	83.93%	2.80
Autism	25	19	76.00%	2.64

Blind	21	14	66.67%	2.10
Communication Disorder	5	4	80.00%	3.00
Deaf	43	26	60.47%	2.05
Developmental Disorder	56	50	89.29%	2.98
Drug/Alcohol	2	2	100.00%	2.50
Emotional/Mental	591	444	75.13%	2.54
Hard of Hearing	64	55	85.94%	2.97
Head Injury	78	70	89.74%	3.00
Intellectual	86	73	84.88%	2.73
Learning Disability	366	298	81.42%	2.81
Medical Condition	81	62	76.54%	2.52
Neurological	100	77	77.00%	2.60
Orthopedic	152	128	84.21%	2.81
Visually Impaired	46	37	80.43%	2.83

Passing rates all DRC students   2117   1653   77.2   2.51

Performance Conclusions: When these passing rates are broken down by course level and interesting progression become evident. DRC students as they move from Remedial work to Upper level courses the average GPA also moves up. The most likely explanation is that as students become accustomed to college level work they become more comfortable with their surroundings and the nature of college work. It would seem that once they get over the initial hurdle they tend to do better.

Remedial	Passing rates all DRC students	38	29	75	2.34
Basic	Passing rates all DRC students	1767	1391	73.8	2.55
Upper	Passing rates all SLCC students	260	199	80.9	2.77

By disability group, students with Asperger's Syndrome, Orthopedic injuries, are hard of hearing and those with head injuries perform at higher levels.

Although there are many factors that make up grades, the figures would tend to support that the services being provided by the DRC are effective; our students are achieving similarly to all students. The DRC has experienced staff, in both the field of disability and with the college and it might be surmised that this makes a difference in the quality of service being provided but no comparison data to other colleges is available. It can also be attributed to an effective faculty, who are supportive of ADA efforts and who effectively implement the recommendations made by the DRC. This might be borne out by the relatively few complaints about faculty or DRC staff with regard to disability services.

Student Intake and counseling survey

DRC students have been continually asked to evaluate their satisfaction with services. We have been collecting this information for the past 5 years. The survey is taken by students after one of their advising visit. Results of 117 surveys collected and summarized for a 4 month period in 2010-11 indicated the following:

Response to <u>reception services</u> ranged from 89% to over 93% agreeing or strongly agreeing that students were satisfied with services and how they were treated.

In the area of <u>advising</u>, 94% of students indicated that they were treated with dignity and respect and 91% agreed or strongly agreed that they were provided the information they needed regarding accommodation services. 71% of students indicated that advisors were available without an appointment

With respect to <u>overall services</u>, 94% agreed or strongly agreed that their experience with the DRC was positive. Over 89% felt services were provided in a timely manner. Just over 71% felt r understanding of ADA was good but 84% felt they had a better understanding of DRC services.

The average age of students was 33, which is higher than the average college age of 26. The breakdown of students by disability and by ethnicity closely matches the percent of total students served by the DRC, so we feel the results are a good representative sample.

Some of the comments added to the survey showed that students wanted extended testing hours and more testing space. Less waiting at the reception desk when walking in unannounced.

*A*lthough satisfaction with timeliness of services was slightly lower than other areas, given the volume of services provided by the DRC, it was still just under 90% and indicates to us that students are provided services quickly (based on the rating and lack of complaints. But it may not meet our internal goal to have services in place within 3 days. We will continue to monitor this closely in the coming year. Advisor availability without appointments (drop in services) will be discussed during in the future it is likely we will open time slots during the first few weeks of classes (each semester) for drop in visits. We have already looked at our orientation and are re-evaluating our presentation regarding ADA. The DRC staff is more concerned with students knowing about services, rather than ADA laws and we have agreed to retool the orientation content to clarify intake/medical requirements and to try to expedite the start of service delivery.

Given the large number of pending students, we need to improve the intake process. Possibly with more staff follow up. We are also in the process of re-working the survey itself. We will also create a new survey for the orientation itself, and will use the information to make further modifications to the presentation. We will use future staff meetings to discuss the comments provided by students and look at ways to enhance services. Since testing space is limited, extended hours may help alleviate the need

for more space. It might alleviate our need to double up students in testing rooms, and open availability of more private space.

Review of DRC Complaints

The DRC conducted a systematic reviewed complaints recorded in the Access data base from Jan 2008 through July of 2010 (30 months). All complaints were printed out including the narrative detail, disposition, who made it, who/what the complaint was about according to a pre determined classification scheme. Twenty eight (26) DRC staff members participated in the review as a member of one of 6 teams, during a one day training retreat. The purpose of the review was to improve the process for recording and resolving future complaints. Summaries of the complaints:

Table I: Complaint Types (all)

	#	%
Faculty complaint against a student	7	8.33%
Student complaint against faculty	30	35.71%
Parent complaint against DRC	2	2.38%
Student complaint about DRC services	22	26.19%
Student complaint against DRC advisor	9	10.71%
Student complaint against DRC staff	3	3.57%
Student complaint against Other staff	6	7.14%
Student complaint against administration	2	2.38%
Student complaint against reception	1	1.19%
Student complaint against another student	2	2.38%
Other student complaints		
Total complaints evaluated Total	84	

The total 84 complaints average 2.8 per day or less than 1 per week. Although we have no basis of comparison to other institutions, we believe the low number is encouraging. The largest numbers of complaints (30) were about faculty and 15 of those were student being unhappy about grades. Five (5) were about unacceptable treatment received y students and were (at the time) passed on to the ADA Coordinator for resolution.

The table below breaks out the 22 complaints about the DRC and provides a further breakdown about their nature. Testing accommodations generated the most complaints (9) and was not surprising given that it is the most common accommodation. All were discussed and resolved at the time and related to students believing the rules did not apply to them regarding scheduled dates and times.

Table II: Complaints about DRC Services

	#	%
Testing	9	40.91%
Note taking	3	13.64%
Alternative Text	5	22.73%
Equipment	4	18.18%
Scribing	1	4.55%
Total	22	

There were over 40,000 student contacts during that period of time and we administered almost 7 tests per day on average during this period. So this does not appear to be an area of great concern.

A critique of case log entries, shown below, will be used to improve staff record keeping and will prompt some training on case log entry content and follow up since only 47% recorded follow up (even though some was effected) and only 42% recorded actual resolutions- again prompting staff training.

Table III: Critique of Case Log Entries

	#	%
Acceptable entry	56	66.67%
Too short- not enough info	16	19.05%
Too long- too much detail	1	1.19%
Not clear nor well written	7	8.33%
not rated	4	4.76%
Total	84	

Table IV: Other ratings

	#	%
Not really a complaint	10	11.90%
Rod should have been notified	2	2.38%
Rod was notified	12	14.29%
Follow up was recorded	40	47.62%
Resolution was entered	36	42.86%

Student Hours of Survey

The DRC completed a survey of its **students** at all its campuses regarding their preferences for office hours of services. Results from the South City and the Taylorsville Redwood campus, indicated mixed preferences among students (numbers from other campuses were not significant enough to include).

Prefer current hours to 4:30 pm , Monday-Friday	35%
Prefer extended hours to 6:00 pm , Monday - Thursday	35%
Prefer one late night per week to 8:00 pm: Most preferred night:	30% Wednesday

Due to the small survey response (N=102), the DRC continued taking responses after the initial survey period but only 6 were turned in. Eighty (76) of the responses were from Taylorsville Redwood

students, 24 were from South City and 8 from all other campuses. We have stayed open late over several summer semesters but found very few students sought us out for services. We tried staying open until 8 pm for several week but this was also not a successful endeavor. The DRC will keep hours as currently set unless we are asked to stay open as part of a larger Student Services effort to extend student hours. The staff will continue to accommodate individual students' needs by making appointments after hours.

Faculty survey of DRC services

The DRC conducted an on-line survey (using Student Voice) of faculty in 2009 to which 128 of the full time faculty (11%) and 3% of the adjuncts responded. Responses were received from 48 different departments (26% of total). Results came from the 3 major campuses with 72% coming from the Taylorsville Redwood campus, 26% South City and 15% Jordan.   Developmental Education faculty responded the most (66% of their faculty) followed by 65% of English and then 50% of the Math department faculty. 85% of respondents said they had received an accommodation letter about a student in their class. Some survey responses:

Was the DRC Accommodation Letter authorizing service clear?	93% <u>yes</u>
Were they aware that they could contact DRC with Q's about the letter?	87%
Have they actually ever contacted the DRC about a student	71%
Was instructors experience with DRC positive?	62%
Did instructor believe other SLCC faculty were aware of DRC procedures	68%
Does instructor put required ADA statement in their syllabus?	92%
Did instructor believe SLCC students were aware of DRC/accommodations?	55%
Preferred way for DRC to contact instructor.	Email 69%

<u>Follow up: Faculty focus group</u> as a follow up to the prior year's on-line faculty survey. Participants were invited to a luncheon and asked to provide input regarding informational initiatives contemplated as a result of faculty suggestions. These suggestions revolved around two major themes: 1) providing DRC information to (new) faculty and 2) providing DRC information to incoming students.

The faculty focus group was presented with the most preferred options for disseminating information based on the prior year's survey results: Periodic Faculty meetings, new faculty information packets, new faculty orientation presentations, email correspondence or Web materials*. Distribution of a DRC information packet to new faculty was not favorably received. ***Correspondence by email only when issues arise with specific students and updating the web site was preferred.*** Most of the reasoning had to do with a lack of time on part of faculty and being receptive to receiving information (only) when needed. Faculty felt that an updated Website, would give provide sufficient general information.

F***aculty supported a written flyer or handout to be distributed to all new students by*** student express which outlined an easy 1.2.3 step DRC service application process. As a result, a one page flyer was

developed for new SLCC students and over 15,000 were included in packets distributed through Student Express the first year. The flyer was also used by the DRC outreach advisor and distributed to high schools and community groups throughout the greater Salt Lake area. The DRC Student Website was updated and a new section for faculty members was developed which included DRC procedural information and information about various disabilities. All DRC brochures and literature was re-branded to support SLCC marketing efforts. Beginning fall of 2010, new faculty, who receive their first DRC Accommodation letters will also receive a welcome letter.

Deaf Student Interpreter surveys

This student satisfaction survey is given every year to deaf students and covers areas of professionalism, knowledge and ASL grammar usage. A total of 33 students responses provided the following:

 The majority of students were able to understand their interpreter and the interpreter was able to understand them. Overall satisfaction was above 91% and is consistent with previous years. Areas for improvement focused on grammar usage of interpreters and training seems indicated for facial expression and finger spelling. 11% of students indicated that interpreters were not at class on time.

Our overall interpretation of the survey reinforces the quality job done by our interpreters. Survey responses in areas needing improvement were consistent between fall and spring semesters. Ongoing training provided by the DRC in the coming year-- through monthly training sessions- will focus on improving finger spelling and grammar. Additional emphasis will be placed on interpreters arriving to class on time.

Grade comparisons: Academic Performance of DRC students as demonstrated by passing rates fall semester 2011 (these comparisons are made every year during fall semester).

Passing rates all SLCC students, all classes:	83%
Passing rates all DRC students, all classes:	79%
Passing rates all SLCC students, developmental courses:	76%
Passing rates all DRC Students, developmental courses:	69%
Passing rates all SLCC students, basic courses (1000 range):	81%
Passing rates all DRC students, basic courses:	75%
Passing rates all SLCC student, advanced courses:	82%
Passing rates all DRC students, advanced courses:	84%

Learning Enrichment Program (LEP) and Study Skills Workshops (SSW):

This is an individually scheduled service offered by the DRC only to students with disabilities. This program is also offered in a small group setting and is available to all SLCC students by DRC staff.

The Learning Enrichment Program assesses learning in seven areas (shown below). Results were tabulated for South City and Taylorsville Redwood. Since 10 of the 11 students at South City did not have grades reported, the summary is based on 31 T/R students. The LEP students registered for an average of 11 credit hours during fall semester 2009.

A total of 100 students signed up for LEP services during the 2008 program year (summer, fall and spring semesters). Pre and post testing was conducted on participants using the 3S-SE instrument and improvement was shown by students in all but two areas. 23 students completed all sections and took the post test- covering all eight areas of training. Average gains, of these 23 students, in all of the areas measured, after completion of 1:1 interventions, are shown below. Another 44 students completed various, individual area of training but did not take the post test. Note: It has been DRC policy to administer the entire post test at the end- after completing all training sessions. Testing for these 44 additional participants is therefore not available- since they did not come back to take the post test.

Learning Area	% increase:	Sum	Fall	Spring
Memory		6%	12%	2%
Textbook reading		7%	19%	9%
Math Story problems		10%	6%	0%
Classroom note taking		6%	12%	7%
Research paper writing		6%	5%	2%
Test taking		0%	15%	11%
Time management		11%	9%	9%
Motivation		7%	13%	3%

Since many students completed individual training sections, but did not take the (entire) post test, we have no record of their achievement in the specific areas they received training. We will, therefore, change our policy for next year to post test students in each individual area as they complete it. This will give us more outcomes and a better picture of achievement in each of the eight areas. Typical comments included: "Everyone should take this class." All responded with a "yes" when asked if they would recommend this to their friends.

The average GPA for all SLCC students Fall 2009 was 3.07. The average GPA Fall 2009 for all DRC students was 2.89. The average GPA of DRC student who completed the one-to-one Learning Enrichment courses was 2.94. The small n (31) does not support any real conclusions regarding academic outcomes, but it does show an increase in academic performance.

Individual Learning Strategy Sessions - breakdown

	# Student Participants	Total Hours for all	Cost Per Year

		Students	
2007-2008	40	644	$7,831
2008-2009	82	897	$10,916
2009-2010	73*	1122*	$13,655

Study Skills Workshops: These small group workshops are conducted each semester at the three main campuses and are open to all students. The one hour group workshops cover the same topics as the LEP sessions. These workshop, although open to all students, are taught by DRC staff.

Each workshop was evaluated at the end of the session and satisfaction with the study skills workshops was measured in eight areas using a 5 point scale. A total of 212 students participated in these workshops during the summer, fall spring semesters and the responses where overwhelmingly positive with 93% of the responses agreeing (a rating of 5 on a 5 pt scale) with all the questions. Another 5% agreed with a 4 rating), 17 were at the 3 rating level and none were lower. See complete survey-attached.

Question	*Highly Agree*
1. I have implanted strategies from prior workshops, they are useful	154
2. Overall, the workshop appears to have useful information	195
3. The handouts are helpful and professionally prepared	202
4. The Power Point presentation was informative	140
5. The presenter was prepared and knowledgeable	205
6. Attendees were given ample opportunity to address questions	199
7. I gained from the group discussion	192
8. Those assisting with the workshop were prepared	181
9. I would recommend this workshop to friends	205

Study Skills Workshops

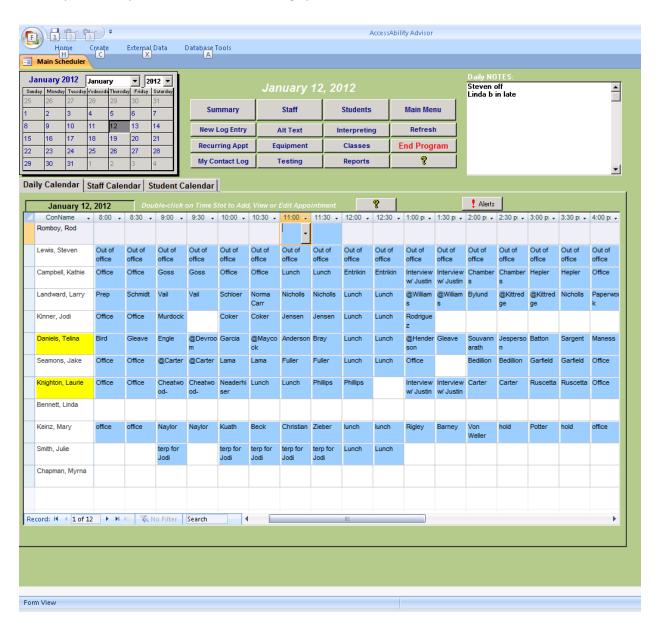|	# Workshops Conducted	# Students Unduplicated	# Students Duplicated	Cost Per Year	% Satisfied Students*
2007-2008	58	111	235	$2,300	98%
2008-2009	61	135	305	$2,428	97%
2009-2010	44*	194*	414*	$1,752	99%

year-to-date

Use of Results-suggested Actions: Overall conclusions suggest positive results for students both from their feedback comments and from increases in learning to the extent that the program should   be continued. This is also one of the few program for which "learning outcomes" can be assessed. The mitigating factor for continuation is that it is not a required accommodation, but a service provided by the DRC- funding for which must come out of our budget- and is diverted from other needs. Consideration should be given to move either one or both portions of this program to the Learning Center.

If continued, further evaluation such as GPA comparisons in subsequent semesters might be useful to see if the gains continue at a higher level. Additional student evaluations in future semesters would help to ascertain if trends remain positive and to what degree. An evaluation of program content and the method used to measure motivation might be useful to see if we can increase motivation.
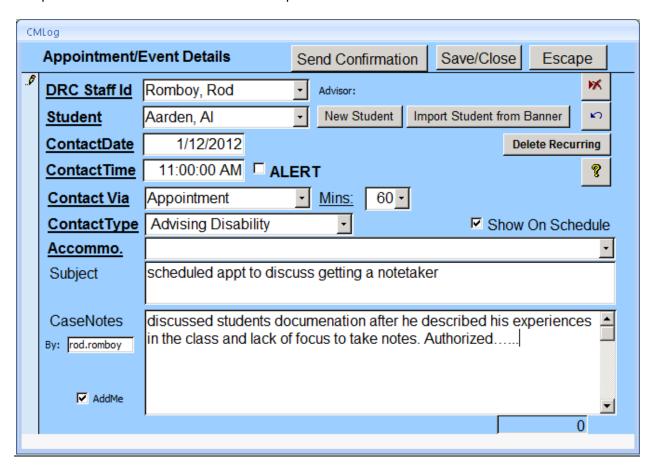
APPENDIX C
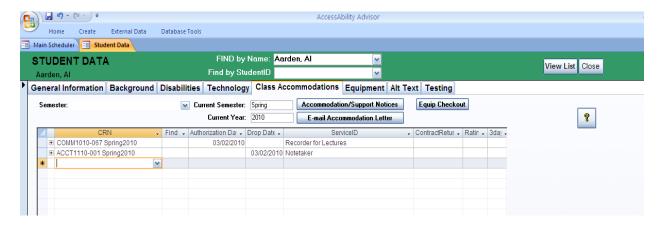
Data Tracking - *Access*Ability **Advisor®**

*Access***Ability** Advisor® (referred to as "*Access*") is a comprehensive software program developed at Salt Lake Community College which tracks services provided to students by DRC staff. It's a database written in MSAccess® which includes scheduling, case management, student and disability information storage (scanning), accommodation matching, equipment tracking, payroll and comprehensive reporting functions. An interface with Banner allows staff to use (download) course schedules, class/instructor information, student data and academic history. The system was first adopted in 2004 and has been upgraded several times since them. All staff members use Access to enter data relevant to their postions/functions. Web based HELP is available for all screens or forms. Access is at the heart of our entire operational process and service tracking system.

Scheduling & Case Management: The appointment or event scheduler manages all student contacts. Students, staff, appointment types and classifications allow for easy generation of statistical summaries. Complete case histories can be reviewed and printed as needed.
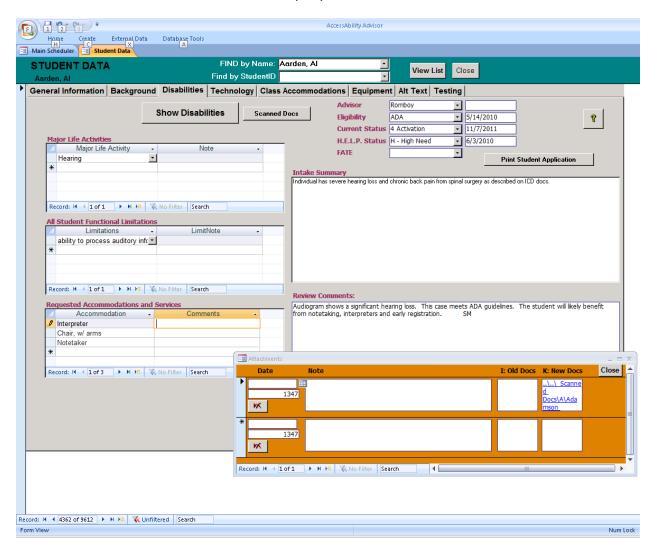

Student Data: The student database contains application information, demographics, disabilities, limitations. MLAs and documentation history. Various forms and reports can be produced.

 Classes and Accommodations: The college class schedule is downloaded each semester through a Banner interface. This allows for the generation of faculty/class/student specific accommodation

letters. Matching/selection functions can be used to match students, to classes, track their individual service providers (note takers, readers, interpreters) and well as placement of equipment and furniture.
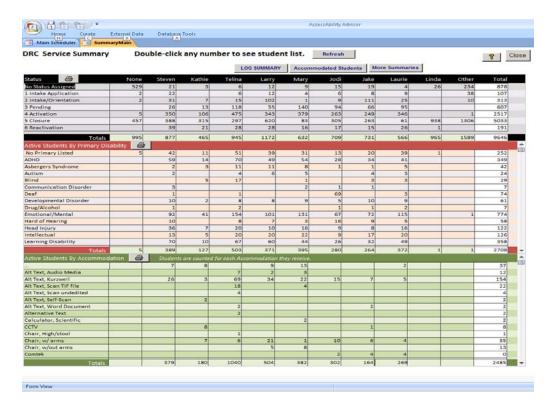
Disability information: An Intake summary is entered for new students which serve as the basis for documentation. Scanned Documents: The DRC has moved toward a paperless office (e-file is file of record) - all docs are scanned and stored in Access for easy retrieval. This is particularly useful for medical documentation which can be viewed by any authorized user.
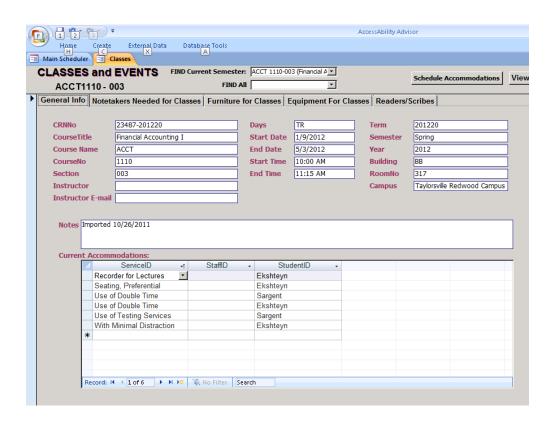

 Inventory & Equipment Check-out: The inventory system is used to track adaptive equipment, assistive technology and office equipment. An automated equipment checkout system is included.

Alternative Text: The generation (scan, OCR) of text and other classroom materials can be managed. Web/email links to text book sources (Bookshare.org, AccessText Network, LearningAly etc).

Reports: A series of pre-defined on-screen and printable reports can be generated as needed. Banner data can also be queried and ad hoc reports can be created using Access reporting functions. Data can be queried using a variety of options such as date ranges, staff, demographic, disability, major, etc.

Classroom management provides a clear picture of services delivered (note takers, readers/scribes, interpreters, equipment etc. to students in all classes/sections.

APPENDIX D

DRC - **Staff Biographies 2012**

ROD ROMBOY, Director. Disability Resource Center-Hired July 2000

M.PA in Public Administration from University of Utah. Certified in Rehabilitation Counseling and Vocational Evaluation. 22 years counseling and management experience in Employment, Training and Rehabilitation. Entrepreneurial experience starting 3 companies: Career Guidance Center, IMS Software Corporation & Morningside Management & Investment. 6 Years Human Resource experience with SL County as Asst. HR Director. Developed database specific to disability services and made available to other HE schools.

KATHIE CAMPBELL, Assistant Director/South City Campus-Hired January 1996

 B.S.W in Social Work with a minor in Psychology from Weber State University AAS in Office Occupations from Eastern Idaho Technical College Licensed as a Social Service Worker in the State of Utah 10 years experience in advising and service provision for people with disabilities in higher education.

STEVEN LEWIS, Assistant Director /South Region, Advisor/LEP-Hired June 1993

M.S. Behavioral Psychology, California State University, B.S. Chemical Dependency Counseling Board of Director, Brain Injury Association of Utah, Adjunct Professor SLCC Over 20 years of clinical experience in mental health, disability, chemical dependency and counseling services. Professional experience in a variety of medical centers, clinics and rehabilitations centers. Developed Learning Enrichment Program (LEP) for SLCC students with learning disabilities and brain injuries.

TELINA DANIELS, Manager (Assis.Tech/Advisor(Blind/Visually Impaired)-Hired October 1993

M.A. in Educational Counseling from the University of Phoenix and a ME with a Visual Endorsement from the University of Utah. Presented at; AHEAD (2004), The National Association of School Psychologist (2007), California State University, Northridge (2008), The Utah Association for Adult, Community, and Continuing Education(2007), and The International Technology & Persons with Disabilities (2008).

JULIE SMITH, Manager, Interpreting Services-Hired 2001

A.S.S, Interpreting for the Deaf Salt Lake Community College, RID CI/CT and Utah Professional Certifications. Two years as a staff interpreter in the K-12 setting, 2001 joined the DRC as full-time staff interpreter, Interpreter Coordinator-2002.

LARRY LANDWARD, (Advisor/Outreach Coordinator)

M.S. in Educational Psychology, Four years with Vocational Rehabilitation (Counselor Supervisor), 4 years with Utah State Division of Alcohol and Drugs (Education Director); Three years with National District Attorney's Association (Victim/Witness Unit Chief), 34 years with SLCC Student Services (Dean, Director, Advisor) 4+ years with Disability Resource Center

JAKE SEAMONS, Advisor-Hired July 2003

M.S. Degree, from USU, Bear River Mental Health 5 1/2 years, Interned at DRC 3 months prior to DRC Advisor 8 ½ years. Backup programmer for ACCESS (DRC specialized database).

LAURIE KNIGHTON, Advisor II, School of Applied Technology Specialist (Hired June 2000)

M.S. in Vocational Rehabilitation Counseling from Utah State University Certified in Rehabilitation Counseling and have 8 years experience in Vocational Rehabilitation Counseling with the State of Idaho: Four years handling a general caseload and 4 years as a Transition counselor working with 4 school districts. Coordinator of Disability Resource and Access at Northland Pioneer College for 4 years.

JODI KINNER, Advisor II, Deaf and Hard of Hearing Advisor (Hired August 2000)

B.SW. and M.SW in Social Work from Gallaudet University. Graduated Cum Laude. Served on the Utah Interpreter Certification Advisory Board, Utah Deaf Education and Literacy, Inc. Board, USDB Institutional Council/Advisory Council and Utah Association of the Deaf. Involved in numerous educational committees, including the USDB Legislative Task Force and the National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students.

MARY KEINZ, Advisor-Hired August 2007

B.S and M.S in special education. Taught special education on the high school level for 15 years in Pennsylvania, New Jersey, and Connecticut. Currently serves on the Financial Aid Appeal Committee representing DRC students. Worked the Disability Resource Center at Salt lake Community College for 4 ½ years.

LEE ELLEN STEVENS, Testing/Notetaking Coordinator-Hired August 1994

Interpreter VI. ASLI Interpreter Program. Certified Level I Interpreter for 4 years, testing Services Coordinator for 14 years. Peer Action Leader Manager 6 years

LINDA BENNETT, Intake/Support Coordinator-Hired October 1997

Total of 18 years office administration/supervision with West Jordan City, Department of Energy, and 14 years with DRC SLCC. Major duties include; payroll, reception supervisor, budget, accounting, inventory control, second line contact for students/instructors/outside

agencies and general officer responsibilities. Certified water safety instructor working with deaf and special education students-35 years

JIM FENTON, Staff Interpreter-Hired July 2008

Staff interpreter, comtek technican, second line support for scheduling interpreters. Intermediate certification-interpreting, working on Masters at U of U.

AMBER JENTSZCH, FT Receptionist, (Hired November 2007)

Soon to complete AS in general studies. 16 yrs of customer service; Lawn Masters, Miss Swendy's Day School, ADP Lemco, and currently SLCC/DRC. Major Duties include; phone reception (multiple phone lines), scheduling, customer service dealing with students, instructors, staff. First line of contact with DRC.

MICHELLE THATCHER, LEP Coordinator-South-Hired February 1996
Teach "learning strategies" to students one-on-one and in groups to enable them meet the challenges of college. Conduct workshops for the college population that may include; testing techniques, time managerment, notetaking skills and other life-long skills.

LINDA RICHARDS, LEP Coordinator, Redwood-Hired August 2007
M.S in Behavioral Science, Previously with Turning Point an Advisor/Outreach Specialist and for the SLCC Business Development Center. Teach "learning strategies" to students one-on-one and in groups to enable them meet the challenges of college. Conduct workshops for the college population that may include; testing techniques, time managerment, notetaking skills and other life-long skills. Has had a stress relief business for over 10 years, which includes teaching and coaching clients to create new belief systems, enabling them to reach their highest potential.

CHEER MACKAY, PT Receptionist-Hired October 2010

A.S.S in Visual Art and Design, Photography Emphasis. Previously with Utah Office of Rehabilitation, Specialist; Reception, filing, word processing, spread sheets, record data from quality control surveys, create and maintain training manuals for Rehabilitation Counselors. DRC responsibilities include: reception, scheduling, filing, assist students, scanning, occasional reading/scribing.

CRISTINA GROSSI, PT Receptionist-Hired November 2010

Auto parts industry (delivery, customer service, clerical) for 10 years. Prior to DRC, Specialist I at SLCC's Miller campus, Aide II in South Campus's Fitness Center, Student at SLCC (no degree), Skills include: Answering phones, scribing, navigating the internet, office equipment, receiving people, and taking appointments.

JOSH THOMAS, Service Coordinator,Hired Sept. 2007

ASS-SLCC 2003, BS Sociology- U of U 2007. DRC for 4.5 years, first as a Reader/scribe then Equipment Specialist, and now as the Service Coordinator at South Campus, Library Square, Rose Park, Meadowbrook, and Highland Campus. Experienced in assistive software such as JAWS, Dragon, Kurzweil, and Zoom Text. Experience with various testing platforms/procedures such as CASAS, NPOST, TABE, and the Accuplacer. Various skills in customer service, coordinating large events, and musical performance.

MIKE CLAUSING, Equipment Coordinator-Hired August 2005

Equipment placement, assistive technology training, coordinate alternative text

ALYSSA SHELLINE, Lab Specialist I (Hired October 2011)
Currently enrolled at Salt Lake Community College, working for a degree in general studies. Volunteered at Taylorsville High School for 2 ½ in the Special Education Department, working one-on-one with students who have intellectual disabilities. Assisted students with school work. Was president of the Best Buddies club, which helps students with intellectual disabilities make and keep lasting friendships. Began working at Salt Lake Community College in the Printing Services Department in 2010. Proficient with Microsoft Office suite, scanning and converting books into alternative text formats. Strong communication, organization, and time management skills.

MYRNA CHAPMAN-Note taker Specialist-Hired September 1996

Proctor testing and note taking services for students registered with the DRC.

JACI LAWLER, Technology Trainer-Hired 2009, Rehired 2011

Munitions Specialist in the United States Air Force, costume construction, media production, education and support positions. Currently pursuing a degree in International Studies. A life-long student, has been trained in movement education, life coaching, fitness training and currently follows several training regimens in the physical fitness arena. Responsible for training students on assistive technology and software programs available through the DRC.

WILL CHARLES, PT Advisor/Staff Coordinator, South City-Hired July 2008

BS in Sociology, Westminster University-summa cum laude. Four years with DRC staff/office management providing services as needed and coordination of services

JAMIE BIRD, Alt Text Coordinator-Hired March 2011

Previously with SLCC Copy Center coordinates alternative text for all college courses.

Assistant Directors are responsible for the operations of their respective campus (North/South) and may or may/not carry a caseload of active students. Advise one-on-one in regards to accommodations in the classroom, act as liaison between instructors/staff/outside agencies. Monitor the services provided to students so DRC offices are operating in unison.

Managers are responsible for monitoring services, scheduling service providers, distribution of equipment, organize staff training when necessary. May/may not carry a case load of active students. Act in absence of Assistant Director.

Specialist/Coordinator are responsible for the smooth operation of the office that may include; schedule note taking/testing services, payroll, purchasing, backup for other office staff. Liaison between student/instructors/outside agencies. Continual Interaction with all students, but not responsible for a caseload. Flexible with schedule because of daily multiple interruptions. Group Leader of Peer Action scholarship students. AA Rep or other duties as assigned.

Advisors carry a full-time caseload of students and authorize the placement of classroom accommodations. Monitor the services provided to students, advise one-on-one for scheduling, class load and act as liaison between instructors/staff/outside agencies.   May include other responsibilities in regards to specific assignments to other departments.

Service Providers Hourly part-time staff provide authorized services that include: note taking, reader/scribe, test proctor, trainer (assistive technology), interpreters, stenographers, alternative text and other duties as assigned.

DRC self study teams (sub committees)

Committee members in Red - part time staff in italics

	1	2	3	4	5
	Intake & Orientation	**Advising Case Mgt**	**Student Accommodations**	**Deaf Services - Interpreting**	**Global DC Issues**
	Intake/Apply	review/app.	Note taking	Interpreting	*legal/ethics*
	Orientation	Accommodation	Testing	FM devices	*Trends*
	apt/walk-ins	*letter/email*	tape recorders	CART	*service issues*
	office hours	documentation*	*on line testing*	*assignments*	*staff develop*
	db entry/track	use of IEPs	Equipment	*training*	*Assessment*
	e-apps	Advising	Furniture	*pay scales*	*growth*
					faculty relations
	SAT	HELP	labs/trng		student conduct
	OUTREACH	LEP -services	Alt text		
	BROCHURES	SSW workshops	*software- servers*		
	Web		laptop usage		
Rod	*Rod*	**Rod**	*Rod*	*Rod*	**Rod**
Kathie	**Kathie**				***Kathie***
Steven		**Steven**			***Steven***
Larry	**Larry**				
Laurie		**Laurie**			
Jake			**Jake**		

Telina			Telina		Telina
Mary			Mary		
Jodi				Jodi	
Julie				Julie	Julie
Jim				Jim + (p/t staff)	
Linda B	Linda B	Linda B			Linda B
Lee			Lee		Lee
Amber	Amber				
Myrna					
Linda R		*Linda R*			
Mike			*Mike*		
Jamie					
Angie					
Lindsay?					
Will	*Will*				
Cheri	*Cheri*				
Michelle			*Michelle*		
Josh			*Josh*		
Christina	*Christina*				
David					