

# Student Services Annual Highlights 2014-2015

**Department Name: Disability Resource Center**

## Dash Board Indicators:

Students Served	2012-13	2013-14	2014-15 *
	Total 3,655	Active 1,424 Pending 89 Closed 2,901	Active 2,355 Pending 409
Active Students by Disability (2014-15)	Disability Type	Count	% of total
	ADHD	315	13.3%
	Autism Spectrum	101	4.2%
	Blind	21	1%
	Communication Disorder	4	1%
	Deaf	47	2%
	Developmental Disorder	33	1%
	Drug/Alcohol	14	0.5%
	Hard of Hearing	40	1.6%
	Intellectual	68	2.8%
	Learning Disability	403	17%
	Low Vision	41	1.7%
	Medical Condition	181	7.6%
	Neurological	106	4.6%
	Orthopedic	92	4%
	Traumatic Brain Injury	78	3.3%
	Psychological	811	34.4%
	Total	2,355	100%
High School Visits/Tours		2013-14	2014-15
		339 Students 25 Visits/ Tours	541 Students 16 Visits 30 Tours

\*The DRC has made some adjustments to how we report the number of students served. We will be reporting our Active and Pending students only to align with how other USHE schools report on their students with disabilities.

## Programming or Service Highlights:

- Universal Access Committee facilitated the new college-wide ADA Policy.
- Math Accessibility working group developed in partnership with Math and eLearning departments.

Due to Vice President June 19, 2015

- Facilitated Teaching Circles in partnership with the FTLC featuring the following books: “A Disability History of the United States” and “Mad at School: Rhetorics of Mental Disability and Academic Life”.
- Presentations on DRC processes were given at New Faculty Orientation and academic departmental meetings to improve communication with Faculty. Departments included: Education, Math, Computer Sciences and Information Systems, Communication, History, Nursing, Dental Hygiene, and Allied Health.
- Added a full-time Advisor and an Assistive Technology Lab at Jordan Campus.
- Established a part-time Accommodation Specialist position at Miller Campus, which has significantly increased our capacity to meet student needs on that campus.
- Broadcasted the Accessing Higher Ground virtual conference, which included participation from faculty, eLearning, Library, HR, Webmaster, FTLC, etc.
- Hosted the Utah AHEAD Forum for disability services providers statewide.
- Co-hosted the Veterans Appreciation Luncheon utilizing our funding from the Innovation of the Year award.
- Began to utilize Braille Embossers to create tactile graphics for students who are blind in partnership with Math and eLearning.
- Renewed Perkins Grant.
- Coordinated Peer Action Leadership Program (PALS) which provides leadership opportunities for students to various departments within Student Affairs.
- Coordinated all Disability Awareness Week activities.
- Sponsored the DRC Appreciation Luncheon to highlight partnerships college-wide.
- Provided seven scholarships for DRC students participating in Alternative Spring Break.
- Continued to focus outreach efforts at schools on the west side of Salt Lake valley which includes West High School, Hunter High School, Taylorsville High School, South Valley School, Cyprus High School, Granger High School, Kearns High School, and the Granite District Fairs.
- In addition to accessibility advising, the DRC provided the following services for students:
  - Proctored 3,131 accommodated tests.
  - Coordinated 258 peer note takers.
  - Converted 197 textbooks into accessible formats.

**Assessment Highlights:** (Please use bullet format.)

- Electronic & Information Technology Survey
  - A survey was distributed to active DRC students to assess EIT accessibility barriers; there were 115 responses.
  - Quantitative responses identified the following most prevalent issues:
    - My Page
    - Canvas
    - BruinMail
    - None identified
  - Qualitative responses identified the following most prevalent issues:
    - Canvas navigation

- All Access connectivity and speed
  - Captions not available on media
  - Assistive Technology issues (Kurzweil, Smart Pens, etc)
  - Additional tutoring subjects needed
- Results will be utilized by the Universal Access Committee to establish priorities for the college-wide transition plan.
- DRC Faculty Training Evaluation
  - Evaluations were distributed to faculty after attending a presentation on DRC procedures; 20 responses were received.
  - Quantitative responses included:
    - 65% indicated that they feel better prepared to provide accommodations in the future
    - 65% indicated a better understanding of their responsibility to provide accommodations
    - 70% indicated a better understanding of the DRC's role
    - 75% indicated a better understanding of the resources available to them
    - 90% ranked the speakers as very knowledgeable
  - Qualitative themes included:
    - Already familiar with the information
    - Already work closely with the DRC
  - We will be developing an online training for faculty in hopes that it will be a more effective way of providing information when they want it.
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- Disability Awareness Week (DAW) Evaluation
  - Evaluations were distributed following each DAW event; there were 165 responses.
  - Quantitative responses included:
    - 82% felt that they learned more about people with disabilities
    - 85% indicated the events were educational
    - 77% indicated the events were entertaining
    - 88% indicated the events were interesting
    - 75% indicated the events were motivational
    - 84% indicated the events were well organized
  - Qualitative themes for recommended changes included:
    - Better advertising and signage.
    - More time for the panel.
    - More information about specific disabilities (i.e., mental health, multiple sclerosis, speech impairments, seizures, etc.)
    - Nothing—it was great!
  - We are changing some of the messaging for future DAW events to help the College reframe disability and challenge stigmas and preconceived notions about disability.