

Student Affairs Annual Highlights 2016-2017

Department Name: Disability Resource Center

Dash Board Indicators: (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

Students Served	2014-15	2015-16	2016-17
	Active 2,355 Pending 409	Active 2,109 Pending 280	Active 2,251 Pending 150
Active Students by Disability (2016-17)	Disability Type	Count	% of total
	ADHD	334	14.84%
	Autism Spectrum	154	6.84%
	Blind/Low Vision	54	2.40%
	Communication Disorder	5	0.22%
	Deaf/Hard of Hearing	82	3.64%
	Intellectual Disability	41	1.82%
	Learning Disability	489	21.72%
	Medical Condition	179	7.95%
	Mobility/Orthopedic	74	3.29%
	Neurological	68	3.02%
	Psychological/Mental Health	680	30.21%
	Substance Abuse	12	0.53%
	Traumatic Brain Injury	79	3.51%
	Total	2,251	100%
High School Visits/Tours	2014-15	2015-16	2016-17
	541 Students 16 Visits 30 Tours	685 Students 122 Parents/Staff 32 Visits 12 Tours	768 Students 239 Parents 204 Staff/Faculty 27 Visits 14 Tours

Programming or Service Highlights: (Please use bullet format.)

- All DRC students were flagged in Banner to assist with Starfish implementation and to facilitate robust reporting.
- Revamped flexibility with attendance accommodation with the involvement of faculty senate.

- In addition to accessibility advising, the DRC provided the following services for students:
 - Proctored **1,755** accommodated tests.
 - Coordinated **102** peer note takers.
 - Converted **114** textbooks into accessible formats.
 - Provided **5,081.5** hours of ASL interpreting services.
 - Provided **1,455** hours of Communication Access Realtime Translation (CART)
- Vocational Rehabilitation Partnership Summit
 - The day-long Summit focused on exchange of information between SLCC and the State of Utah Vocational Rehabilitation. Two major outcomes were that DRC liaisons were established and determined that the Summit will be an annual event.
- Math Accessibility Working Group—a committee from several departments (including the Math Department) completed the Math guidelines for the Math Department.
 - Presented at Utah AHEAD Conference
 - Presented at the National AHEAD Conference
- Alternative Spring Break—provided 4 scholarships for students with disabilities
- Provided tuition waivers to 20 DRC students.
- Coordinated/organized Disability Awareness Week activities
 - Discussion “Don’t Forget About Sex: Pertinent Topics for Rehabilitation”
 - Assistive Technology Fair: 27 vendors participated with approximately 350 attendees
 - Keynote speaker Sina Bahram, an expert in ADA history
- Sponsored the DRC Appreciation Luncheon to highlight partnerships college-wide.

Assessment Highlights: (Please use bullet format.)

- **Language regarding Disability Resource Center title:** do the words “disability” or “resource” have negative implications?
 - Strategic goal
 - Reflect community: student recruitment and support
 - Methodology
 - In response to a series of focus groups conducted in 2015, the DRC surveyed students to determine if the name “Disability Resource Center” had negative connotations. All enrolled DRC students (over 2,000) were sent a survey developed in Campus Labs. 134 students responded; the majority of the respondents stated that they did not support a change in the name of the DRC.
 - Findings
 - 109 respondents (81.35%) said that they strongly agreed/agreed that they identified as an individual with a disability.
 - 80 students (59.7%) stated that they disagreed/strongly disagreed that the word “resource” promotes a negative connotation for students with disabilities.

- 58 students (43.28%) strongly agreed/agreed that having a disability is an important part of their identity.
 - 101 students (75.38%) students said that they strongly disagreed/disagreed that department name “Disability Resource Center” prevented them from seeking assistance from the DRC.
 - 65 students (48.51%) said that they would prefer no name change and preferred the name Disability Resource Center.
 - Qualitative data showed additional barriers for seeking services
 - Students didn’t know what qualified as a disability.
 - Students didn’t know about the DRC.
 - Some students were not sure if they had a disability.
 - The word “disability” carried a stigma for some students
 - Results were shared with the Universal Access Committee
- **2016/2017 Autism Support Project:** Autism Spectrum Disorder and the Rise of Neurodiversity at Salt Lake Community College
 - Strategic Goal
 - Deepen culture of equity and inclusion
 - Methodology
 - Four workshops were held for students during fall semester 2016 to improve the transition from high school to college. Faculty and staff trainings were held at the Miller, South City and Redwood campus locations. This was possible due to grant funding from the Diversity, Equity and Inclusion grant.
 - Results/Findings
 - The students in attendance at the workshops demonstrated a noticeable increase in conversations, relationship building and positive responses. The faculty and staff requested a repeat training.
 - One participant was observed to have improved social skills and increased participation during the workshops; a definite success story!