

SERVICES FOR STUDENTS WITH DISABILITIES
Program Review Self Study



WEBER STATE
UNIVERSITY

2013-14

Contents

Weber State University Mission Statement	3
Student Affairs Mission Statement	3
Section 1: Mission & Goals.....	4
Services for Students with Disabilities Mission Statement.....	5
Outreach & Community Involvement.....	10
Recent Changes	10
Future Outlook	12
Section 2: Leadership and Staffing.....	13
Organizational Chart	14
Staff Responsibilities.....	14
Decision Making	21
Additional Staff.....	21
Recruiting Methods.....	22
Training & Professional Development.....	22
Section 3: Financial Resources & Budget	24
Current Budget	25
Budget History	26
Future Budget Needs.....	28
Section 4: Facilities, Equipment and Technology	31
Facilities: Space Usage and Need	32
Testing Services	32
Safety and Accessibility.....	33
Technology Usage and Need.....	33
Closing Remark.....	34
Section 5: Ethical & Legal Responsibilities	35
Legal Issues	36
Interpreting and Services for Deaf or Hard-of-Hearing Students	38
Section 6: Assessment and Evaluation	40
Student Needs, Satisfaction and Learning.....	41
Student Employee Learning.....	43
Cohort Information.....	43
Faculty & Staff Satisfaction and SSD Responsiveness.....	44
Assessment Concerns.....	45
Student Demographics/Disabilities	45
Section 7: Summary	47
Recent Changes	48
Accomplishments.....	48
Future Outlook	49

Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Student Affairs Mission Statement

The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

Section 1: Mission & Goals

Services for Students with Disabilities Mission Statement

ADA Compliance

To ensure an equal educational opportunity for all individuals with disabilities, Services for Students with Disabilities (SSD) provides access to all university functions, activities, and programs. SSD ensures Weber State University's compliance with the Americans with Disabilities Act and other applicable regulations and guidelines under state and federal law associated with access for individuals with disabilities. The scope of our services is limited primarily to program access and the rights of people with disabilities to an equal education. The program's responsibility for architectural access is limited to advising appropriate campus and state agencies regarding known and/or anticipated architectural barriers.

Individualized Services

This department provides specialized services, technology, and advisement to meet the specific needs of each qualified disabled student. These services cover all generally acknowledged types of disabling conditions including certain cognitive and emotional problems (subject to documented verification) in addition to visual impairments, hearing impairments, and mobility impairments. Individualized service programs are designed specifically to fit each student's needs and abilities. SSD supports a strong philosophy of individual independence and self-determination.

Campus & Community Resource

SSD serves as a resource for both the campus and surrounding community. The staff is well versed on the ethical principles and established federal guidelines related to the rights and responsibilities of people with disabilities. Students, as well as faculty and staff can request advisement from highly trained personnel about issues related to disabilities. We also provide a wide range of adaptive equipment and technology designed to assist people with disabilities. This equipment may be made available to the public on a limited basis.

Goals and Core Themes

Access

SSD strives to provide meaningful **access** for prospective students with disabilities to educational programs. Under the direction of Student Affairs, SSD recognizes that students with disabilities access postsecondary education in increasing numbers and our mission supports the intentional university and division *commitment to comprehensive and inclusive services and programming*. By utilizing services and accommodations authorized by SSD, students with disabilities have equal access to all degree programs and have a greater opportunity for success.

Learning

SSD aligns with the WSU Mission Core Theme **learning** by providing *effective educational support*. Reflecting the values of Student Affairs, students registered with SSD utilize individualized accommodation plans for a *student-centered* approach to education and benefit from the *accountability* of department personnel who regularly measure accommodations effectiveness. Additionally, SSD student employees *experience an engaging learning environment promoted by the university and division, founded on extensive personal contact among faculty, staff and students out of the classroom*. These student employees benefit from increased awareness of issues related to disability which contributes to their *success as educated persons and professionals*.

Integrity, Collaboration and Community

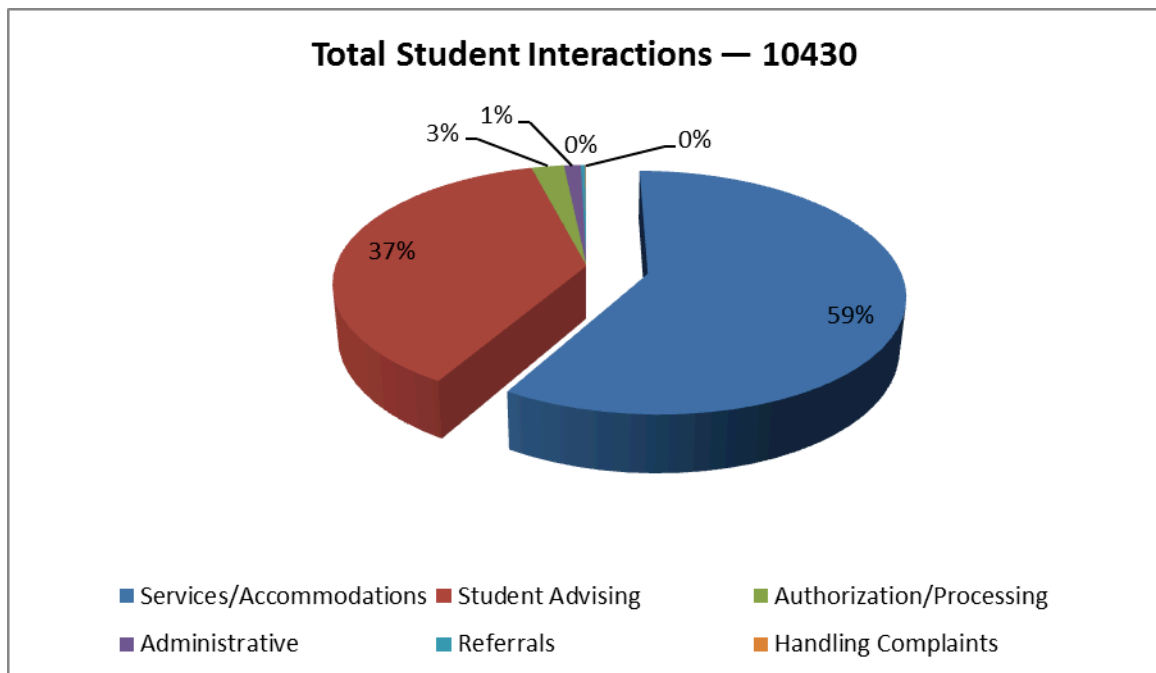
SSD staff and student employees align with Student Affairs values of **integrity and collaboration** by updating their knowledge, skills, and expertise regarding disability issues. Via outreach opportunities, SSD aligns with the University's Core Theme of **community** with *active participation in regional learning endeavors*. SSD *promotes preparation for higher education* by advising campus and community members regarding transition, disability awareness, and applicable laws. SSD also *contributes to the richness of the regional culture* by providing access and accommodation support for individuals attending WSU events on a case-by-case basis.

Programs & Services

Disability Services and Program Accessibility

As indicated in the opening paragraph of SSD's Mission Statement, the program's central function is to "ensure an equal educational opportunity for all individuals with disabilities" by providing access to all university functions, activities and programs. The accommodations provided through SSD are necessary to ensure WSU's compliance with The Americans with Disabilities Act under Title II and Title III (as amended) and Section 504 of the Rehabilitation Act. Toward this purpose, the core services of the program include: Individualized Assessment; Disability Advisement and Assistance; Authorizing Course Accommodations; and Providing Course Accommodations.

The chart below breaks out student interactions during the previous academic year. Nearly 60% of all SSD's interactions with our students are direct services. Another 37% of interactions are for either advising students on disability issues or processing and authorizing their accommodation requests. The following graphic breaks down the types of services SSD provided in 2012-2013. Note that total complaints during this period (which includes other personal issues) were less than 50; on the chart below, complaints/personal issues appear statistically as 0% of student interactions overall.



- Individualized Assessment: SSD uses a variety of mechanisms to individually assess each disabled student's specific needs, beginning with a basic determination as to whether or not the student qualifies for disability services at WSU. This assessment includes an extensive review of available disability documentation, an intake interview with each

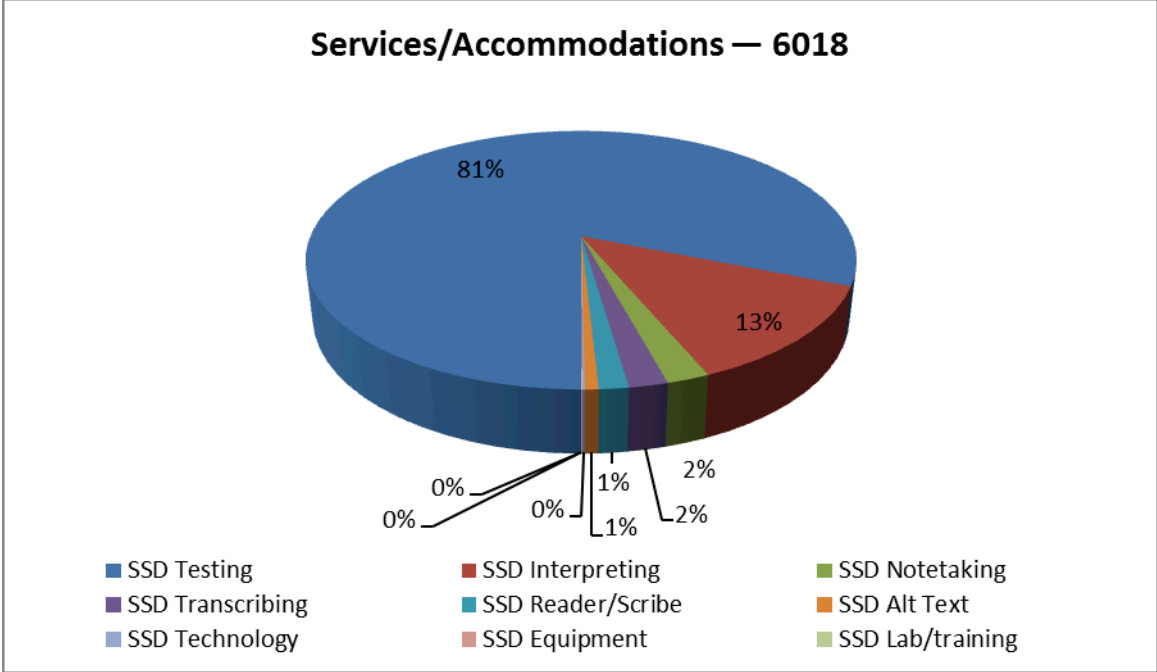
student, and further staff review/consultation as needed. Limitations are identified and appropriate accommodations are authorized.

- Disability Advisement and Assistance: Accommodations are not always possible, reasonable, or appropriate. SSD provides further support by advising students on disability issues and providing certain support services (such as referrals, documentation assistance, etc.) where needed.
- Course Accommodations: The SSD office works with our registered students to facilitate reasonable accommodations to assist in making the course more accessible for each individual disabled student. Accommodations are determined on a case by case basis and in collaboration with the student, SSD staff, and course instructor. Some of these accommodations may include adjusted testing environment, lighting adjustments, priority seating, or the ability to record course lectures.
- Authorizing/Facilitating Accommodations: After determining the needs of the student, the SSD Office, under the direction of Don Guthrie, works in conjunction with instructors and professors to facilitate the reasonable accommodations necessary to optimize the student's learning potential in the given environment. This includes generating official student accommodation letters, registration assistance, and if necessary, maintaining communication with instructors as a means of offering an equal opportunity learning environment for each disabled student.

Providing Accommodations

The SSD staff is committed to providing quality services to meet the needs of students with disabilities, including both traditional and nontraditional students. The department provides specialized services, technology, and advisement to meet each qualified disabled student's specific need. These services cover all generally acknowledged types of disabling conditions including certain cognitive and emotional problems (subject to documented verification) in addition to visual impairments, hearing impairments, and mobility impairments. Individualized service programs are designed specifically to fit each student's needs and abilities. Some of these specific accommodations include test proctoring (which typically includes test pick-up and delivery), quiet testing rooms, state of the art adaptive technology for the deaf and hard of hearing, blind and visually impaired, as well as professional interpreting services. Staff facilitate audio and alternative format textbooks as necessary as well as provide quiet study areas for students. SSD also works with disabled students to find solutions to any encountered mobility impairments or accessibility issues. SSD may also provide assistance to the University in determining the accessibility needs and necessary accommodations of the disabled student population for additional academic and extracurricular events as needed.

This next chart breaks out the provided Services and Accommodations over the 2013-2014 Academic Year by general category.



The initiation of new SSD services begins when students obtain a packet of information from the SSD office or website. The intake forms are then completed and submitted, along with the proper diagnostic documentation of disability. An intake appointment is then made with a member of the professional staff to register the student in the database, and to further determine reasonable and necessary accommodations for the student.

The SSD office works to achieve unity between the core objectives of the office, the University, and Student Affairs, by first providing access to a degree at Weber State. The office provides accommodations to a diverse group of students each semester. The facilities and services of SSD help facilitate learning, and without the accommodations, academic success would be impossible for many students now registered with SSD. The core programs of SSD form a unique and necessary means of fulfilling the University and Student Affairs commitment to inclusion, well-being, and academic success for students with disabilities on campus.

The objective of SSD is to provide students registered with the office equal access to all University curriculum and services as they pursue a degree at Weber State University. SSD supports a strong philosophy of self-advocacy, individual independence and self-determination. The staff strives to treat each student with respect and equality while serving the needs of a diverse student population, as well as foster a sense of personal responsibility.

Conflict Resolution

Part of SSD's role in the accommodation process includes conflict resolution. Conflicts are brought to the attention of the department by both students and faculty and may arise for any number of different reasons from miscommunication to actual discrimination. SSD works to resolve most issues between students and faculty before the matter achieves the level of an official complaint. In issues related to discrimination or harassment, the matter is referred to WSU's ADA Coordinator for resolution as required by WSU policy.

Outreach & Community Involvement

SSD student outreach includes participation in events such as Majorfest, resource fairs,, diversity conferences, and events specifically designed for student outreach. SSD also has a presence on banners and brochures as well as an updated and detailed website. The office works in collaboration with the tutoring and developmental math programs in matching the special needs of disabled students with the programs that best suit them. SSD often partners with Career Services to aid students in vocational placement, as well as collaborates and consults with Facilities Management regarding accessibility issues.

SSD works to provide campus assistance and education on ADA laws and disabilities in general by answering phone calls, emails, and questions from faculty and staff of various departments on campus. The office provides training, as requested to tutors, support staff, administrators, faculty and others about ADA laws and suggestions to help those working with disabled students.

SSD is proactive in community outreach, and assists with mobility and accessibility issues at community concerts, plays, and other special events held at the Browning Center, as well as providing a staff presence at graduation ceremonies. SSD believes in the importance of transition education, and has held transition meetings with disability specialists from the surrounding school districts to help bridge the transition gap in the secondary and post-secondary disability programs. Additionally, Weber State SSD office participates in the Utah Transition Action Team, a coalition of area colleges and universities, working as a community resource dedicated to improving methods, exchanging ideas, and providing education about the transition from secondary to post-secondary education for disabled students.

Recent Changes

The ADA Amendment Act

In 2008, the United States Congress amended the Americans with Disabilities Act, implementing several changes that have a direct impact upon SSD and its core services. The most significant of these was a significant revision of the definition used to qualify an individual as disabled under the law. While an in-depth analysis of this change is not needed here, it is important to note that this the revision directs programs such as SSD to adopt a less restrictive

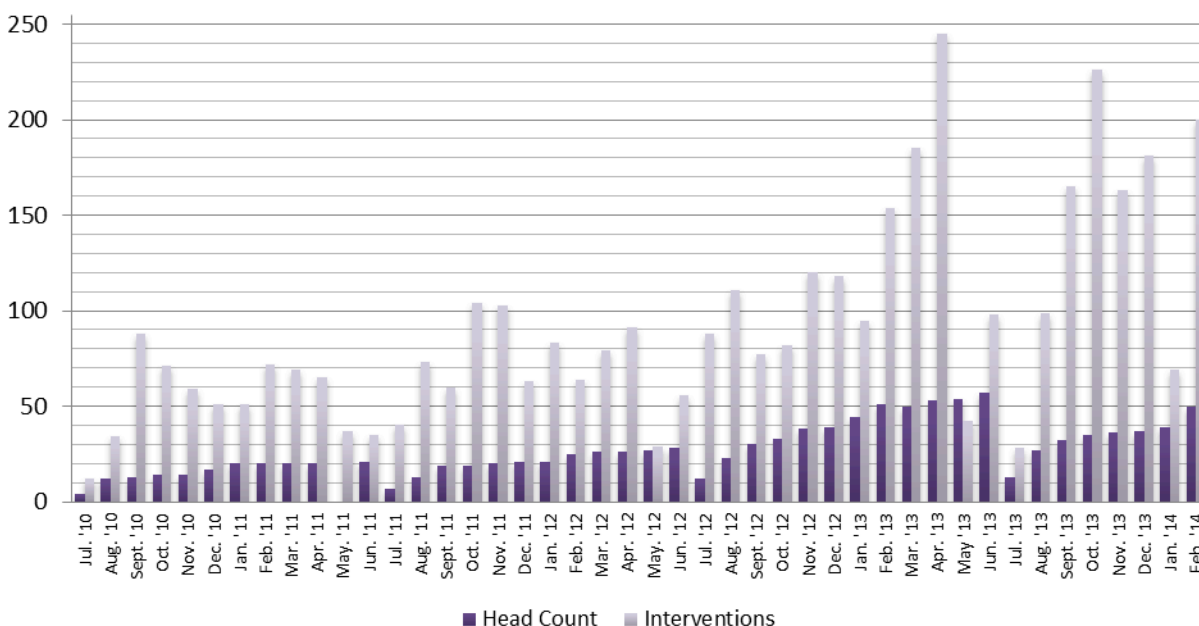
standard when determining whether or not a student is disabled. Many students who may have not qualified for services in the past would very likely qualify now under these new standards.

Developmental Math Issues

WSU’s Quantitative Literacy requirement continues to be a challenging issue for many disabled students. It is hardly surprising that students that struggle with learning in general see an increased level of difficulty when attempting college level mathematics. As WSU has adopted new teaching formats and strategies in developmental math, SSD has not experienced a decrease in demand for math accommodations or substitutions. SSD’s interactions with students on math issues continues to increase with a growing emphasis on substitution requests. New policies related to registration holds for math progress (or, more accurately, the lack thereof) have also led to an increase in student requests for assistance.

Davis Campus

In 2012, the data collected by SSD showed that the department documented 998 interactions with Davis Campus students. In 2013, that yearly total rose to 1681. While the nature of the accommodations required by these students is consistent across both campuses, the service delivery strategies are not necessarily identical. One basic issue is related to available space which places a greater emphasis on scheduling. The following chart further illustrates the increase in the number of students with disabilities attending WSU’s Davis Campus and corresponding increase in services these students are receiving through SSD.



Thanks to the strong support of Student Affairs, SSD was able to hire a part-time position specifically to staff the Davis Campus office. This individual is further supported by student hourly employees and is able to call upon the resources of the Ogden Campus whenever needed.

Distance Learning

Given the increased availability of online courses offered through Weber State, SSD is seeing a corresponding increase in the demand for support services and accommodations for online students. A variety of entities across campus, including SSD, will be required to insure that disabled students enrolled in such courses have the best possible access to all programs, activities, and services provided in a wide range of environments.

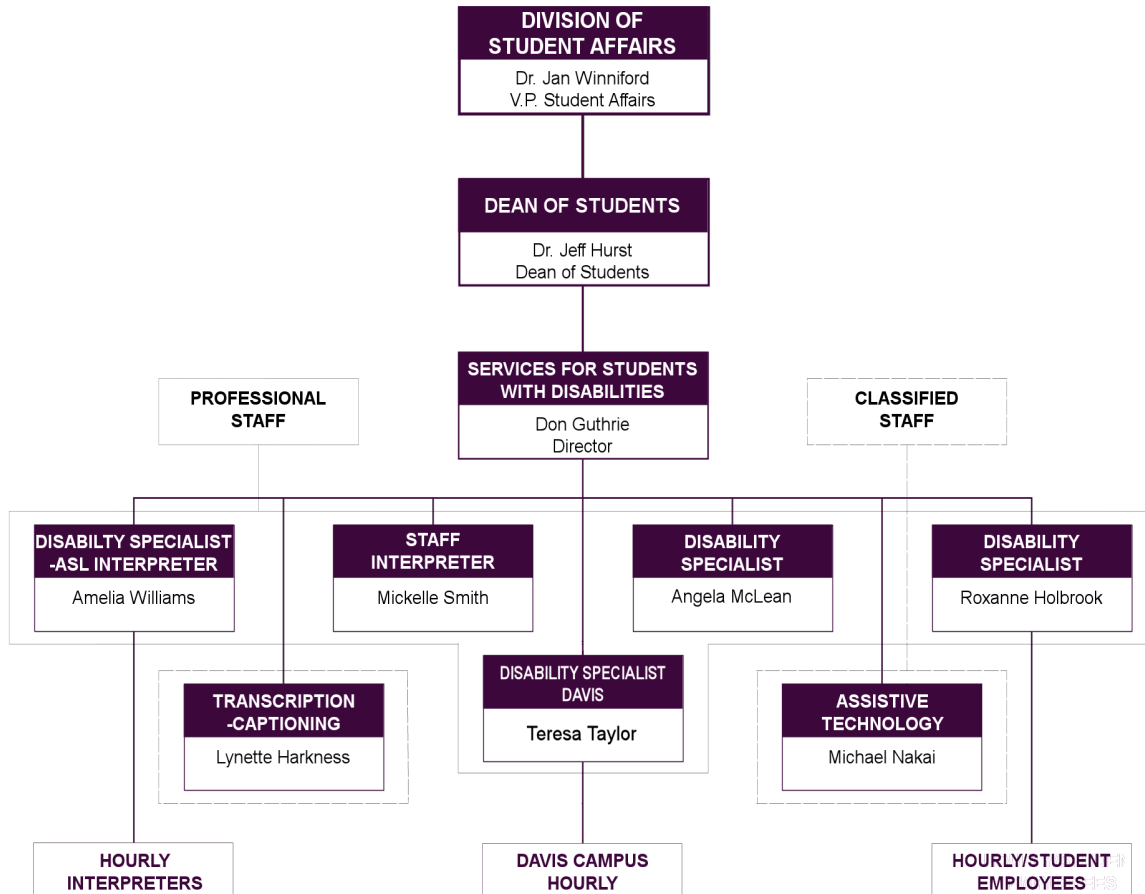
Future Outlook

WSU recently completed construction on new facilities at the Davis Campus and the site continues to be featured in the University's plans for the future. It appears certain that SSD can anticipate a continuing increase in the demand for accommodations and services at Davis. SSD must be prepared to expand services at Davis and, where needed, at other satellite campuses across the state. The Davis Campus position will likely be required to provide a central contact point for accommodation requests related to online courses and other extended service needs. At the very least, the current part-time position will need to become full time within the next two years.

Another growing concern for SSD is the issue of WSU's QL requirement as it relates to disabled students. SSD will need to work closely with Developmental Math, Tutoring Services, and others to insure that the needs of disabled students are being met and that WSU continues to operate within the legal parameters as established by the ADA. SSD will also be a valuable resource as WSU expands its presence in on-line environments.

Section 2: Leadership and Staffing

Organizational Chart



Staff Responsibilities

Services for Students with Disabilities currently includes seven contract staff positions (five exempt and two non-exempt). Four of these positions are $\frac{3}{4}$ time (two each exempt and non-exempt). The most recent hiring was funded through the support of the Division of Student Affairs allowing SSD to fill a $\frac{3}{4}$ time position at Davis Campus.

Director

Oversee the provision of support services for students with disabilities attending Weber State University and insure access to all programs, services and activities thus providing every student an equal educational opportunity regardless of the type or severity of any disability. This is a full-time professional staff position.

%	Duties & Responsibilities
50	Manage all administrative activities of the department including budget, staffing and equipment. Oversee the internal assessment and ongoing improvement of SSD. Represent the department and serve on various Student Affairs and University committees.
20	Supervise and assist with the coordination of educational support services for all students with disabilities to insure equal access to all university programs and functions. This includes providing direct services to students (i.e. intake, assessment of limitations, problem solving, and conflict resolution).
10	Train faculty, students, and, staff in current laws, guidelines, and, procedures regarding education of the disabled.
5	Hire contracted, hourly and student work study personnel within the department.
5	Insure university compliance with all state and federal regulations pertaining to equal opportunity and access for the disabled. This includes effectively advocating for disabled students and disability issues throughout the campus community.
5	Oversee the internal assessment and ongoing improvement of SSD.
5	Maintain and improve professional knowledge in the field of post secondary education for the disabled. Including staying abreast of the changing environment of disability services, particularly Section 504/ADA and other laws and policies relevant to disability and higher education.

Disability Specialist

Facilitate individualized academic accommodation plans to insure equal educational opportunity for individuals with disabilities, in compliance with the Americans with Disabilities Act (ADA) and other applicable regulations for higher education. This a full-time professional staff position.

%	Duties & Responsibilities
25	Daily contact with registered disabled students and correspondence with faculty members to discuss necessary accommodation changes to best meet students' needs.
15	Under the direction of the Typewell supervisor, provide real-time communication access (Typewell) in spoken language classes, discussions, and meetings. Specific responsibilities include preparing for lectures by reviewing course content before class, adding specialized vocabulary to Typewell software, editing/distributing notes to students and/or faculty in a timely fashion, continually improving through training and practice, being aware of ergonomic needs to insure continued service.
15	Assess the needs of students with disabilities through intakes and a review of relevant documentation. Provide suitable academic accommodation plans for any given disability. Maintain database with appropriate comments and recommendations.

10	Support and assist students with disabilities in basic university processes, including admission, registration, financial aid, and academic advisement.
6	Assist students in locating tutoring services as needed. Provide one-on-one tutoring sessions for courses as needed. Provide advice and support for mathematics courses.
6	Provide direct services to students with disabilities, including proctoring exams, recording course material, scheduling assistance, proof-reading course work, and general assistance with learning and/or organizational skills.
4	Participate in Student Affairs Task Forces/Committees as assigned.
4	Maintain scholarship information for students with disabilities. Work in conjunction with the Scholarship Office and Institutional Research to provide up-to-date scholarship information to students. Assist in the selection of scholarship recipients for assigned scholarships.
4	Supervise and train tutors and other support staff in the department, including problem solving, communicating with university professionals, and task/assignment scheduling.
3	Diffuse extremely emotional situations involving students and faculty members; responding empathetically to emotional or angry outbursts during daily interactions with students and/or faculty.
2	Develop and assess Student Learning Outcomes as needed.
2	Provide academic and vocational advice to students with disabilities.
2	Increase awareness of disability issues by facilitating faculty, staff, and student educational sessions regarding ADA/504 and other procedures relevant to higher education and the rights of students with disabilities.
1	In conjunction with Career Services, assist in student recruitment for the Workforce Recruitment Program (WRP) for individuals with disabilities. Help interested students prepare resumes and review essential interview information (practice questions, proper attire/grooming, and verbal communication skills).
1	Maintain State of Utah Agency-Based Voter Registration Form data associated with the National Voter Registration Act.

Disabilities Services Specialist

Facilitate and provide accommodations and services for students with disabilities as required by state and federal laws and insure that all necessary services are delivered to meet each students' specialized individual needs. Insure that students with disabilities are accomplishing educational goals while attending Weber State University and manage general internal office functions including data management activities of the department. This is a full-time professional staff position.

%	Duties & Responsibilities
25	Coordinate educational support services for all students with disabilities to insure equal access to all university programs and functions. This involves intake interviews with students with disabilities to establish eligibility for educational accommodations by reviewing documentation that is applicable, to inform students of their rights and responsibilities as a student with a disability, to assist in the registration, admission, and financial aid processes for students with disabilities, and to teach students self-advocacy skills that will help them advocate for themselves and facilitate their educational accommodations in the post-secondary environment and later in the employment setting. Furthermore, provide academic and vocational advisement and university and community resources to students with disabilities.

25	Coordinate and process requests for alternative formats of materials, digital or audio, for students with disabilities specifically those who are blind, visually impaired, and/or learning disabled students. Furthermore, work with faculty and students with disabilities in order to convert materials to meet the specialized accommodations students with disabilities may need, e.g. converting materials to alternative formats, of students with disabilities.
10	Maintain and improve professional knowledge in the field of education for students with disabilities, especially relating to ADA regulations and alternative format issues. Educate and train staff and other individuals who will be working with students with disabilities. Act as the Senate Advisor for Students with Disabilities (SSD) Senator. Ensure that the SSD Senator fulfills their duties required of their position through advisement and encouragement. Furthermore, act as a resource for the SSD Senator.
10	Increase awareness of disability issues on campus and provide information disability to campus personnel by attending meetings and participating in campus functions.
10	Manage internal office functions and coordinate schedules for department staff under the supervision of the Director and perform other general clerical duties as required. Schedule and coordinate testing accommodations for students with disabilities who are eligible, i.e. proctors, readers, scribes, etc. Provide direct services to students with disabilities. Services may be acting as a scribe, reader, and/or proctor for examinations.
10	Service and maintain adaptive technology, student computers, and printers within the department. Update and maintain computer systems, software programs, and scanning equipment related to converting text into digital or audio formats.
5	Manage and maintain database created in ACCESS by in-house programmer. Document any users concerns and problems with database. Report users concerns and problems to in-house programmer and the programmer makes changes to the database system.
5	Manage and maintain accurate records and data on all disabled students served by this department. Data collected in the department is then input to the system using LYNX BANNER.

Disability Specialist/Interpreter

Facilitate and provide essential accommodations and services for Deaf, hard of hearing, and other students with disabilities attending Weber State University. Ensure that every student is provided with an equal educational opportunity. This a full-time professional staff position.

%	Duties & Responsibilities
40	Coordinate and oversee all aspects of interpreting services provided on campus, including: Hiring qualified interpreters (Utah Intermediate Level or RID Certified if available, if unavailable, screen otherwise certified individuals for ability and provide necessary resources, training, and mentoring so that they may obtain higher certification); Schedule in-class interpreting services; Work with campus departments as needed to provide interpreters for various events; Work with community interpreter agencies to contract interpreting services when WSU interpreters are unavailable; Apply annually for WSU activity waivers used to recruit qualified interpreters to WSU, if available; Ensure all WSU interpreters are currently certified. Personally provide interpreting services for educational activities when necessary and available.
15	Assist SSD Director in obtaining and monitoring funds used to pay interpreters, transcribers, and note takers.
10	Coordinate and oversee all aspects of note taking services provided on campus, including: Determine eligibility of students requesting note taking services by evaluating pertinent disability documentation;

	Work with eligible students in an effort to assist them in obtaining notes in the way that best fits the needs of the student and the professor; Work with professors and peer note takers to ensure an adequate copy of notes are received in a timely manner; Ensure note takers are appropriately compensated for their service.
10	Coordinate and oversee all aspects of transcription services provided on campus, including: Determine eligibility of students requesting transcription services by evaluating pertinent disability documentation; Hiring qualified transcribers that have received adequate training and have appropriate credentials; Schedule in-class transcription services; Ensure that transcribers provide SSD with a copy of all materials obtained in the classroom; Ensure transcribers edit transcriptions in a timely manner and provide to students in the form of notes; Ensure transcribers follow other guidelines outlined by SSD.
8	Provide direct services to students with disabilities when necessary, including proctoring exams, recording course materials, scheduling assistance, proof reading course work, tutoring, registration assistance, and general assistance with learning and/or organizational skills.
5	Assess the needs of students with disabilities through intakes and a review of relevant documentation. Provide suitable academic accommodation plans for any given disability. Maintain database with appropriate comments and recommendations.
5	Consult regularly with all SSD staff, providing instruction, advice, and guidance in areas of expertise when needed.
3	Participate in Student Affairs Committees/Task Forces when assigned.
2	Increase campus awareness of disability related issues through attending campus meetings and functions and providing occasional instruction.
2	Maintain professional knowledge of disability related issues, especially those regarding deaf/hard-of-hearing students.

Sign Language Interpreter

Individual performs simultaneous interpreting/transliterating duties for deaf and hard-of-hearing students. Settings include, but are not limited to, the classroom, one-on-one teacher meetings, admissions, registration, financial aid, or other related settings as provided to qualified University students in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. Works closely with Services for Students with Disabilities (SSD) staff, students, and other University faculty and staff. When not interpreting, the individual will work in the SSD office. Duties include, but are not limited to: assisting the Deaf Services Coordinator, working one on one with students with disabilities to explain about SSD policies and procedures and aid them in their college experience, proctoring tests, answering phones, any other office related duties as assigned. This is currently a 3/4 time professional staff position.

%	Duties & Responsibilities
75	Perform simultaneous interpreting/transliterating duties for deaf and hard-of-hearing students in the classroom and other University related situations.
10	Office related duties including working one-on-one with students with disabilities, proctoring tests, and other duties as assigned.
10	Assists other offices in providing communication access to deaf and hard-of-hearing students in areas such as admissions, registration, financial aid, etc.
5	Other duties as assigned.

Transcription/Captioning Specialist

Provide real-time captioning in the class room for students with disabilities; mentor other service providers; coordinate WSU efforts to caption online and classroom content, such as video. This is a 3/4 time classified staff position.

%	Duties & Responsibilities
30	Provide transcription services, using Typewell or equivalent software/hardware, to students in the classroom; work with instructors as needed to facilitate service delivery; coordinate services with SSD staff as needed; work with students to insure sufficient support and evaluate services.
30	Recruit hourly transcription providers (students); train and mentor transcription providers; evaluate performance.
15	Maintain and operate equipment needed for transcription services; update and maintain software and related licenses; troubleshoot equipment/software as needed; request new equipment when necessary.
15	Assist WSU departments, staff, and faculty with captioned course materials used either in the classroom or on the internet; evaluate captioning needs for the university overall; facilitate the provision of captioned materials to students; insure that the WSU website is accessible through captioned media.
10	Assist where needed within the department; other duties as assigned by director.

Adaptive Technology Specialist

Individual will maintain, update, and configure adaptive technology used by and for students with various disabilities; Train students to use adaptive technology (hardware and software); Maintain and update computer systems for department and maintain database. This is a 3/4 time classified staff position.

%	Duties & Responsibilities
30	Provide technology and network support for all department computer systems, software packages, operating systems, and other technology as needed.
30	Evaluate, purchase, maintain, and support adaptive technology, devices, and software for use by disabled students (used in the office or checked out); train students in the use of this technology.
15	Support and advise other departments across campus in the purchase and use of adaptive technology and software; advise other information technology providers across campus on issues related to online and internet accessibility (websites, online courses, etc.).
15	Maintain department database and develop reports from the database as requested.
10	Assist where needed within the department; other duties as assigned by director.

Disability Specialist - Davis

Facilitate individualized academic accommodation plans to insure equal educational opportunity for individuals with disabilities, in compliance with the Americans with Disabilities Act (ADA) and other applicable regulations for higher education.

%	Duties & Responsibilities
40	Daily contact with registered disabled students and correspondence with faculty members to discuss necessary accommodation changes to best meet students' needs.
20	Support and assist students with disabilities in basic university processes, including admission, registration, financial aid, and academic advisement.
15	Assess the needs of students with disabilities through intakes and a review of relevant documentation. Provide suitable academic accommodation plans for any given disability. Maintain database with appropriate comments and recommendations.
15	Provide direct services to students with disabilities, including proctoring exams, recording course material, scheduling assistance, proof-reading course work, and general assistance with learning and/or organizational skills.
10	Supervise and train tutors and other support staff in the department, including problem solving, communicating with university professionals, and task/assignment scheduling.

Decision Making

New procedures and processes are implemented on a variety of levels. Lower level decisions may be made by appropriate personnel based upon specific job responsibilities. Decisions which may have higher impact may need to be made at an administrative level by the Director of Services for Students with Disabilities. However, in most cases, the staff will meet as a unit to discuss options and the various implications of such decisions. Regardless of level, new policies and procedures are always subject to review and staff are encouraged to offer feedback.

Example: When the Director of SSD first considered the possibility of remodeling the office, the staff participated in an open discussion of the issue. This led directly to the idea to re-purpose the break room to increase available office space. Once the initial remodeling plan was abandoned, this office space decision was carried forward into the new remodeling plan (the one recently completed).

Additional Staff

Hourly staff within the department falls into two basic categories with a significant amount of cross-over depending on the duties for the given employee.

Office Aides

Office aides are almost entirely student employees and subject to WSU policy regarding the employment of students. As SSD does not employ a secretary or similar administrative assistant, these student employees are often the programs “front line” staff. They perform a variety of duties including:

- \$ Reception: answering phones, greeting students, taking messages, setting appointments, running errands, filing, etc.
- \$ Test Proctor: scheduling, pick-up/delivery of exams, monitoring, maintaining test integrity and security.
- \$ Data Entry: enter new student data, check database for existing records, enter intervention data, maintain/update student information.
- \$ Student Support: assist disabled in a variety of different ways as needed.

Service Providers

These positions are not always filled by students though department policy favors students whenever possible.

- \$ Sign Language Interpreter: This position is a special category of Service Providers, subject to applicable state and federal guidelines, including certain licensing requirements. The pay-rate for interpreters is based upon the prevailing rates for similar positions statewide.
- \$ Transcriber: These service providers require specific training to use the transcription software and equipment. SSD actively seeks to recruit appropriate individuals (usually students) to mentor and train in this area.

§ Reader/Scribe: Historically, SSD has hired individuals specifically for the purpose of reading textbooks onto tape (or other appropriate format). However, advances in technology and the increased availability of digital formats has reduced the need for this kind of service. Almost all reading and scribe services are now related to test administration. Many services previously provided by reader and scribes are delegated to Office Aides.

Recruiting Methods

All contract staff are recruited as per WSU policies and procedures and as directed by Human Resources. Historically, availability of candidates with certain skill sets such as sign-language interpreting, transcription providers, and adaptive technology experience is limited in the Weber County/Davis County region. To compensate, SSD often develops these skills in-house by encouraging hourly employees to expand upon their job experience and train into these kinds of specialties.

Training & Professional Development

All contract staff attends required training for WSU staff, including mandatory training for supervisors. In addition, the Division of Student Affairs provides regular opportunities for training in a variety of areas related to WSU administration, policies and procedures, and professional development. SSD invites other departments across campus to provide training on a variety of topics for both contract and hourly staff. Training topics have included FERPA, academic advising, human resources policies and procedures, and Strengths Quest. On occasion, off-campus agencies, such as Rehabilitation Services and the Disability Law Center, are invited on campus to conduct trainings.

As a department, SSD strongly encourages contract staff to expand their knowledge in the area of disability services by attending workshops and conferences offered within the state as well as nationally. SSD staff are members of various professional organizations such as the Association on Higher Education And Disability (AHEAD), Utah AHEAD, and Utah Registry of Interpreters for the Deaf (UTRID). Many of SSD's current staff have served as officers within one or more of these organizations. Staff are expected to attend one off-campus training opportunity every two years (which may include in-state conferences and workshops) related to disability services in higher education. SSD requires all staff to attend at least three training events (conference, workshop, webinar) every year. Currently, the office subscribes to a series of webinars to help facilitate this requirement.

Evaluations

In accordance with University policy, all contract employees participate in an annual evaluation process. The Performance Review and Enrichment Program is conducted each year for all SSD contract staff by the Director of SSD. The director is evaluated by the Dean of Students.

Hourly student employees are given a 3 to 6 month evaluation period when they are first hired. All contract staff provides input before any hourly student employee is released. During this probation period, employees are given verbal warnings and explanations of any performance issues. They may or may not receive written warnings related to these issues.

Beyond the initial probation period, student employees will still be given verbal warnings related to performance issues; however, before any student employee is released for such problems, they will also receive at least one written warning.

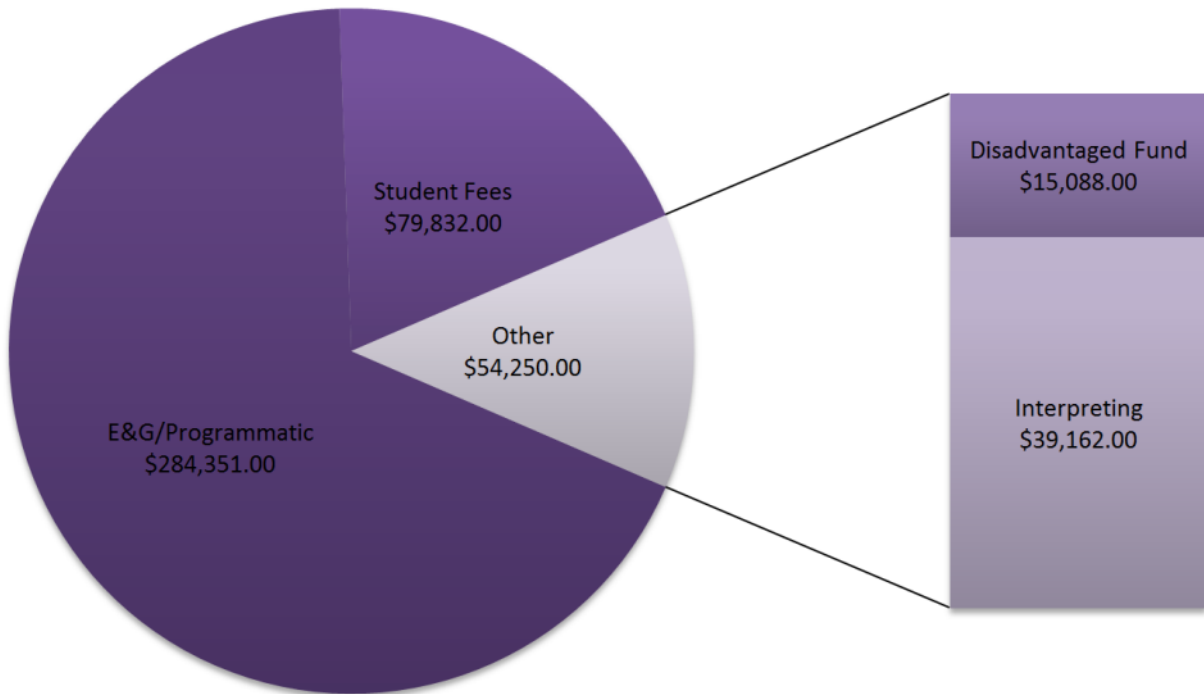
All current student hourly employees have also participated in the WSU Student Affairs Student Employee Project (Get SET) which includes a structured evaluation process. This program includes student self-report, supervisor evaluation, and performance evaluation as needed by the supervisor. During the initial months of employment, student employees meet regularly with supervisors to discuss job performance and goals.

Both contract and hourly employees are invited to an annual retreat each winter break during which employees are recognized for outstanding performance. SSD staff have also been nominated and received recognition via the Student Affairs division awards held on an annual basis.

Section 3: Financial Resources & Budget

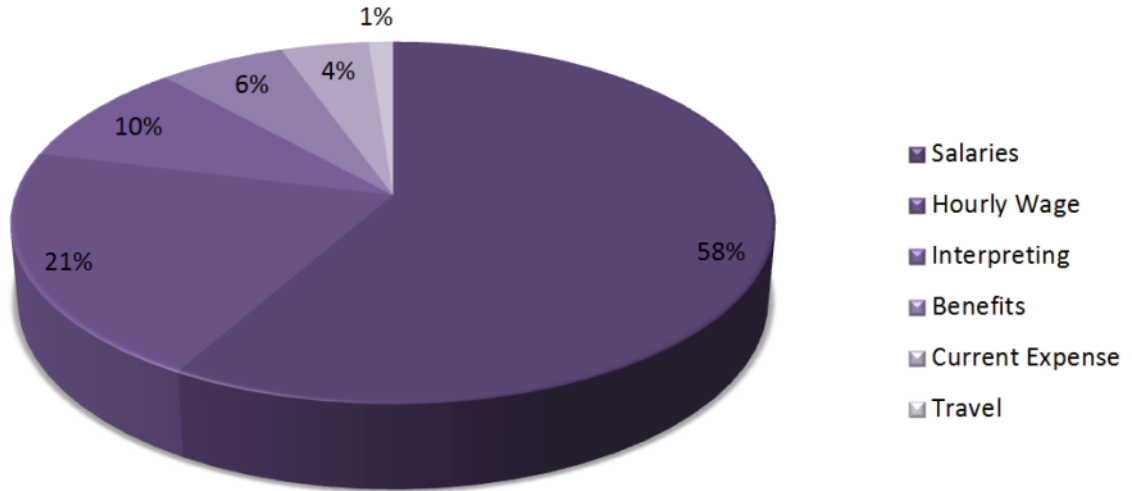
Current Budget

SSD's 2012-13 budget does not differ significantly from previous years (see below). The department's total budget for the current fiscal year is \$418,433. The breakout below is provided to illustrate funding sources which are subject to possible fluctuations due either to special state funding (Disadvantaged Fund) or reimbursement limits imposed at the state level (Interpreting).



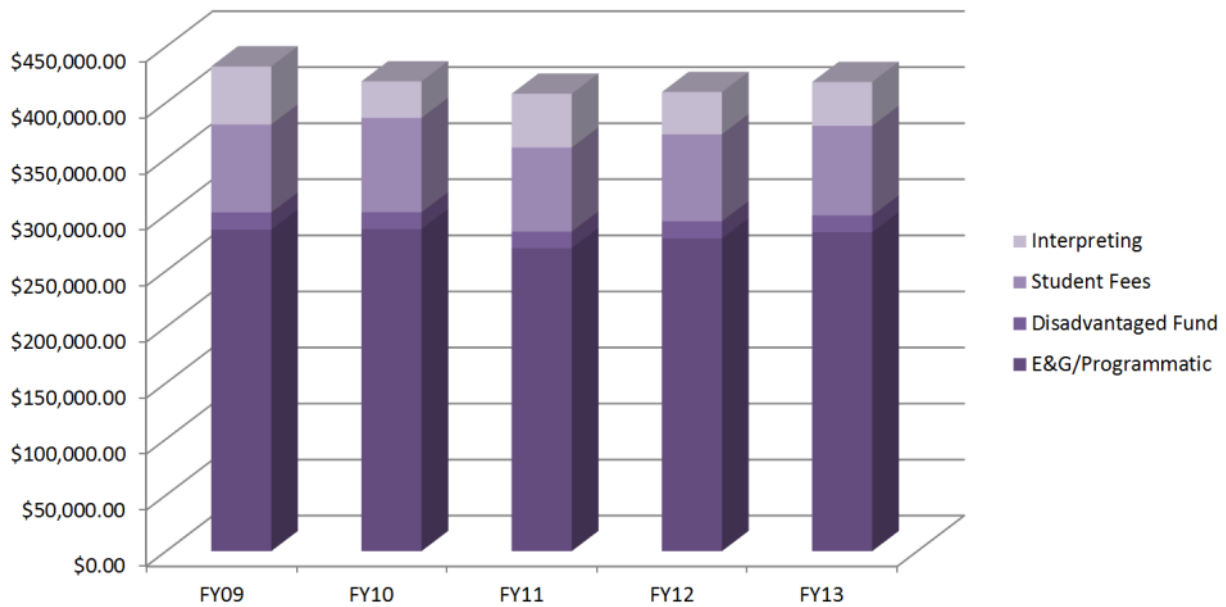
The following chart illustrates SSD's budget allocation by category (Salary, Hourly Wage, etc.) using percentages of the overall budget across all funding sources. Note that interpreting services (which include sign language interpreting and real-time captioning/transcription) is again broken out separately. Please note that the "Benefits" section relates only to hourly employees as this must be covered within SSD's budget. Benefits provided through the university are not broken out below.

2012-2013



Budget History

Over the last five years, SSD's budget has remained fairly consistent, ranging between \$408,000 (in 2010-2011) and \$432,000 (in 2008-2009). Following the retirement of SSD's Director in 2010, SSD's restructured the department staff. This restructuring was completed going into the 2013-2014 fiscal and academic year. The following chart illustrates SSD's total budget over the last five years by budget source.



As the graphic above indicates, SSD is funded primarily through E&G. However, the department continues to depend on student fees to support the program. During the latest funding request cycle, SSD asked for and received an increase in funding through both E&G and Student Fees. Funding was secured for a 3/4 time position to address service needs at the Davis Campus. The increase in Student Fee funding helped support the Davis Campus by providing increased student hourly wages.

Weber State University has been the recipient of special funding for Disadvantaged Students during this five year period. SSD receives a portion of that funding in the amount of \$15,088 annually. While this funding source has been in place for more than a decade now, there is no guarantee that it will be a permanent funding source. If it were reduced, SSD would be one of several departments seeking to make up the resulting budget deficit.

The Utah State Legislature began a program in 2009 to support interpreting services at the various state universities across Utah. SSD submits a report twice each year requesting reimbursement for interpreting expenses. This is the source of the “Interpreting” budget shown above. The reimbursement amount fluctuates from year to year, but during this period WSU has received between 33% to 54% of costs per reporting period, identified as July 1 – November 15 and November 16 – April 15. SSD is not reimbursed for costs accrued between April 16 and June 30.

Budget needs are directly influenced by current student needs with a strong focus on insuring the department’s ability to continue to provide timely and effective accommodations. For example, the recent decision to remodel the office area was motivated by a clear need to increase the effectiveness of testing accommodations and address security issues. While these were not the only factors involved, they were a central concern. Computer upgrades are another

example, as student lab computers and accessibility technology will often take precedent over upgrading staff systems.

The distribution of departmental funds is not a significant issue, but all staff are encouraged to provide input in purchasing decisions and identify any specific needs related to their job responsibilities and duties. SSD provides accessible technology for students in many different forms, such as screen-readers, text enlargement systems, tablet devices, braille systems, and audio-enhancement devices. Upkeep and maintenance of such technology, including upgrades and/or replacement, is always a concern. The department attempts to make funds available at the end of the budget cycle each year for such purchases.

Travel budgets are limited in higher education. Each year, SSD pursues additional resources through WSU's Staff Development program. In conjunction with this effort, SSD finances opportunities to attend national training, on a rotating schedule, for at least one contracted staff person, but usually the office is able to fund at least two activities. SSD supplements this training with on-site webinars and related programs, but those also have related costs.

SSD recently added three new contracted staff. By restricting the programs budget, SSD was able to accomplish this with only a small increase in departmental funding. This was made possible when the former director retired and new director was hired at a lower salary. A current staff member was moved into the open Director's position, freeing up additional funds. The salary for the vacated position was combined with the difference in Director's salary then further supplemented by available hourly wage money to hire the new three-quarter time positions.

Future Budget Needs

Davis Campus

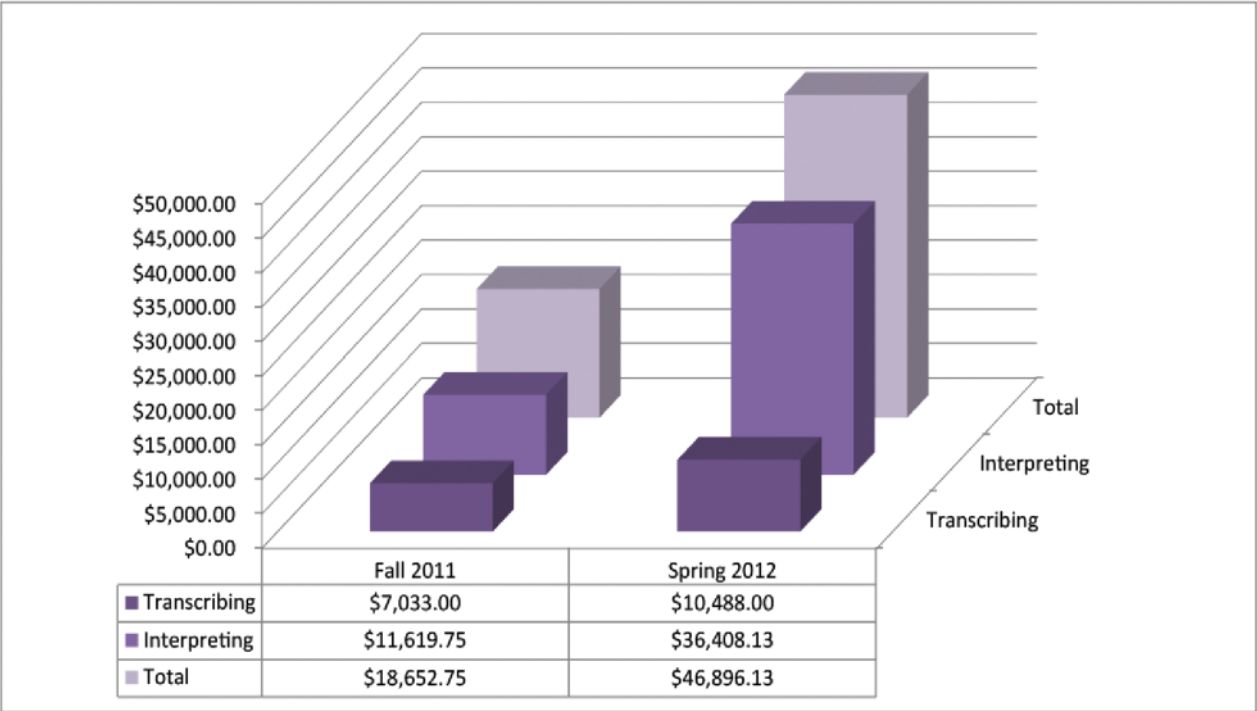
One significant budget change in the near future is related to staffing for the Davis Campus. These needs have already been addressed, at least in part, through additional funds provided by the Division of Student Affairs (approximately \$25,000 for a new contract staff position) and the Student Fees Allocation Committee (\$5,000 to assist with additional staffing needs). Given the department's commitment to providing services at the Davis Campus, we anticipate additional funding needs related to the Davis Campus in the immediate or near future.

Deaf Services

The most problematic area for any disability services program in higher education is the cost of providing interpreting and transcription services for deaf and hard of hearing students. In Fall of 2012-2013, SSD provided \$34,778 in Sign Language Interpreting for students. This is an average cost of \$11,592 per student. Even a slight fluctuation in the number of deaf or hard of hearing students attending WSU in a given semester can have a significant adverse effect on SSD's budget.

Through the Board of Regents, the State of Utah helps to mitigate this negative impact by supplementing the costs of interpreter services provided by SSD. The department has two sign language interpreters on staff plus two additional staff members trained to provide transcription services. Two of these staff members are only 3/4 time and, if the demand for such services increases, these positions may need to expand to full time.

Interpreting/Transcription Costs (2011-2012)



The figure above helps to illustrate the difficulty in budget planning for interpreting and transcription services. There is almost a \$30,000 jump just from one semester to the next thanks to a small increase in students attending Spring Semester. A similar jump in expense was experienced this year but not entirely related to an increase in deaf students. The issue this year came down primarily to scheduling issues and the availability of in-house interpreting. Anytime SSD is forced to go to outside interpreters, costs are increased significantly. Every possible effort is made to avoid such occurrences when possible. Considering that each deaf or hard of hearing student utilizing these services costs roughly \$12,000 each semester, it is expected SSD’s costs will fluctuate at least that much each semester in one direction or another. Due to the University’s open enrollment status, deaf students, like many other students, often attend on a sporadic basis from semester to semester, making budget planning in this area extremely difficult to predict.

Division Support

In the event SSD experiences a significant increase in deaf or hard of hearing students, it may be necessary to ask the Division of Student Affairs to help address any resulting cost over-

run. A short-term solution would be a simple infusion of resources for the affected year. The long term solution, as noted above, would be to increase certain part-time staff to full time. While the State of Utah does provide some funding to defray interpreting expenses, SSD will not always be able to allocate sufficient funds from within the department's existing budget to meet the remaining expense.

Section 4: Facilities, Equipment and Technology

Facilities: Space Usage and Need

For the last 15 years, SSD's current space and distribution of employees within that space has been able to meet SSD's departmental mission and goals, in spite of a few spatial challenges. Since 2010, there has been an increase of professional/classified staff in SSD, due to an increase in student enrollment and student needs. As a result of this growth, the office experienced a corresponding need for additional space. The essential demands for space are as follows:

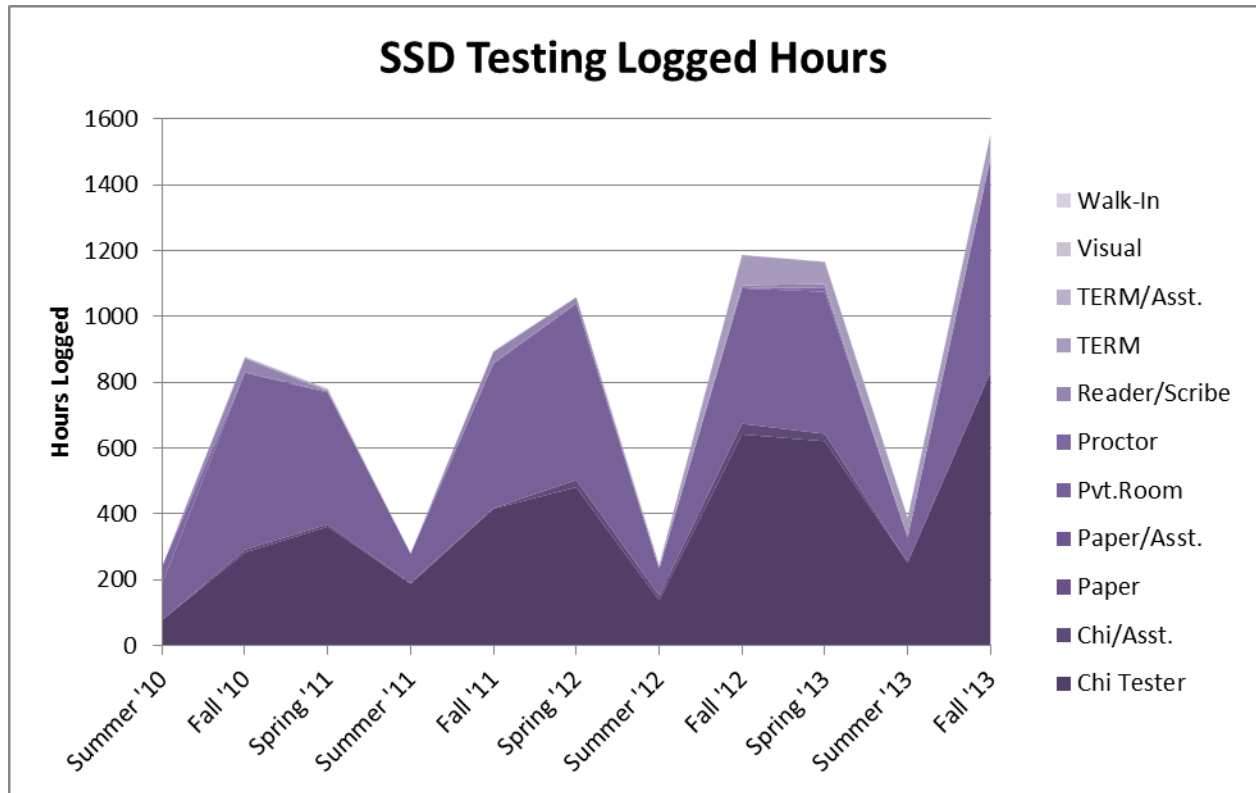
1. Reception/Waiting Area: Visitors, students, faculty and other staff are greeted at the front desk and an adjacent waiting area is provided.
2. Individual Offices: Offices for staff to work and meet with students. Some part-time staff share office space.
3. Testing Rooms: Students receive testing accommodations in individual testing rooms.
4. Work Stations/Technology: Space is provided for students to work, study, and use accessible technology such as CCTVs and voice input/output stations.

In addition to these essential areas, space has also been provided for socializing, staff/student meetings, storage, and an accessible restroom area including a shower facility and washer and dryer.

Addressing student needs has always been SSD's priority. One solution has been to use various areas for multiple purposes. This is often required when the need arises for extra space for proctored and/or accommodated exams. With support from the Student Affairs Division, SSD found a creative solution to address immediate space concerns and remodeled the existing office area. As a result, the reception area has been improved by increasing available workspace, relocating files, and separating the waiting area from testing facilities. We added another office, another testing room, and created a multipurpose area for study, meetings, and training.

Testing Services

The following chart illustrates the hours of testing services provided over the last three years. As the chart shows, SSD has felt the impact of the new demand for accommodated testing for students in developmental math (TERM). The total exam hours logged have increased by hundreds of hours due in part to TERM testing.



In a recent departmental audit, that the security of computer based exams was targeted as an area of concern. As a result, the functionality of the testing rooms have been changed. More testing space has is now being provided, as well as quiet study and computer usage.

Safety and Accessibility

Currently, there is enough space for assistive equipment such as motorized and manual chairs to maneuver within the SSD offices. As part of the original setup of SSD space, there is an accessible restroom facility within the department. For any other departmental access issues that may arise, SSD staff make it a top priority to address these issues, taking them on a case by case basis, and working to resolve them in a timely manner.

SSD provides a safe environment for both its students and employees, and the department continually trains its employees in the proper protocol for providing a safe learning and work environment. SSD employees are specifically trained on policies relating to safety evacuations, medical emergency, and security procedures.

Technology Usage and Need

SSD places a high priority on acquiring updated equipment and technology. Equipment provided to SSD, as it stands, meets the minimum requirements to achieve the departmental

mission and goals. SSD is resourceful, and works to update much of its technology through surplus equipment from other departments within the Division of Student Affairs. However, there is always room for improvement, and SSD works to acquire new and updated equipment whenever possible. Typically, the replacement rate for most equipment and technology, i.e. desktop computers, is about every 3-5 years. As incidental, auxiliary equipment and other disabled student technology needs arise, they are considered on a case by case basis, and SSD examines the feasibility of these items and determines the steps necessary to purchase needed equipment.

SSD incorporates technology throughout the department both with its employees and students. Employees are expected to conduct work activities using technology, i.e. emails, electronic calendars, and the student database program. SSD continually works to train employees on the given technology to ensure professionalism in serving students.

Technology for students is delivered by means of adaptive technology, or assistive devices to aide students with their disabilities. SSD provides training so students may effectively operate their assistive devices. Any additional training needed is given to students as requested.

Closing Remark

In conclusion, while the Services for Students with Disabilities offices have been able to function within departmental missions and goals, many of the projected needs in regards to facilities, equipment, technology, and the optimal working environment at SSD is dependent on the continued, as well as future funding that SSD receives.

Section 5: Ethical & Legal Responsibilities

Legal Issues

As a government entity covered under Title II of the ADA (as well as the employment provisions of Title I), Weber State University is subject to all the rules and regulations included therein as well as the various interpretations of the law as offered by the Department of Education and the Department of Justice. Given that WSU receives federal funds, the University is also covered under Section 504 of the Rehabilitation Act; almost all colleges, including most private institutions, are subject to Section 504 regulations.

ADA Compliance is a campus-wide issue crossing over into almost every conceivable area of administration, instruction, programming, facilities and services. SSD's primary mission is to provide services and accommodations specifically for and directly to eligible students. ADA law, which is in turn based upon certain definitions as established under Section 504, sets out a complex formula for establishing an individual's eligibility for accommodations. SSD is charged with determining a student's eligibility, identifying the associated limitations, and identifying and providing the appropriate accommodations as required by law (or insuring the provision of said accommodations if needed).

The ADA Amendments Act of 2008 further defined, revised, and clarified parts of the act including the eligibility standards set forth in the original ADA. The following is a basic summary of these eligibility standards under the ADAAA.

- § A "disability" is an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. For the purposes of determining appropriate accommodations for a given student, only the first two parts of this definition are applicable.
- § The ADAA expanded the definition of Major Life Activities to include Major Bodily Functions.
- § Major Life Activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- § Major Bodily Functions include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- § Substantially Limits is to be construed broadly in favor of expansive coverage; an impairment does not need to prevent or severely or significantly restrict a major life activity to be considered "substantially limiting."
- § The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures with the exception of "ordinary eyeglasses or contact lenses".
- § Mitigating Measures are things that lessen or ameliorate the effects of an impairment, including, but not limited to: medication, medical supplies, equipment, or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, including limbs and devices, hearing aids and cochlear

implants, or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or learned behavioral or adaptive neurological modifications.

§ The ADAAA specifically prohibits consideration of the ameliorative effects of mitigating measures when assessing whether an impairment substantially limits a major life activity. The one exception to this rule is the use of "ordinary eyeglasses or contact lenses." When determining whether a person is substantially limited in the major life activity of seeing, the person's vision should be assessed in its corrected state when using such eyeglasses or contact lenses.

§ An impairment that is episodic or in remission is a disability if it substantially limits a major life activity when active.

§ The law does not require accommodations for any student who only meets the "regarded as" prong of the definition of "disability."

Reasonable Accommodations

WSU is responsible for providing necessary accommodations whenever a student discloses a disability. In the broadest sense, an accommodation is any change or modification that enables a student with a disability to perform the essential functions of an academic program or that enable a student with a disability to enjoy equal benefits and privileges of the program.

§ WSU is required to make reasonable adjustments or modifications to practices, policies and procedures, and to provide auxiliary aids and services for students with disabilities, unless to do so would "fundamentally alter" the nature of the programs or result in an "undue burden."

§ An accommodation cannot compromise the essential elements of a course or otherwise weaken the academic standards or integrity of a course.

§ An accommodation should provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers.

§ An accommodation should "level the playing field" without providing any unfair advantage.

Personal Aids and Services

SSD does not provide personal aides or services, such as help in bathing, dressing or other personal care.

§ Under Section 504, WSU is not required to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

§ Under Title II of the ADA, WSU is not obligated to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student. WSU may provide readers for testing or in the classroom, but the university is not required to provide readers for personal use or for help during individual study time.

Interpreting and Services for Deaf or Hard-of-Hearing Students

Sign Language Interpreters are subject to their own ethical and legal guidelines, rules, and regulations. The ADA requires institutions to provide qualified interpreters for individuals who are deaf or hard-of-hearing. Title III defines qualified interpreters as "an interpreter who is able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary".

Each state determines how to recognize a qualified interpreter. The State of Utah determined in 1994 that "certification is required to provide interpretive services", as indicated in Senate Bill 41, Utah Code 53A-26a-301. The need to develop interpreter certification policies, procedures, and standards within the interpreting profession are also included in this law.

§ Utah State Policy includes the following: deaf individuals should have equal access to the community in which they live; interpreters must behave professionally and in adherence to the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct; it is the responsibility of all parties to report physical or emotional violation, regardless of confidentiality standards.

§ There are some exemptions to certification law, such as interpreting students completing an internship as part of an approved interpreter training program.

§ Utah recognizes the following levels of interpreter certification to work with deaf and hard-of-hearing individuals, although not all may be approved or appropriate for a post-secondary setting:

§ Utah: Provisional, Novice, Professional, Master

§ RID (Registry of Interpreters for the Deaf): CI, CT, CDI

§ NAD (National Association of the Deaf): Level IV or above

§ EIPA (Educational Interpreter Performance Assessment): 4.0 or above (approved for K-12 educational settings only)

§ NIC (National Interpreter Certification): Certified, Advanced, Master

The State of Utah does not currently require certification for individuals providing real-time transcribing services. Regardless, SSD requires all transcribers to successfully complete training in a specified transcription program before providing direct, real-time services to students.

Client Confidentiality

As required by various federal regulations related to medical records and disability information, SSD secures all paper files in locked cabinets. These documents are treated as highly confidential. Under the department's own internal policies, disability documentation is not to be released to any third party under any circumstances barring an actual court order to do so. Computerized records, such as individual student interactions and disability information, cannot be accessed by individuals outside of the department.

Ethical Responsibilities

As indicated in Senate Bill 41, Utah Code 53A-26a-301, Utah interpreters should follow appropriate policies, procedures, and standards of the interpreting profession. Registry of Interpreters for the Deaf (RID), the national membership organization for sign language interpreters, has developed a Code of Professional Conduct (formally the Code of Ethics) to encourage standardization within the industry. Certified interpreters working in the state of Utah are required to adhere to RID's Code of Professional Conduct.

RID's Code of Professional Conduct has seven Tenets as listed below, and a full-version of the CPC is available in the appendix of this document:

- § Interpreters adhere to standards of confidential communication.
- § Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- § Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- § Interpreters demonstrate respect for consumers.
- § Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- § Interpreters maintain ethical business practices.
- § Interpreters engage in professional development.

The State of Utah currently does not have a specific ethical code of conduct for those providing real-time transcribing services. However, SSD requires its transcribers to adhere to the RID Code of Professional Conduct.

Section 6: Assessment and Evaluation

Services for Students with Disabilities (SSD) frames assessments congruent with the WSU Student Affairs (SA) suggested pyramid format, including headcount/numbers, indirect assessment measures, cohort information, and student learning outcomes. As a measurement tool, SSD utilizes the 6-Column Model of Assessment defined by SA, containing unit goals, means to achieving goals, student learning outcomes, methods of assessment, results of assessment, and use of results. The most recent 6-Column Assessment report is available for review.

The director and staff members discuss educational and program goals during regular staff meetings. Overarching goals are then included in the 6-Column Assessment Model, tracked, and updated throughout the academic year. The Dean of Students and Vice President for Student Affairs receive this information via the assessment model and annual reports, and also provide feedback and direction. To receive funding from student fees, the director presents assessment information as needed to the Student Fee Recommendation Committee on a yearly basis.

Student Needs, Satisfaction and Learning

Student needs are assessed by periodic surveys administered electronically via a desktop icon to a StudentVoice/Campus Labs survey or on paper at intake or service delivery. These surveys inquire about needs and satisfaction of student users and gives us information to manage services. SSD staff also document student feedback on a case-by-case basis via observation and direct communication and deliver it to the director for consideration.

SSD has responded to student needs in terms of increased flexibility of hours of operation and needed space. Usage reports for Ogden and Davis campuses were analyzed and actions were taken. SSD now provides additional evening and Saturday hours for testing accommodations and has remodeled the facility to increase space for testing and technology, provide a welcoming social environment, and maintain confidentiality and minimal distraction for students engaged in academic pursuits. By utilizing SSD programs and services, students with disabilities should gain an increased awareness of the individualized nature of their disabilities and accommodations and be able to advocate for themselves when accommodations are required. Through intake, accommodation plan, and evaluation of accommodation usage, SSD measures and adjusts policies, procedures, and communication strategies. For assessment, SSD developed an initial intake survey to gather baseline data in 2011; this instrument continues to be used and updated when needed.

Some of the data collected using this method suggests that over 1/4 of WSU students are not certain how to articulate an accommodation request before meeting with SSD staff (27%). These surveys have also indicated that 13% believe that they are not that knowledgeable about their own disability and 16% are less than comfortable even discussing their disability needs.

Data generated from this survey were used to create a more effective pre-registration form, student survey, and intake procedure. SSD will also like to be able to address a variety of staff

and faculty concerns related to their interactions with disabled students. Based upon these case-by-case reports, and contrary to the data SSD has collected to date, some students struggle with articulating their accommodation needs and subsequently following through with faculty and staff to insure such needs are met.

Evaluating Accommodations

Based on this commitment to helping students learn valuable life skills in addition to their classroom experiences, SSD implemented an improved method for tracking accommodation requests and measuring students' perceptions of effectiveness of their accommodations. Starting Summer 2013, students were required to complete a "Request for Accommodation Letter" which provides a formal method for tracking dates and types of requests as well as providing students an opportunity to consider effectiveness of services.

Summary of Satisfaction Survey Data

- Have you been receiving your accommodations in a timely and consistent manner?
 - Positive Responses: 88%
 - Neutral Responses (N/A or "Sometimes"): 10%
 - Negative Responses: 2%
- Have your accommodations contributed to your ability to be successful in your course(s)?
 - Positive Responses: 88%
 - Neutral Responses (N/A or "Sometimes"): 9%
 - Negative Responses: 3%
- Have your instructors been responsive to your accommodation request(s)?
 - Positive Responses: 90%
 - Neutral Responses (N/A or "Sometimes"): 8%
 - Negative Responses: 2%
- In general, are you satisfied with the accommodations you received through SSD?
 - Positive Responses: 93%
 - Neutral Responses (N/A or "Sometimes"): 5%
 - Negative Responses: 2%

The full survey report is available online at http://www.weber.edu/ssd/ssd_assessment.html

Disability advisors utilized the information to better address the concerns of students beyond their initial intake (changes to accommodations, attendance at various campus locations, digital/online needs, and timeliness of advisor response). Since its implementation last year, SSD staff report that they now have a greater awareness of student needs. SSD will continue to collect and utilize these data to better understand ways to improve department policies and procedures.

By setting goals to increase student learning, SSD reflects a commitment to division student learning outcomes of intrapersonal competence, interpersonal communication, cultural competency, critical thinking, and responsibility/accountability. As a result of utilizing the services provided by SSD, students with disabilities at WSU not only access programs and

receive accommodations, but they also have an opportunity to develop personally. They are required to demonstrate a level of self-understanding by reflecting on their past and current needs. They must also articulate these needs and set goals for conflict resolution or changes to accommodation requests. By playing an active role in requesting and analyzing the effectiveness of accommodations, students may learn to think critically and evaluate their actions. Ultimately, students may feel empowered to ask for and receive appropriate and effective accommodations and to manage aspects of their personal lives in such a way as to transition seamlessly into employment and society at large.

Student Employee Learning

SSD participates annually in the WSU Student Affairs Student Employee Project (Get SET), focusing on increasing student employee learning in four specific outcome categories: responsibility/accountability, communication, self-management, and problem solving/critical thinking. Student employees engage in learning opportunities provided by the program throughout the year, supplemented by department trainings. Evaluation includes student self-report, supervisor evaluation, and performance evaluation as needed by the supervisor (full results can be accessed on SSD's website). Particularly in the first six months of employment, students and supervisor meet regularly to discuss performance, set goals, and assess continued employment needs.

SSD supplements the excellent Get SET learning opportunities with departmental-specific training needs. Student employees attend mandatory Fall semester trainings on customer service (handling conflict and difficult clients), ADA/FERPA, office policies and procedures, and relevant topics dependent on trends in disability services (service animal policies, assessment, diversity, database use, etc). Overall, student employees better understand the legal underpinnings of SSD, interact effectively with clients, and follow important policies and procedures. Based on a 2011 Student Satisfaction Survey, 97% of clients agreed that SSD provided a friendly, comfortable environment where policies and procedures were clear and consistent. Development opportunities for student employees, though difficult to schedule in a busy office setting, results in relatively little turnover of hourly staff and increased client satisfaction.

Cohort Information

Due to the nature of the population served by SSD and the data collection options, SSD has just begun to develop better ways to analyze cohort data. Intake materials were revised in 2012 to include demographic data: ethnicity/race; gender, international students, veteran students, financial support, and class status. However, our current database will not track this information well and our technology specialist will investigate future options.

SSD seeks to improve cohort tracking and status with students in transition. In conjunction with a student-developed program entitled Creating Achievement Through Transition CATT (funded

with a Hall Foundation Grant), SSD identified approximately 15 students from local high schools and provided ongoing support to increase self-advocacy, self-esteem, and the acquisition of basic skills for success on the college level. As a result of this peer-guided support program, nine students have successfully completed one semester at WSU (2.0GPA or higher) and have enrolled for a second. In addition, CATT is preparing to enroll interested students for the 2014-2015 academic year and hopes to increase enrollment to 30 students. After the current cohort assessment is complete and the next cohort begins (Summer 2014), SSD will analyze the program's effectiveness and determine additional student needs.

SSD also continues to support students in employment transition through the Federal Workforce Recruitment Program for College Students with Disabilities (WRP). In 2012, approximately 30 students participated and received summer internship placement opportunities. Due to economic and political issues in the federal government, WRP participation has waned this past year. SSD hopes to investigate additional federal and private internship opportunities and encourage local employers to support hiring of graduates with disabilities. SSD initiated a WRP banquet in Fall 2012 as a support mechanism for current and future students investigating post-education employment opportunities, inviting local employers and students to gather together and discuss needs. Though some adjustments may need to be made to address the federal WRP changes, this banquet will continue and SSD will gather assessment results from participants to discover other student employment transition needs.

Faculty & Staff Satisfaction and SSD Responsiveness

SSD seeks to continually update training available to faculty, staff, and departments on campus in an effort to improve responsiveness to the needs of students with disabilities. Additionally, SSD reaches out and creates vital partnerships with departments as industry trends require. In late 2012, SSD created a new departmental ADA training program and implemented it with Student Affairs. SSD will offer this presentation on both the Ogden and Davis campuses. SSD has initiated partnerships with Performing Arts, Health Promotions and Human Performance (HHP), Developmental Math, Tutoring Services, Campus Recreation, TRIO/Bridges, and Student Success Center. We will begin to develop focus groups to evaluate ongoing efforts once every two years. Current partnership and training efforts have resulted in the following:

- \$ Creation of a funding structure and advertising logo with Performing Arts to increase ASL interpretation at campus events.
- \$ Increased availability of testing accommodations in SSD for TERM/HUB use in Developmental Math.
- \$ Additional tutoring referral opportunities for Developmental Math students with disabilities.
- \$ Collaboration in tracking students utilizing Student Success Center advisement (particularly those struggling with math).
- \$ Disability awareness training of Campus Recreation and Tutoring Services staff.
- \$ Coordination of efforts with TRIO/Bridges for transitioning students.
- \$ Career guidance and support for students with disabilities via Career Services.

- \$ Collaboration with Student Involvement and Leadership office to provide interpreting services for monthly convocations, and encourage information regarding requests for accommodations on marketing materials for campus events.
- \$ Collaboration with Counseling and Psychological Services addressed issues with disclosure of information and behavioral assessment for placement in Social Work practicum courses.

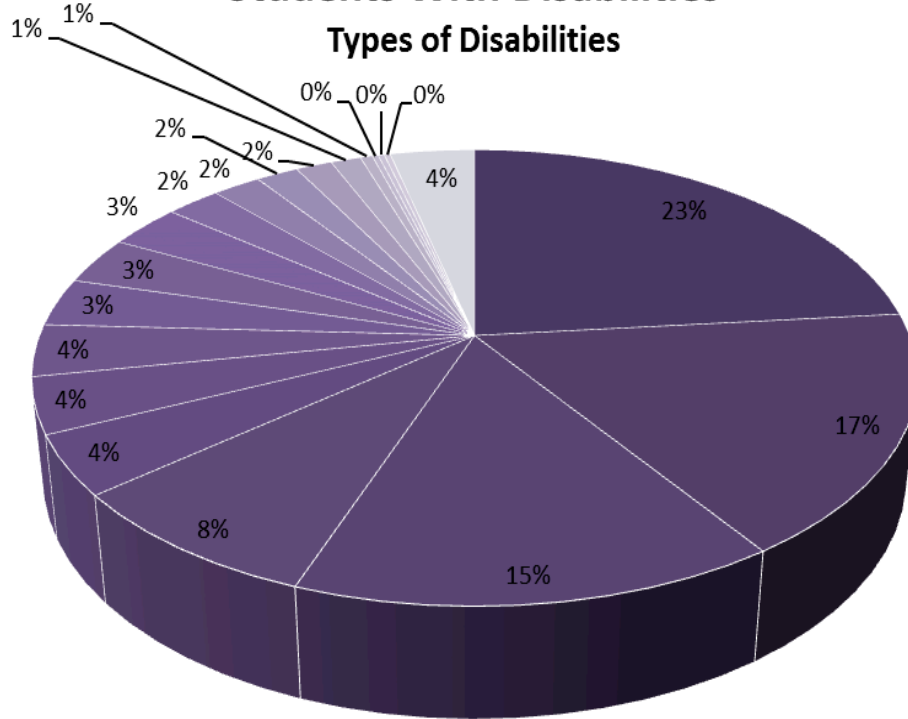
Assessment Concerns

SSD staff are becoming increasingly aware of the limitations of our current scheduling and tracking system. The system itself is over five years old and badly out of step with current technology. To address this issue, the department is actively pursuing new options for scheduling and data management. One requirement of any new system will be built-in assessment capabilities and improved reporting. SSD plans to implement the new system on or around July 1, 2014.

Student Demographics/Disabilities

Included in SSD's ongoing assessment efforts is an annual report designed to summarize a variety of factors, surveys, and data. The following graph was included in our most recent annual report, but will be updated for the 2013-14 academic year.

Students With Disabilities Types of Disabilities



- | | | |
|-------------------------------|-------------------------------|-----------------------------|
| ■ Emotional/Psychological—23% | ■ Learning Disability—17% | ■ ADD/ADHD—15% |
| ■ Medical Condition—8% | ■ Asperger's/Autism—4% | ■ Head Injury-TBI—4% |
| ■ Medical/Other—4% | ■ Visually Impaired—3% | ■ Deaf—3% |
| ■ Hard of Hearing—3% | ■ LD - Math—2% | ■ Intellectual—2% |
| ■ WSU Student - Inquiry—2% | ■ Neurological—2% | ■ Blind—1% |
| ■ Developmental Disorder—1% | ■ Orthopedic—0% | ■ Communication Disorder—0% |
| ■ Wheel Chair User—0% | ■ WSU Student/Not Disabled—4% | |

Section 7: Summary

Recent Changes

Core Themes/Objectives

SSD's central objective is to provide equal access to all University curriculum and services for all students, regardless of disability, while supporting a strong philosophy of self-advocacy, individual independence and self-determination. This goal is directly related to the University's core theme of Access -- providing access to higher educational opportunity.

The basic objectives and cores services provided by SSD have not changed significantly over the last five years: Individualized Assessment; Disability Advisement and Assistance; Authorizing Course Accommodations; and Providing Course Accommodations. All of these are provided through SSD in accordance with prevailing state and federal laws.

Staffing

Contract staff has expanded over the last two years, replacing one full time disability specialist with two part-time positions - a transcription/captioning specialist and an adaptive technology specialist. An additional position for the Davis campus has been funded—and subsequently hired—through budget restructuring and division support. These changes have increased the department's ability to respond to the expanded role of technology in higher education and service delivery.

Legal/Ethical Issues

The Americans with Disabilities Act was amended in 2008 with the corresponding changes to the law being implemented in 2009. This has required some minor changes to intake procedures and likely expanded the number of students eligible for services through the program.

Accomplishments

Workforce Recruitment

During the last five years, SSD has been exceptionally successful with our Workforce Recruitment Program; in 2012, SSD held its first WRP Opening Banquet and plans to make this a signature event in upcoming years. However, as a direct result of various upheavals in the governing structure and funding for this program, much of the support for this kind of event has evaporated. The Workforce Recruitment Program has been significantly cut back and restructured at the Federal level, likely jeopardizing the future of this event.

Transition Program

This year was the initial year of a new transition program established by WSU students for incoming high school students new to the university. This mentoring program was developed by a disabled students with the support of SSD and was the recipient of a Hall Grant to get it off the ground. SSD expects to continue supporting and, funding this program as it grows in years to come.

Davis Campus

SSD funded and hired a new position to meet the increasing needs of disabled students attending the Davis Campus. An increase from 998 interactions in 2012 to 1681 in 2013 at Davis demonstrates that this is certain to be an ongoing area of focus in the future. The accommodations required by these students are consistent across both campuses, but the service delivery strategies are not always identical. One basic issue is space, which places a greater emphasis on scheduling, but that too is a universal concern across both campuses.

Future Outlook

Areas for Improvement

The existing data management and scheduling tool is outdated and unnecessarily limited. It does not work with any available email system and the scheduling function is antiquated. Assessment processes would be more effective if they were included within the data management tool.

SSD has gathered substantial data through the intake survey instrument. Now that the baseline has been determined, SSD should investigate ways to build upon this baseline and track student progress (rubric) and increase critical thinking.

SSD should address staff and faculty concerns related to interacting with disabled students. Based upon these case-by-case reports, some students struggle with articulating their accommodation needs and following through to insure their needs can be appropriately met. The office needs to find ways to address this area of concern and develop related goals.

SSD needs to move forward with existing plans to provide additional faculty and staff training. This may include the development of web based tools or other training strategies.

Students with serious challenges in math and WSU's quantitative literacy requirement are an immediate area of concern. Related issues include WSU's substitution policy, the availability of tutoring, and the increased demand for accommodated testing for math.

Additional action will certainly be necessary to meet the accommodation needs of the Davis Campus population. It follows that further resources will likely be allocated to Davis as well in the form of hourly support personnel and technology.

Future Goals and Objectives

Improve Scheduling and Data Tracking: Confidentiality concerns should no longer be a limiting factor, as long as appropriate safeguards are in place, which should allow SSD to move to a cloud-based system if desired. A new system should streamline the scheduling process, incorporate assessment tools, and improve overall student access.

Increase Online Access and Functionality: SSD will seek to improve the program's online presence and further improve the University's capabilities for accommodating students in technology and web-based environments.

Develop Faculty/Staff Training Strategies: These may include web-based or video training tools, but SSD should be available for more "hands-on" training where requested or needed.

Expand Current Assessment Process: Include rubric or other instruments to track student progress as related to established base-line data. Incorporate assessment seamlessly into data management/scheduling tool where possible.

Restructure/Reboot the ADA Compliance Committee: Compliance with accessibility requirements is a campus-wide issue. SSD will work with the campus ADA Coordinator to restructure and "reboot" the ADA Compliance Committee. This committee will offer guidance to the entire WSU community to improve accessibility across the university and ensure compliance with state and federal regulations.