Weber State University
Student Affairs
Services for Students with Disabilities
Program Review

EXECUTIVE SUMMARY

A program review of the Services for Students with Disabilities (SSD) Office at Weber State University
was conducted on July 29 -30, 2014 as charged by the Vice President of Student Affairs, Jan Winniford.
The review was consistent with the practice of the Division of Student Affairs at Weber State University
(WSU) that all functional areas undergo a comprehensive evaluation every five years to afford "an
introspective look at our structure and services and allows for an introspective look at our structure and
services." The goals of the program review are detailed in the Handbook provided to the Review Team
and are reflected in this report. The site review team was comprised of two internal reviewers, Jonathan
Zempter and Theresa Kay, as well as this author, Donna Korbel, an external reviewer who also served as
the chair.
The objectives were realized by providing a comprehensive unbiased evaluation of the programs and
services as well as their alignment with the department, division, and university mission. Overall the
Services for Students with Disabilities Office is extremely well regarded by all campus constituents.
Faculty, staff and students spoke very highly of the staff as well as the work that they do. The Director
and staff are knowledgeable and are viewed as a very effective team and that translates very well to
good service provision for students. Staff was described as collaborative, responsive, good citizens
within Student Affairs and good stewards of University funds. Most interviewees commented that they
did not understand how they were able to accomplish as much as they did given their staffing and
funding level. Many suggested that they could benefit from additional program space as well as funding
for staff at Ogden as well as Davis and to fund more professional development.
While the review revealed many areas of considerable strength, some components were deemed as
needing improvement. Faculty development and Course Substitution Policy were two areas that were
mentioned on several occasions as well as the indication that the SSD could benefit from additional staff
and resources. The Director, staff of the SSD, as well as the leadership team in student affairs is aware
of these areas and are in process of developing strategies for remediation or improvement as needed.

BACKGROUND

It is the practice within the Division of Student Affairs at Weber State University (WSU) that all functional areas undergo a comprehensive evaluation every five years to afford "an introspective look at our structure and services and allows for an introspective look at our structure and services." The goals of the program review are detailed in the Handbook provided to the Review Team and are reflected in this report. The site review team was comprised of two internal reviewers, Jonathan Zempter and Theresa Kay, as well as this author, Donna Korbel, an external reviewer who also served as the chair.

OBJECTIVES AND SCOPE

The objectives were clearly delineated in the Program Review Handbook:

- To provide an unbiased evaluation of programs and services and their alignment with the department, division, and university mission
- To identify areas of excellence in department programs and services
- To provide recommendations for areas of potential improvement

To achieve this, the site review team:
- Reviewed the Program Review Self Study prepared by the Services for Students with Disabilities (SSD) Staff
- Interviewed all individuals designated by Director of Student Affairs Assessment and Strategic Initiatives
- Reviewed all office publications and outreach materials
- Reviewed the WSU SSD website

The scope included the main campus in Ogden and to a limited degree the Davis campus.

For the purposes of this review, the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS), to enhance and improve the quality of student learning and development were utilized. CAS is a consortium of professional associations who work collaboratively to create and disseminate standards and guidelines and to foster self-assessment. Each CAS standard contains 12 common criteria categories (i.e. "general standards") which have relevance for every functional area in a post-secondary environment. All standards use the auxiliary verbs "must" and "shall," thereby providing programs with clear guidelines as to what must occur in order to more fully address the needs of students. The Guiding Principles have been articulated along with the standards.

GENERAL OBSERVATIONS AND CONCLUSIONS

Overall the Services for Students with Disabilities Office is extremely well regarded by all campus constituents. Faculty, staff and students spoke very highly of the staff as well as the work that they do. The Director and staff are knowledgeable and are viewed as a very effective team and that translates very well to good service provision for students. Staff was described as collaborative, responsive, good citizens within Student Affairs and good stewards of University funds. Most interviewees commented that they did not understand how they were able to accomplish as much as they did given their staffing and funding level. Many suggested that they could benefit from additional program space as well as funding for staff at Ogden as well as Davis and to fund more professional development.

While the review revealed many areas of considerable strength, some revealed a need for improvement. Faculty development and Course Substitution Policy were two areas that were mentioned on several occasions and in fact the staff of the SSD is aware of these areas and is developing strategies for remediation.

GUIDING PRINCIPLE ONE: MISSION

The primary mission of Disability Resources and Services (DRS) is to provide leadership and facilitate equal access to all institutional opportunities for disabled students.

To accomplish its mission, DRS must:
- **Provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship.**
- **collaborate with partners to identify and remove barriers to foster an all-inclusive campus**
- **provide individual services and facilitate accommodations to students with disabilities**

DRS must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

WSU Services for Students with Disabilities

SSD has a clearly articulated mission consistent with the CAS standards. It is consistent with both the University and Division mission statements.

Recommendations:
Inclusion and promulgation of the Principles of Universal Design and disability scholarship as encouraged by the CAS Standards as well as the Association on Higher Education and Disability (AHEAD).
At the present time, SSD does not have an active role in architectural plan review for access

GUIDING PRINCIPLE TWO: PROGRAM

The formal education of students, consisting of the curriculum and co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential and prepare students for satisfying and productive lives.

DRS must:
- **Collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.**

- **Identify relevant and desirable student learning & development outcomes from the 6 domains and related dimensions**

Domain	Dimension
Knowledge, acquisition, integration, construction & application	Understanding & connecting knowledge from a range of disciplines; constructing knowledge, relating knowledge to everyday life
Cognitive complexity	Critical & reflective thinking, effective reasoning, creativity
Intrapersonal development	Realistic self-appraisal ; self-understanding ; self respect, identity development; commitment to ethics and integrity; spiritual awareness
Interpersonal competence	Meaningful relationships, interdependence, collaboration and effective leadership
Humanitarianism & civic engagement	Understanding & appreciation of cultural/human differences, social & civic responsibility, & global perspectives/
Practical competence	Pursuing goals, communicating effectively, technical competence, managing personal affairs, career development, demonstrating professionalism, health & wellness, & living purposeful & satisfying life.

DRS must also:
- **Assess relevant and desirable student learning & development**
- **Provide evidence of impact on outcomes**
- **Articulate contributions to or support of student learning & development in the domains not specifically assessed**
- **Articulate contributions to or support of student persistence and success**
- **Use evidence gathered through this process to create strategies for improvement of programs and services**

DRS must be:
- **Intentionally designed**
- **Guided by theories & knowledge of learning & development**
- **Integrated into the life of the institution**
- **Reflective of developmental & demographic profiles of the student population**
- **Responsive to the needs of individuals, populations with distinct needs, and relevant constituencies**
- **Delivered using multiple formats, strategies & contexts**

The scope of the DRS must include these 5 program components:
- **Appropriate & relevant office policies, procedures, and practices**
- **Individual consultation, accommodation, and services**
- **Proactive dissemination of information**
- **Institution-wide education, consultation, and advocacy**
- **Guidance and technical assistance to the institution on disability-related laws and regulations**

WSU Services for Students with Disabilities

Campus conversations revealed the commitment of all of the staff to collaborate with colleagues across campus by sharing information, conducting trainings, serving as a resource regarding interpretation of the law and offering guidance on making programs more accessible for all persons with disabilities.

SSD is responsible for all aspects of disability provision including identifying appropriate & effective strategies, marketing, creating policies, procedures, mission statements, case statements, forms, hiring & training staff, designing every students' individualized plan, budgeting, and assessing. The program promotes self-advocacy, interpersonal & intrapersonal development, and assists in retention of students who might otherwise not stay at the University.

All staff assist in the creation and refinement of all office policies and procedures; responsible for training hourly staff on these policies; responsible for making independent decisions regarding accommodations; independently review and interpret documentation on a case by case basis; consult with medical professionals both on campus and off (can include physicians, counselors, psychiatrists, psychologists, etc.) to create plans to best assist students in both their academic and personal lives on campus.

Instruct and advise faculty and staff regarding what accommodations students are entitled to and how to most appropriately accommodate them in the classroom, residence hall, work individually with faculty and staff on a case by case basis to assist in handling complex accommodation requests; Initiate discussions on how to best collaborate to provide effective services to students; monitor and maintain acceptable standards for quality assurance in the provision of accommodations and services; oversee, monitor and evaluate policies and procedures related to confidentiality.

Ensure quality customer service and respond daily to problems, issues and referrals from students, parents, University offices, etc. Create and implement internal procedures and train hourly student staff to assure the provision of consistent services to all constituents of the office. Develop appropriate departmental publications and resource materials for current students, prospective students, faculty/staff/administration, parents and family members, secondary personnel; Maintains informative departmental website.

Recommendations:
- **While Faculty indicated that they felt much supported by the office they suggested the following would be beneficial:**
    - **a faculty guide that would include frequently asked questions (FAQ)**
    - **a retreat or workshop similar to the one held with Arts & Humanities where case studies are presented that discuss effective strategies and interventions to assist students with disabilities and understand more about the resources that are available to them.**
    - **additional staff to assist SSD with the work load**
    - **increase capacity through additional resources especially at the Davis campus**

- **More proactive role on campus regarding ADA issues particularly for staff and faculty, create more awareness about legal obligations.**
- **Provide support and information regarding accessibility in the preparation of course structure and instructional delivery as well as learning technologies.**
- **Create a faculty advisory board or a Campus Wide ADA Task Force**
- **Develop a Course Substitution Policy that provides appropriate academic adjustment but assures academic rigor and scholastic standards are maintained. There is some perception that students with disabilities are given unfair advantages and in some cases over accommodated. An advisory board and a collaborative effort to develop the course substitution policy would help to mitigate this impression.**
- **Students expressed some confusion with regard to an understanding of their rights and access to accommodations and services. Information should be provided in multi-modal formats that enhances their knowledge of the program.**

GUIDING PRINCIPLE THREE: ORAGNIZATION AND LEADERSHIP

Disability Resources & Services must be structured purposefully and organized effectively. DRS must have:
Clearly stated goals
Current and accessible policies and procedures
Written performance expectations for employees
Functional work flow graphics or organizational charts demonstrating clear channels of authority

DRS must be situated within the institutional structure so that it has organizational leadership with authority to advise the institution effectively on its obligations. Leaders with organizational authority for the DRS must provide:
Strategic planning
Supervision & management
Advance the organization
Maintain integrity

WSU Services for Students with Disabilities

- The SSD has clearly stated policies and procedures and is updated regularly as needed with input from staff and based on changing legal mandates
- The day to day operation and administration of program is in accordance with program goals and objectives as articulated by the Director in the well documented organization chart and job descriptions
- All levels of the administration in student affairs indicated that the reporting lines were appropriate and afforded the Director effective leadership within the University and in fact this review revealed that he and his staff are extremely well regarded throughout the campus

community at all levels, the department is well situated in student Affairs and has good access to the Vice President.
- It was noted several times by many of the constituent groups that the staff functioned well as a team and had varying strengths and divergent viewpoints which contribute to their success.
- Director supervises day to day delivery of program content to assist staff with strategies and approaches to help the students they are working with; collects and analyzes program data and participates in evaluating program effectiveness by creating and distributing various assessment measures as required by the Division and University Assessment plan
- Director oversees training and research activities and encourages staff to participate in staff development in addition to providing in house opportunities.
- Program goals contribute to the strategic plan of the SSD, the Division, and the University.
- Director is responsible for supervising and guiding all Disability Service Providers in office (professional staff members) regarding accommodations decisions to ensure consistency as well as guarantee decisions are being made in accordance with state and federal laws and relevant court decisions.

GUIDING PRINCIPLE FOUR: HUMAN RESOURCES

Disability Resources & Services must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, DRS must:
- **Establish procedures for staff recruitment & selection, training, performance planning, and evaluation**
- **Set expectations for supervision & performance**
- **Assess the performance of employees individually & as a team**
- **Provide access to continuing & advancing education and professional development opportunities**

DRS must also:
- **Maintain position descriptions for all staff**
- **Institute recruitment & hiring strategies that encourage individuals from under-represented populations to apply**
- **Develop promotional practices that are fair, inclusive, proactive, and non-discriminatory**
- **Have personnel who are qualified and have applicable certifications & degrees**
- **Consider work/life initiatives such as compressed work schedules, flextime, remote work**
- **DRS professionals must stay abreast of research, legislation, policies, etc. that affect programs & services**
- **Staff members must be technologically proficient & understand ethical and legal uses of technology**
- **Support staff must understand mission & UDI**
- **Graduate assistants, student employees & volunteers, must be adequately trained & supervised**
- **All staff—including student employees, GA's, & volunteers—must receive training on confidentiality, policies, & procedures**
- **Staff must be trained in emergency procedures, crisis responses, and prevention efforts**

- Detailed job descriptions and organization chart; staff are appropriately trained on policies/procedures, state and federal laws that guide practice, laws and relevant laws and regulations regarding higher education (i.e. confidentiality) are evident.
- Professional development opportunities are made available to staff; encouraging participation in webinars, conferences.
- Ongoing guidance to staff regarding documentation review and case assignment procedures; communicate information regarding procedural changes is provided on an ongoing basis.
- Lead and supervise professional staff members, assign tasks and evaluate performance.
- Staff is extremely diverse and considerable effort is put into recruitment to assure that it is.

Recommendations:
Additional funding to provide additional professional development on a regular basis

GUIDING PRINCIPLE FIVE: ETHICS

- **Disability Resources & Services must review relevant ethical standards & must adopt or develop appropriate statements of ethical practice**
- **Staff must respect private nature of personal disability information**
- **Staff must understand disability within the framework of the disability community**
- **DRS staff must value disability as a valued aspect of diversity & as an integral part of the educational experience**
- **Students with disabilities should be included in helping to create inclusive environments for the institution**
- **DRS must publish & adhere to statements of ethical practice**
- **New staff must be oriented to ethical standards & statements of ethical practice**
- **Statements of ethical practice must specify that staff respect privacy & maintain confidentiality in all communications & records**
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WSU Services for Students with Disabilities

- All staff understand policy on confidentiality, maintenance of records, and research, receive training on FERPA
- Ethical statements regarding Interpreters is documented

Recommendations:
- **Annual training for all staff on ethics as articulated in the Association of Higher Education and Disability (AHEAD) Code of Ethics**
- **Publication of the Code of Ethics on the SSD website**

GUIDING PRINCIPLE SIX: LAW, POLICY, & GOVERNANCE

- **Disability Resources & Services must be in compliance with laws, regulations, and policies that relate to their respective responsibilities**
- **DRS must inform staff members, appropriate officials and users of programs about legal obligations, risks & liabilities, & limitations**
- **DRS must have written policies on all operations, transactions, or tasks that have legal implications**
- **DRS must:**
  - **Regularly review policies**
  - **Inform staff members need to be informed about risk management & personal liability**
  - **Have procedures & guidelines consistent with institutional policy for responding to threats & emergencies**
  - **Must not participate in or condone harassment of any form**
  - **Obtain permission to use copyrighted materials & instruments**
  - **Be knowledgeable about internal & external governance systems that affect programs & services**
  - **Take advantage of professional development opportunities to stay informed of changes in laws & regulations**
  - **Collaborate with designated institutional compliance official to promote and support non-discriminatory practices**

WSU Services for Students with Disabilities

- The Director and staff stay current on legal mandates and changes dictated by court rulings through reading periodicals, attending conferences & webinars, and serving as active members of the Association on Higher Education and Disability (AHEAD).
- Policy and procedure reviews are under taken with staff as needed to ensure practices reflect changes as dictated by court rulings, changes to university policy, and student trends.

Recommendations:
- **It was noted on several occasions that SSD resolves disputes very well at their level and they rarely rise to the vice president or formal complaint level. However, the landscape is becoming increasingly complex and may require more specific policies and procedures that clearly delineate rights and responsibilities of all constituents particularly with regard to a formal grievance procedure. It should be clear to students that if they are dissatisfied with a decision made by the SSD that they have the right to contact the Director of Affirmative Action/Equal Opportunity or file a complaint with the Office for Civil Rights. There multiple mechanisms for students to access this information.**
- **SSD should have a very collaborative and deliberate relationship with the Director of Affirmative Action/ Equal Opportunity Office.**
- **Review all current policies to assure that they comply with the CAS standards.**
- **Staff should receive training on response to campus active shooter emergencies.**
- **The staff should be apprised of the institutional compliance with all of the requirements with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and the Americans with Disabilities Act of 2008 including all audits and climate surveys.**

GUIDING PRINCIPLE SEVEN: DIVERSITY, EQUITY, & ACCESS

- **Within the context of each institutions mission, and in accordance with laws, and codes, Disability Resources & Services must create and maintain educational and work environments that are:**
  - **Welcoming, accessible, and inclusive to persons of diverse backgrounds**
  - **Equitable and non-discriminatory**
  - **Free from harassment**
- **DRS must:**
  - **Advocate for sensitivity to multicultural & social justice concerns**
  - **Modify or remove practices, facilities, structures, systems, & technologies that limit access or promote inequities**
  - **Include diversity, equity, & access initiatives in strategic plans**
  - **Foster communication that deepens understanding of identity**
  - **Promote respect about commonalities & differences among people**
  - **Address the characteristics & needs of diverse population when creating culturally relevant & inclusive programs, services, policies, procedures, & practices**
  - **Provide staff with access to multicultural training**
  - **Respond to needs of all students & populations when establishing hours of operation, & developing methods of delivering programs & services**
  - **Ensure physical, program, & resource access for persons with disabilities**
  - **Recognize needs of distance learning students**
  - **Actively foster disability as a positive & integral part of the institutions diversity**

WSU Services for Students with Disabilities
- Staff at the SSD is intentionally very diverse and it is a point of pride for the operation.
- SSD serves as a resource to assist the campus committee understand the unique needs of individuals with disabilities.
- Provides information regarding emerging populations of students and takes a unique approach in building individualized programs designed to meet the unique needs of learners. Requires understanding the diverse learning, social, and cultural needs of various populations of students with disabilities.
- Director provides opportunities for professional staff members to attend trainings and professional development opportunities which foster better understanding of the diverse groups and populations of students on campus.
- Responds regularly to inquiries from faculty and staff regarding their rights and responsibilities related to academic requirements.

Recommendations:
- **Respond to the requests for more faculty training and development**
- **Assure that all staff are culturally competent to maintain an inclusive and welcoming environment**
- **Promote disability as a diversity issue on campus to advocate for sensitivity and social justice concerns**

GUIDING PRINCIPLE EIGHT: INSTITUTIONAL AND EXTERNAL RELATIONS

- **Disability Resources & Services must reach out to internal & external constituents to:**
    - **Establish, maintain, & promote understanding with those who have an interest or may impact students served by DRS**
    - **Garner support & resources as defined by mission**
    - **Disseminate information about DRS**
    - **Collaborate to offer or improve programs for students**
    - **Engage diverse individuals, groups, & organizations to enrich educational environment & experience**
- **DRS must also:**
    - **Be highly visible within the institution**
    - **Serve as liaison to & work collaboratively with institutional units on disability-related matters**
    - **Maintain information about community resources that serve the disability community**
    - **Ensure access is considered in institutional policy decisions**
    - **Promote interactive process for students to identify as disabled and request accommodations**
    - **Engage in ongoing process of identifying physical and programmatic barriers and working to ensure equal access**

WSU Services for Students with Disabilities

- Based on reputation and feedback from faculty and campus partners, SSD maintains good relationships with internal constituents.
- Deaf services staff active in interpreting organizations
- Staff engaged in Division wide committees and activities
- Director maintains a relationship with sending high schools
- Transition group has been initiated by students and staff gets involved with orientation efforts
- Students spoke very highly of the Director and staff and respected the limits set. Some students indicated that they would have benefited from knowing more about the office and the services available to them earlier in their school career. Also, their dissatisfaction with the faculty seemed to derive from trying to access accommodations without following SSD procedures.
- Students expressed a desire for all faculty to be more aware of their responsibilities under the ADA and to have sensitivity to students with disabilities, particularly hidden disabilities. Described some professors as being totally resistant to working with students with disabilities, and their coursework contains disabling elements but also admitted that SSD involvement resolved the situation.
- Cited particular difficulty regarding the course substitution policy and requested a more interactive process for student involvement.

Recommendations:
- **Develop a liaison system for staff with various university departments, as well as role on various committees and organizations on campus to create a visible presence and provide relevant information to colleagues and faculty about working with people with disabilities and how to keep their needs in mind when creating programs and policies and procedures.**

- **Presentations to academic departments, student groups, etc. regarding legal rights and responsibilities and providing accommodations while maintaining program academic integrity, etc. help promote the work of the SSD and remind everyone of the appropriate way to access services.**
- **Continue Development of the Peer Network**
- **Assure that timely and accurate information regarding access and accommodations are available on the website**

GUIDING PRINCIPLE NINE: FINANCIAL RESOURCES

- **Disability Resources & Services must have funding to accomplish the mission & goals**
- **The allocation of DRS financial resources must be able to support infrastructure of service delivery, & ensure that accommodations are fully funded**
- **DRS budget expenses must include recognition of accommodation expenses that vary with enrollment**
- **DRS must estimate variable accommodation expenses based on institutions population of disabled students & advise administration of these estimates**

WSU Services for Students with Disabilities

- SSD's budget has remained fairly consistent over the last five years due to restructuring, student fees and special funding from the state.
- The Director has been an exceptional steward of funds and provides statistical, data-driven and qualitative reports to make specific recommendations to executive administration regarding staffing and resources.

Recommendations:
- **There was almost consensus regarding the need for additional funding for the SSD.**
- **The Davis campus may require facilities upgrade, increasing the professional staff person to full time and providing support staff. This is an important consideration to assure that the same level of service is being provided to students at Davis that is available at Ogden.**
- **Interpreting and transcription services for students who are deaf and hard of hearing are variable and difficult to budget for; capacity should be built into the budget to prepare for a time when sufficient resources may not be available. Increasing the staff positions to full time would be one consideration.**
- **While the implementation of the Simplicity system may ease some of the administrative burden on staff, there is the need for additional professional staff. At present, everyone on staff is a generalist. It would be beneficial to have specialists with background in working with students with learning disabilities and mental health issues. Staff feel very supported, have tremendous respect for their director and enjoy working as part of the team but admit to being overloaded and do not have sufficient time to follow up with students and devote time to being more pro-active.**
- **Consider presentation to the fee committee in order to create funding for unexpected accommodation expenses or build capacity for student needs.**
- **Increased staff development funding in order for staff to participate in activities on a more consistent basis.**

GUIDING PRINCIPLE TEN: TECHNOLOGY

- **Disability Resources & Services must:**
  - **Have adequate technology to support mission & goals**
  - **Advocate for assistive & adaptive technology that ensures access**
  - **Use technology to provide information regarding mission, staffing, programs, services, & contacts to students**
  - **Explore use of technology to enhance delivery of programs and services**
  - **Maintain policies to address the security & confidentiality of information**
  - **Have plan for replacing & updating existing hardware and software**
- **DRS must also:**
  - **Be timely in securing or arranging for assistive technology necessary for a student's access to materials**
  - **Collaborate to ensure technology is accessible, usable, and compatible with other assistive technologies**
  - **Promote review & evaluation of institutional websites, management systems, course materials, etc. for adaptability**
  - **Apprise institution of emerging issues regarding accessibility & technology**
  - **Develop clear policies for students to follow when providing them with access to technology**

WSU Services for Students with Disabilities

- Has a dedicated staff member to identify appropriate technology needs for students and assures that they receive appropriate training
- Recommends learning technologies that may be appropriate for students with disabilities
- Understands the constantly changing landscape and need regular for upgrades.
- Student Affairs IT spoke very highly of the relationship with the department but would like a more direct relationship with Mike, the technology professional. There is not a good understanding of what his role is.
- Another strength identified is the Student Affairs web developer is very sensitive to web accessibility and Section 508.

Recommendations:
- **Create a more deliberate relationship between Student Affairs IT and SSD Technology in order to avoid duplication of service and to assure optimal service delivery to students.**
- **Develop a line item budget that assures consistent funding for ongoing IT needs. Student needs and technology are constantly changing and technology has become an integral part of some accommodation requests.**

GUIDING PRINCIPLE ELEVEN: FACILITIES & EQUIPMENT

- **Disability Resources & Services must have adequate, accessible, suitably located facilities & equipment that support their mission & goals.**

- **DRS staff members must have work space that is well-equipped, adequate in size, and designed to support work**
- **Staff members must have access to private space**
- **Design of facilities must guarantee security of records & ensure confidentiality**
- **DRS must include these features:**
    - **Accessible offices & program spaces**
    - **Appropriate space for alternate media production**
    - **Adequate & appropriate space for administering exams**
    - **Conference room & training space adequate enough to accommodate persons who use wheelchairs or scooters**
    - **Nearby availability of accessible restrooms, water fountains, elevators & ramps**
    - **Accessible parking**
    - **Multisensory emergency devices**
    - **Access to institutional student database**
    - **Database resources for DRS record keeping & report generation**

WSU Services for Students with Disabilities
- SSD is conveniently located in the Student Services Building adjacent to campus collaborators and has undergone some recent renovations to improve the use of space.
- Some space is currently shared by professional staff members
- As students with disabilities are the fastest growing minority population in higher education and with changes to the definition of disability in the Americans with Disabilities Amendment Act of 2008, it can be assumed the number of students served by the SSD will continue to grow resulting in the need for additional staff and corresponding private space.
- Technology Lab affords an exceptional resource for students and alternate media production
- Students expressed a desire for "sound proofed" rooms

Recommendations:
- **Consideration should be given to additional space for the SSD to expand within its current location. As previously noted, it is optimally situated on campus near appropriate campus resources.**
- **All professional staff should have private, accessible space to meet with students. Given that the current space is not sufficient and growth appears inevitable plans should be developed for expansion. Although the Ogden Campus was not assessed in person, similar consideration should be given to adequate space.**
- **Appropriate and adequate testing space is another concern. Sufficient space should be available. Additional "sound proofing" may be afforded by providing earplugs, noise cancelling headphones, or white noise in testing areas.**

GUIDING PRINCIPLE TWELVE: ASSESSMENT & EVALUATION

- **Disability Resources & Services must have clearly articulated assessment plan to document achievement of stated goals & learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs & services**
- **Results of assessments must be used to identify needs & interests in revising DRS**
- **Student data collection system must be used to document & analyze utilization of DRS services**

- Responsible for creating case statements which articulate mission, goals, and learning outcomes of the program.
- Director is very aware of the increased attention to assessment particularly as it relates to accreditation. More focus within student affairs as well. In process of implementing a database that will help collect data more seamlessly, assist with scheduling and other administrative functions
- Staff collects and analyzes program data and participates in evaluating program effectiveness by creating and distributing various assessment measures.
- Conducts student satisfaction surveys for students to assess level of satisfaction with the nature of the program; uses feedback gathered from surveys to make improvements.
- Regularly assess the effectiveness of accommodations and implement improvements.
- Recent changes in reporting have created some confusion with regard to ascertaining nature of interactions, may contacts are currently not being tracked
- Changes in reporting are reflected in the dramatic increase in numbers
- Concerns about the new database and how it will effect workload, transition will be very labor intensive particularly for hourly staff

Recommendations:
- **Simplicity, the new database is critical for reporting purposes and will streamline administrative functions.**
- **In addition to student satisfaction surveys, faculty and staff should be assessed to determine their satisfaction with programs and services offered through the SSD.**
- **Student satisfaction surveys should seek additional information about the types of accommodations provided and satisfaction with the delivery.**