ACCESS

DISABILITY SERVICES

PCC Disability Services Program Review

PREPARED AND PRESENTED IN JANUARY 2015

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INTRODUCTION AND UPDATES SINCE LAST PROGRAM REVIEW

Portland Community College has a long history of being responsive and engaged in terms of addressing disability related barriers. Even before the passing of the Rehabilitation Act of 1973, the college had elected to provide door to door accessible van services to bring disabled students onto campuses. The college offered ramps, elevators, accessible parking and restrooms to address physical accessibility as well as career counseling, specialized courses, interpreting services, and adaptive physical education equipment…all before being told to do so.

PCC's demonstrated commitment to accessibility, and willingness to engage resources that promote equal access even before legal mandates require us to do so, is part of what makes us bold, fearless, powerful, and proud.

The evidence of our responsive and engaged approach can be seen today just as it was seen in those days prior to the passage of Section 504. Work has been ongoing not just in Disability Services, but in areas across the college such as Distance Learning and Instructional Support, Mathematics and Developmental Education, the Library, Facilities, Web Team and more.

In 2011 the college brought stakeholders together to establish accessibility guidelines for online courses, and though the plans for implementation and alignment are still in the early stages of development, the effort to proactively ensure the paths we offer are truly open to a diverse population speaks to our ongoing commitment.

The truth is that the educational landscape has shifted considerably over the last several years. Academic barriers continue to exist, hence the need for academic accommodations. Now, the challenges are less often about physical or architectural barriers, and more often a result of information technology offerings or curricular designs that afford insufficient flexibility and fail to align with web content accessibility guidelines.

Standards for accessible information and communication technologies do exist, but commercially produced learning materials often fail to align with them, and when a college like PCC adopts third party content that is inaccessible, we assume responsibility for providing an equally effective alternative. It is tricky business, and requires a shift in the role of offices such as Disability Services.

As noted by the Council for the Advancement of Standards in Higher Education, the work of Disability Services can no longer be focused solely on the accommodation process alone. Our roles within institutions of postsecondary learning have more to do with encouraging dialogue and nurturing collaborations that honor accessibility as a shared responsibility. Building institutional capacity is now the task at hand.

Given that the last program review for Disability Services at PCC was completed in 2004-2005, which is a full decade ago, there is a lot of ground to cover in this report. The focus will be on describing the major shifts in staffing patterns and professional practice that have allowed the department to better align with college initiatives as well as national best practices. Satisfaction survey responses will be woven into the breakdown of functional area usage patterns. By looking at both historical trends and current activities, we hope to illuminate areas where ideas and approaches have remained relevant and have been treated as dynamic, allowing for agile responses to changes in volume and scope.

Program Staffing and Technology Enhancements

In the fall of 2004, PCC broke the Office for Students with Disabilities into two distinct components.

> ➢ Disability Access Services operated as a district wide component, comprised of a part-time faculty chair, administrative assistant, coordinator of access resources, and coordinator of deaf services, all of whom reported to the Vice President of Academic and Student Affairs.
> ➢ DS Counselors did not share this reporting line, and were instead incorporated into campus teams.

We have developed a cohesive team – with complementary roles that allow for increased institutional capacity.

The decentralized approach had been put in place as part of a Universal Design initiative, but in 2011, Disability Services was recentralized into a single unit with a unified budget and reporting line through a new Director position to the Dean of Student Affairs.

In 2012 the team reaffirmed the department mission, confirmed plans to migrate from paper based practice to electronic files, and shifted to an online accommodation management system. The shift to an electronic system was critical in allowing the department to increase consistency across the college while modeling a sense of shared responsibility. Also critical was the ability to define and recruit for necessary positions.

Over the last few years Disability Services has been transforming our service delivery in ways that would have been impossible with the decentralized paper based practices of the past. Our team is dynamic. Below are highlights of the staffing areas with the most significant change.

Office Assistants
In the decentralized model, the department had one office assistant as well as some limited campus based support. Now, we have highly trained office assistants at each campus who not only serve as a first point of contact in person, on the phone, and through email, but also manage the scanning of confidential records, schedule information sessions and appointments, maintain electronic files, conduct ergonomic furniture tracking, check equipment and alternate formats in and out, and manage the student application flow. They are lynchpin positions.
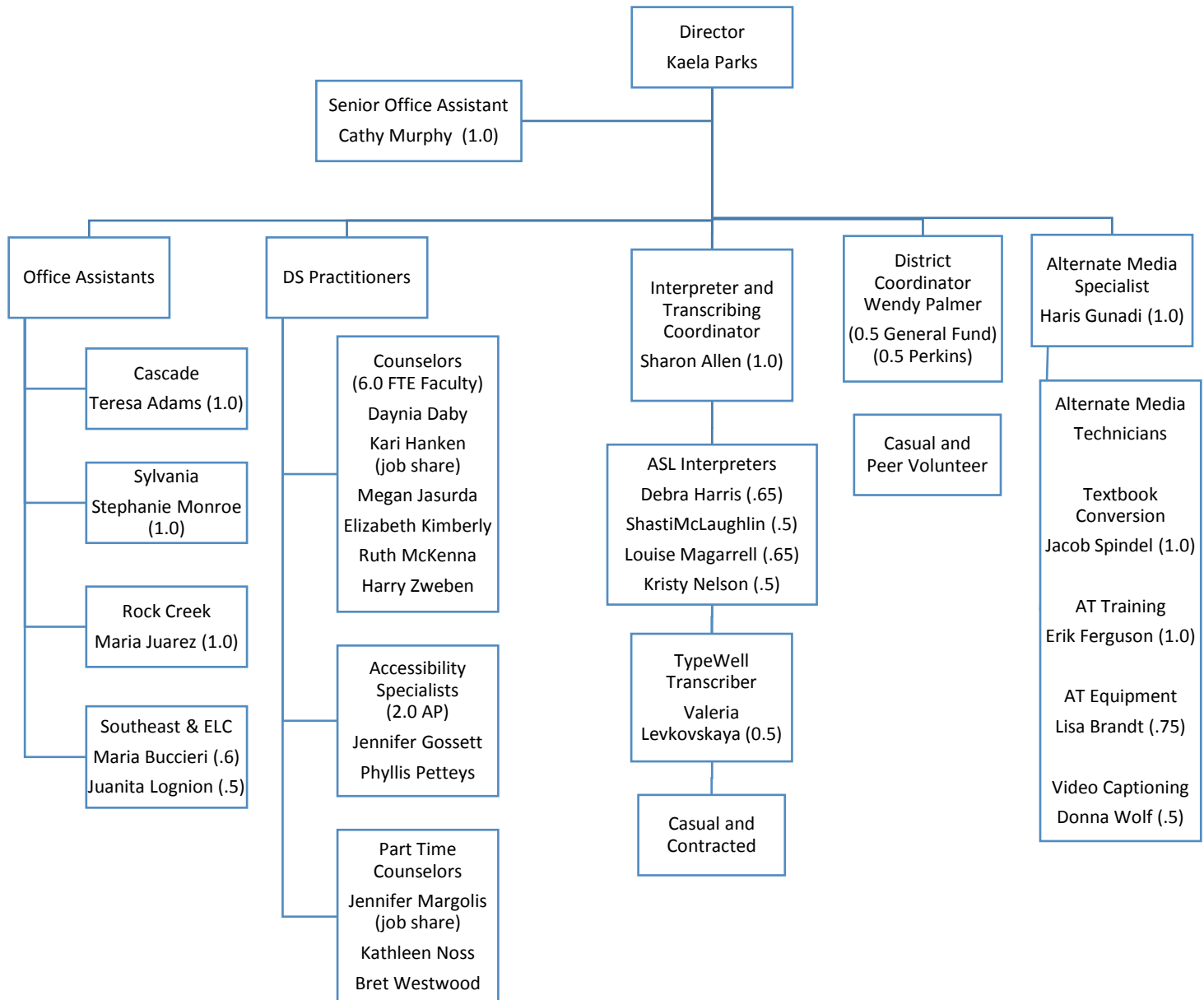
DS Practitioners
In the past we had counselors using paper files and an inefficient database. The level of granularity regarding data for that time period is severely limited. Now that we have an online accommodation management system and accessibility specialists as well counselors we have the capacity to not only work with students to resolve disability related issues impacting academics, but also to work with students on improving technical proficiency with tools and techniques for access, and beyond that, we have time for both counselors and specialists to work with colleagues proactively.

Alternate Format and Access Technologies
Prior to the recentralization we had one alternate format technician. Our capacity to provide alternate format materials was limited and we outsourced technology training. Now that we have a specialist and multiple technician roles, we are not only handling a much larger volume of requests, we actually have the capacity to provide specialized formats as well as training for students, staff, and faculty.

Disability Services Org Chart for 2014-2015

Director
Kaela Parks

Senior Office Assistant
Cathy Murphy (1.0)

Office Assistants

Cascade
Teresa Adams (1.0)

Sylvania
Stephanie Monroe (1.0)

Rock Creek
Maria Juarez (1.0)

Southeast & ELC
Maria Buccieri (.6)
Juanita Lognion (.5)

DS Practitioners

Counselors
(6.0 FTE Faculty)
Daynia Daby
Kari Hanken (job share)
Megan Jasurda
Elizabeth Kimberly
Ruth McKenna
Harry Zweben

Accessibility Specialists
(2.0 AP)
Jennifer Gossett
Phyllis Petteys

Part Time Counselors
Jennifer Margolis (job share)
Kathleen Noss
Bret Westwood

Interpreter and Transcribing Coordinator
Sharon Allen (1.0)

ASL Interpreters
Debra Harris (.65)
ShastiMcLaughlin (.5)
Louise Magarrell (.65)
Kristy Nelson (.5)

TypeWell Transcriber
Valeria Levkovskaya (0.5)

Casual and Contracted

District Coordinator
Wendy Palmer
(0.5 General Fund)
(0.5 Perkins)

Casual and Peer Volunteer

Alternate Media Specialist
Haris Gunadi (1.0)

Alternate Media Technicians

Textbook Conversion
Jacob Spindel (1.0)

AT Training
Erik Ferguson (1.0)

AT Equipment
Lisa Brandt (.75)

Video Captioning
Donna Wolf (.5)

Disability Services Org Chart for 2011

Faculty Department Chair

Office Assistant

Coordinator

Alternate Format Technician

Coordinator of Interpreting and Transcribing

ASL Interpreters
TW Transcriber

SY DOS

3 FTE SY Counselors

CA DOS

2 FTE CA Counselors

RC DOS

2 FTE RC Counselors

SE/ELC DOS

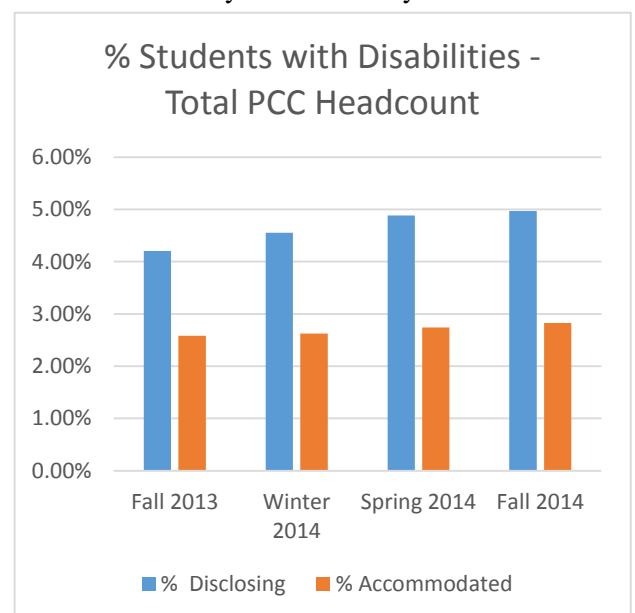**Adjunct SE Counselors**

Student Accommodation Patterns

Understanding the work of Disability Services requires an understanding of the students we serve and the types of requests they are making. Few records exist from the early years at PCC, however one report identified 76 students with disabilities during the winter term of 1973, and 100 in 1974. In 2004-2005 the numbers were up to almost 1,200 and in 2013-2014 they were over 1,500. It is clear, and perhaps not surprising, that the number of students Disability Services works with each term has continued to increase over time.

Number of Students Served Annually

Year	Students
~1974	100
~1990	450
~2000	905
~2005	1182
~2014	1572
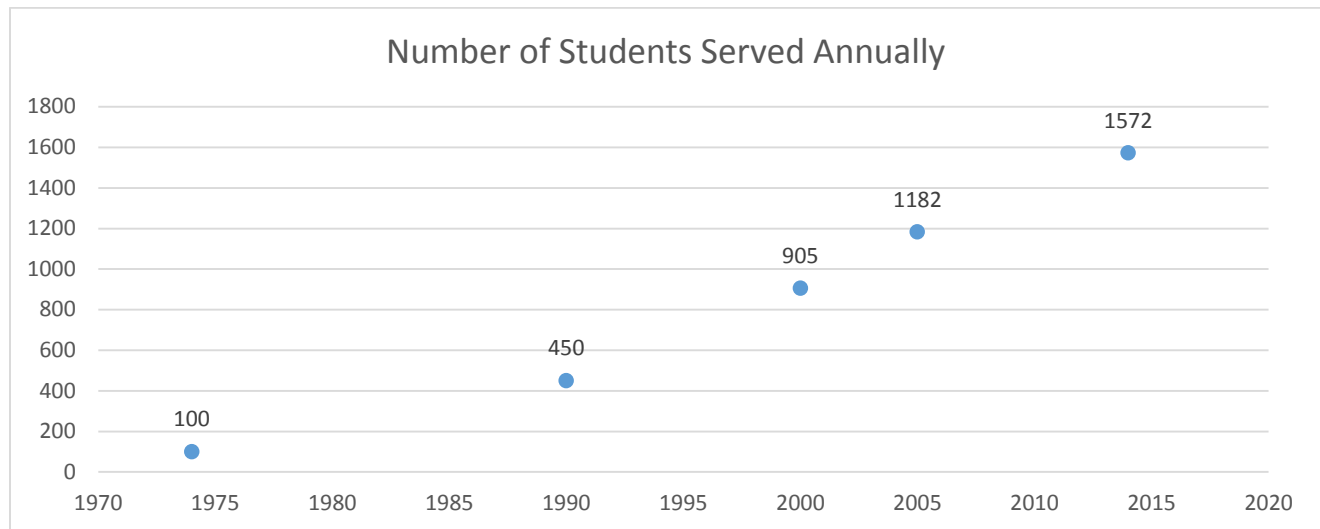
The increase in sheer number of students is impressive, but probably less important than the potential increase in percentage of students. Given the numbers below, we still have considerable room to improve on this front.

According to the US Census report titled "Americans with Disabilities: 2010" 57 Million people living in the United States in 2010 experience disability. This represents 19% of the population. According to the US Government Accountability Office, Students with disabilities represented nearly 11 percent of all postsecondary students in 2008. At PCC, less than 5% of students disclose and document disability with DS. Only 2-3% of the total student population requests accommodation each term.

	Fall 2013	Winter 2014	Spring 2014	Fall 2014
Total Credit Headcount	32,474	31,471	30,372	30,946
Enrolled and Eligible	1364	1432	1483	1537
Enrolled, Eligible, & Accommodated	839	825	833	875
% Disclosing	4.20%	4.55%	4.88%	4.97%
% Accommodated	2.58%	2.62%	2.74%	2.83%

% Students with Disabilities - Total PCC Headcount

Term	% Disclosing	% Accommodated
Fall 2013	4.20%	2.58%
Winter 2014	4.55%	2.62%
Spring 2014	4.88%	2.74%
Fall 2014	4.97%	2.83%

The transition from a paper based system to an online system was critical for many reasons, but one of the most exciting benefits is the improved ability to track student outcomes.

The fall 2013 to winter 2014 retention rate was 80.15% for students who elected to use accommodation, vs 73.34% for students who were eligible but did not use accommodation.
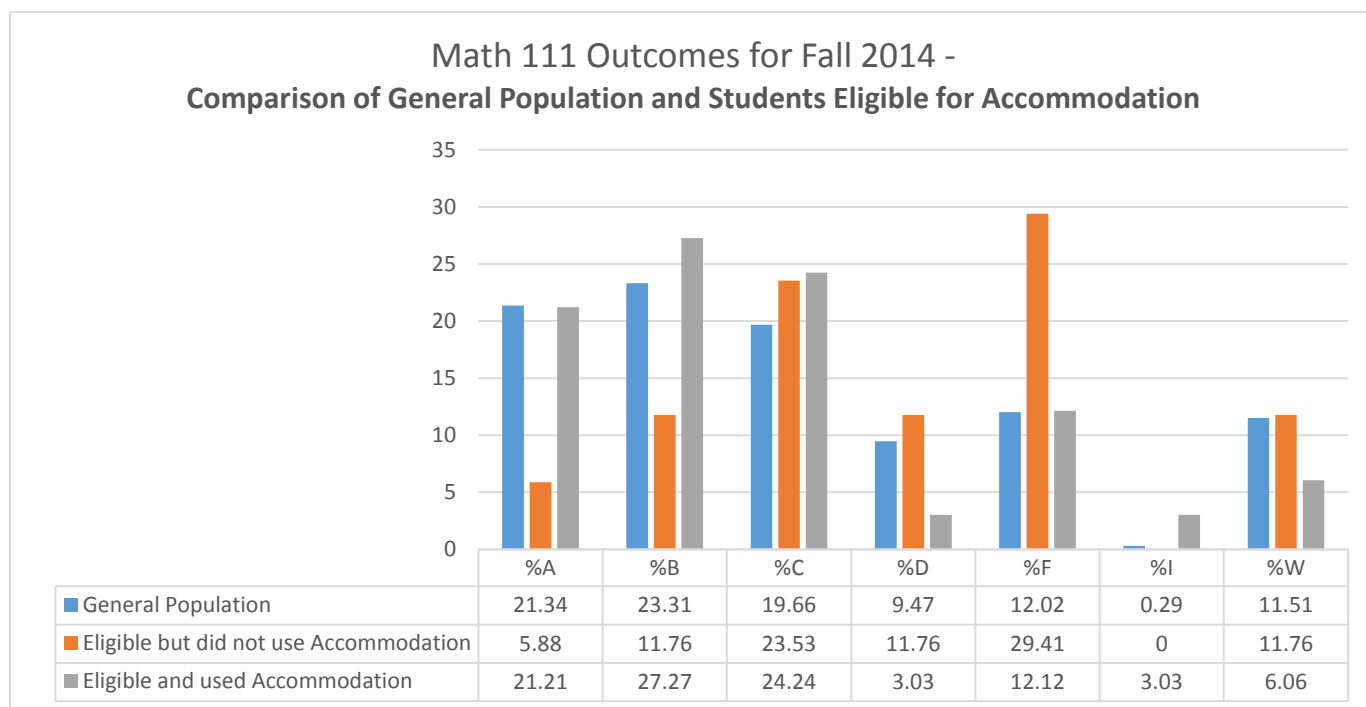
We can easily filter and pull ID numbers for students who meet particular criteria, then run reports in Banner or with Argos.

We were curious about retention rates and compared two different manually defined population selections. The first population (n=829) was comprised of students who were eligible for, and requested, academic accommodation. The second population (n=535) was made up of individuals who were eligible for, but did not request, accommodation. The pulled out quote above is the tip of the iceberg.

The data suggests that for students who are eligible to use accommodation, those who make use of their eligibility fare better than those who do not. We can drill down to the individual course level to see how this bears out.

For example, consider the following chart which details outcomes for students enrolled in Math 111 within the Fall 2014 term. We can see the distribution of grades earned for the general population (n=1373) and compare distribution of grades earned by students who are eligible for accommodation (n=50), and either chose to use those reasonable adjustments (n=33) or not (n=17).

Math 111 Outcomes for Fall 2014 -
Comparison of General Population and Students Eligible for Accommodation

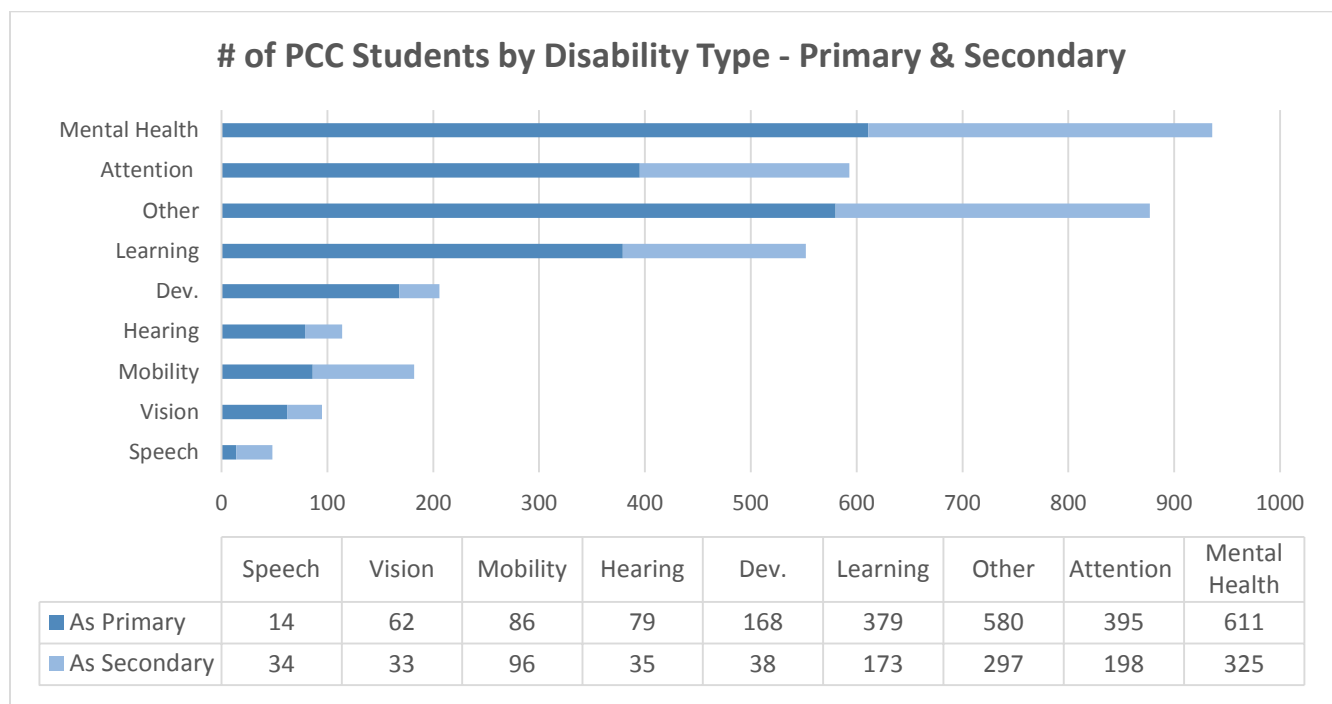|	%A	%B	%C	%D	%F	%I	%W
General Population	21.34	23.31	19.66	9.47	12.02	0.29	11.51
Eligible but did not use Accommodation	5.88	11.76	23.53	11.76	29.41	0	11.76
Eligible and used Accommodation	21.21	27.27	24.24	3.03	12.12	3.03	6.06

In this case, the picture we see is quite remarkable. Students who are eligible for accommodation but fail to make use of it, are more than twice as likely to fail the course, and are much less likely to earn an A or B. Also interesting is that students who are eligible and do use accommodation are less likely to withdraw. For additional detail on the course analyses and population demographic reports see the section on Synthesis of Assessment.

Breakdown by Type and Nature of Disability

The breakdown of type and nature of disability for students engaging in the accommodation process at PCC closely mirrors the national data for sensory related disabilities, but our numbers deviate in the categories of Learning Disabilities (where PCC has about half the national rate) and Mental Health (where PCC has close to double the national rate). It is important to note that we are talking about disclosure of documented disability, not rate of disability in the population. The two are distinct. The reality is that documenting a Learning Disability can be an expensive and time consuming process. To address this, Disability Services has built upon LEAP, which stands for the Learning Evaluation Access Project. Please see Appendix 7 for information related to LEAP.

% of Disability Type - PCC vs National

	Speech	Vision	Mobility	Hearing	Dev.	Learning	Other	Attention	Mental Health
PCC	0	3	3	4	7	17	20	17	27
National	1	4	7	4	5	31	16	18	15
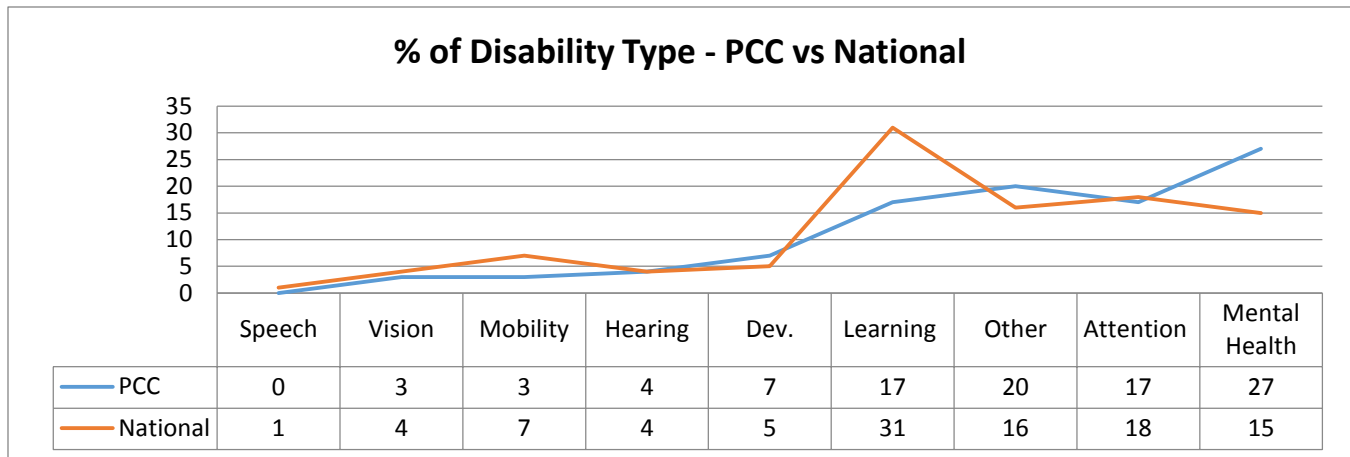
Also important to note is that many students experience a variety of functional limitations, and thus, while each has only one "primary" disability, there can be multiple "secondary" disabilities. Below is a breakdown of 2,389 current active student profiles. Not all students are enrolled each term, but each has been enrolled since Fall 2013.

# of PCC Students by Disability Type - Primary & Secondary

	Speech	Vision	Mobility	Hearing	Dev.	Learning	Other	Attention	Mental Health
As Primary	14	62	86	79	168	379	580	395	611
As Secondary	34	33	96	35	38	173	297	198	325

Overview of Request Types

Disability Services determines eligibility for and facilitates the deployment of a wide variety of academic adjustments and auxiliary aids or services. Not all students who are eligible for accommodation choose to use it in any given term. Below is a breakdown of the number of students who were enrolled in courses, were eligible for accommodation, and the percent who chose to request services, broken down by top primary disability types.
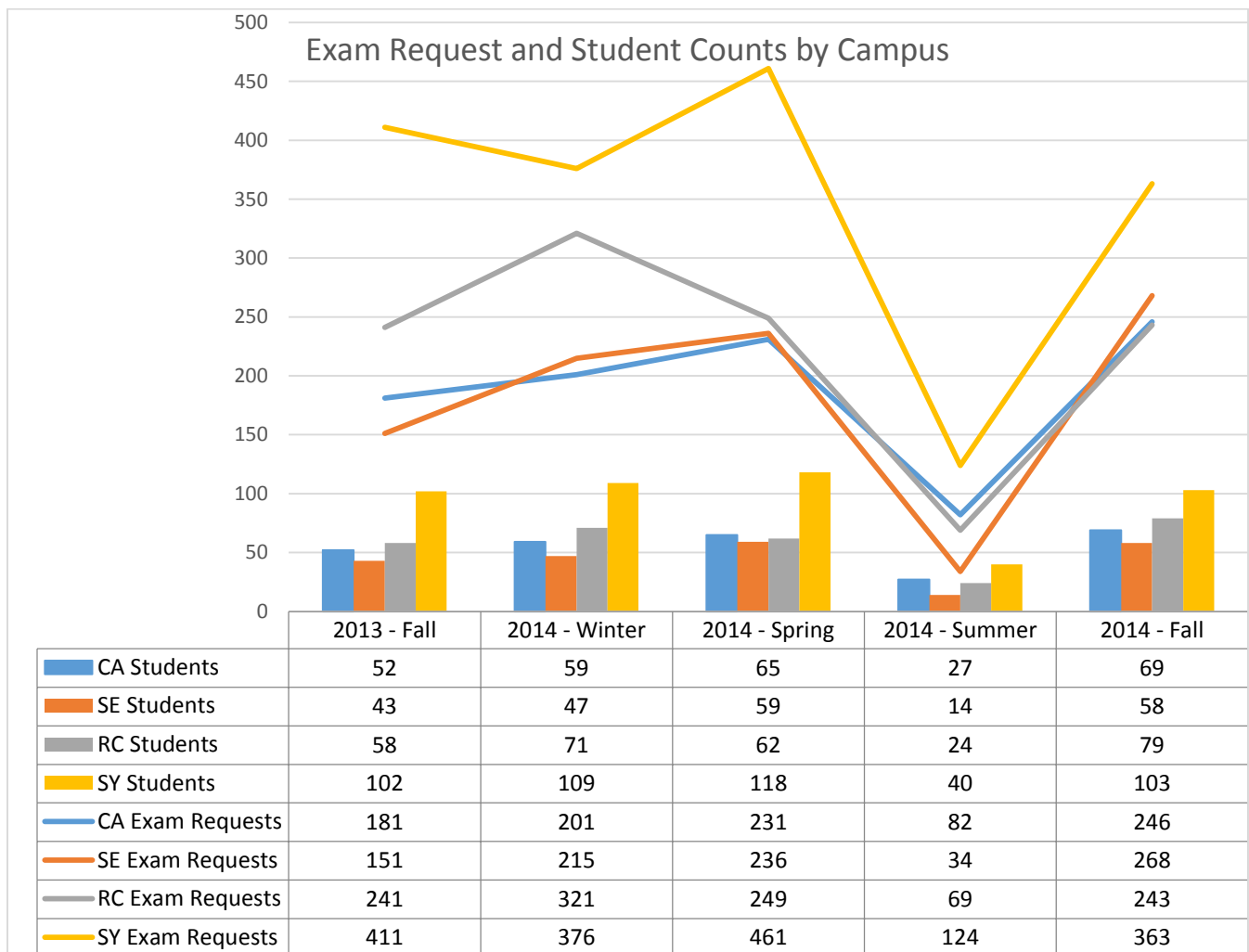
Fall 2014 # Students Enrolled and Accommodated by Disability Type

	Other	Learning	Mobility	Dev.	Attention	Mental Health	Hearing	Vision
Enrolled	371	253	62	127	227	373	54	37
Requested	192	143	36	75	136	229	39	28
% Using	52%	57%	58%	59%	60%	61%	72%	76%
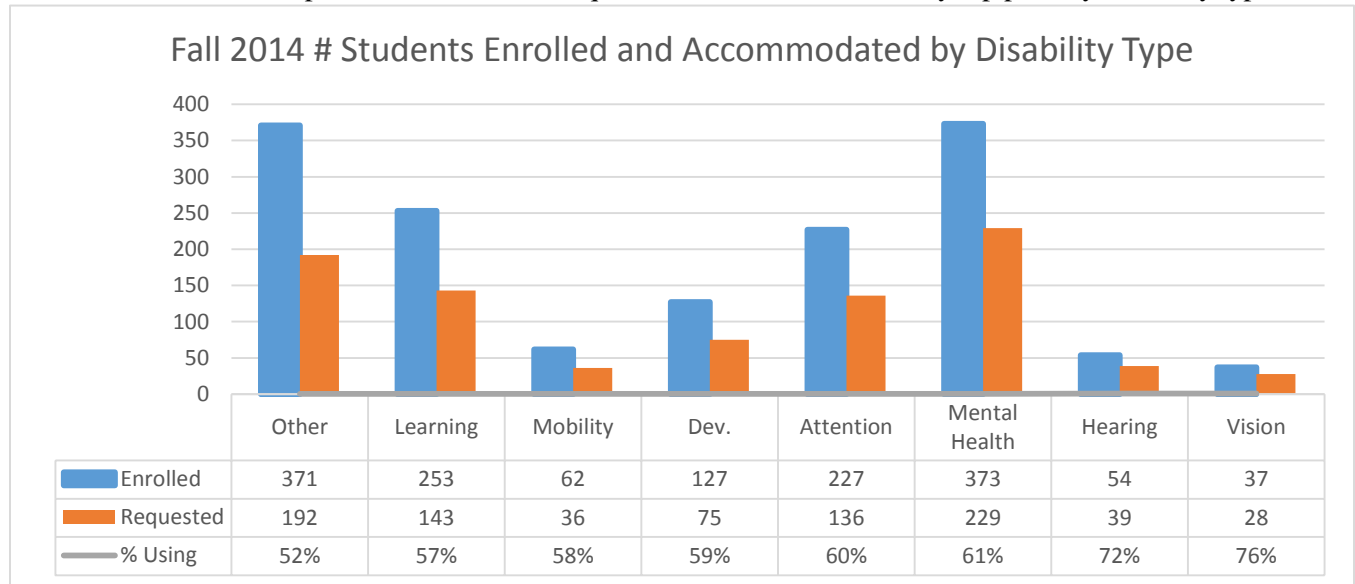
Although not all students who are eligible for accommodation use it in any given term, those who do, tend to request more than one adjustment or service. A more detailed breakdown of patterns within service area follows.

Fall 2013 to Fall 2014 Numbers of Requests by Service

	Testing	Liaison	AT	Alt Media	Notetakers	Communication	Furniture
Fall 2014	1584	2276	884	514	155	75	524
Fall 2013	1587	1524	913	398	445	102	366
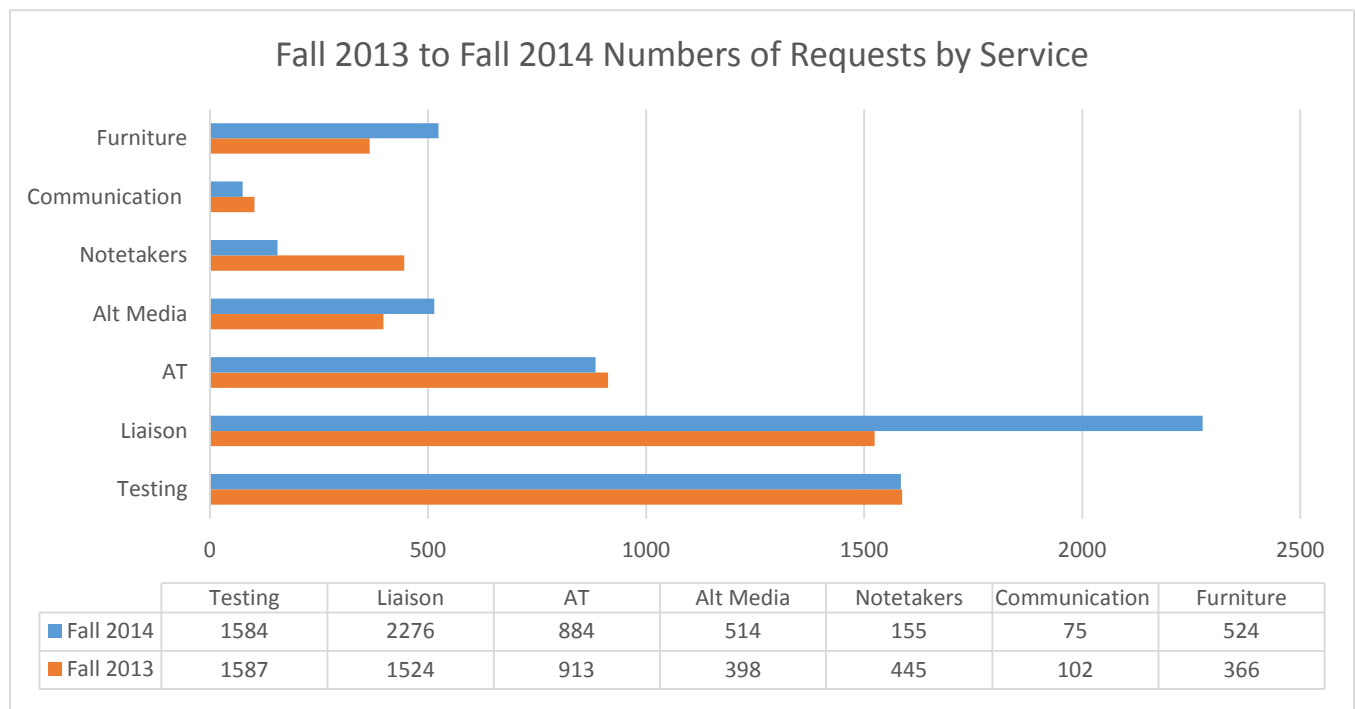
Alternative Testing

Alternative Testing is the most frequently requested Academic Adjustment at PCC and it is an area that has undergone significant change. For years, accommodated exams were proctored by Disability Access Services. In 2011 this changed and while Disability Services still determines eligibility for testing adjustments, the Testing Centers became the designated proctors for exams with adjustments that faculty could not handle on their own.

Below is a breakdown of the exam requests and student counts by campus from Fall 2013 to Fall 2014.

Exam Request and Student Counts by Campus

	2013 - Fall	2014 - Winter	2014 - Spring	2014 - Summer	2014 - Fall
CA Students	52	59	65	27	69
SE Students	43	47	59	14	58
RC Students	58	71	62	24	79
SY Students	102	109	118	40	103
CA Exam Requests	181	201	231	82	246
SE Exam Requests	151	215	236	34	268
RC Exam Requests	241	321	249	69	243
SY Exam Requests	411	376	461	124	363

It is important to be clear on the difference between the number of students who leverage the accommodation process by notifying faculty of their documented need for accommodated exams, and the number of students who are actually interacting with the testing centers.

This is especially important when we realize that only about a third of the faculty who responded to the 2014 DS Survey indicated they provided testing adjustments themselves. This suggests that many students may not be receiving the testing adjustments they are eligible for, and requested.

Below is a breakdown of the college wide numbers of students with active requests, the number of students who actually request exam appointments with the testing centers, and the ratio of usage this represents. The information is supplied for Fall 2013 to Fall 2014.

Description	2013 - Fall	2014 - Winter	2014 - Spring	2014 - Summer	2014 - Fall
Number of Students with Active Requests to Faculty	732	700	691	337	742
Number of Students Requesting Exams via Testing Centers	244	268	281	100	290
Ratio	33%	38%	41%	30%	39%

To see how this ratio plays out campus by campus please see the chart below. It is interesting to note that in all terms except for Summer, SE had the highest ratio of students actually scheduling exams with the testing center.

Ratio of Students using Testing Center by Campus

	2013 - Fall	2014 - Winter	2014 - Spring	2014 - Summer	2014 - Fall
CA ratio	27%	32%	36%	25%	34%
SE ratio	40%	44%	53%	29%	54%
RC ratio	28%	38%	35%	32%	39%
SY ratio	35%	40%	44%	38%	38%
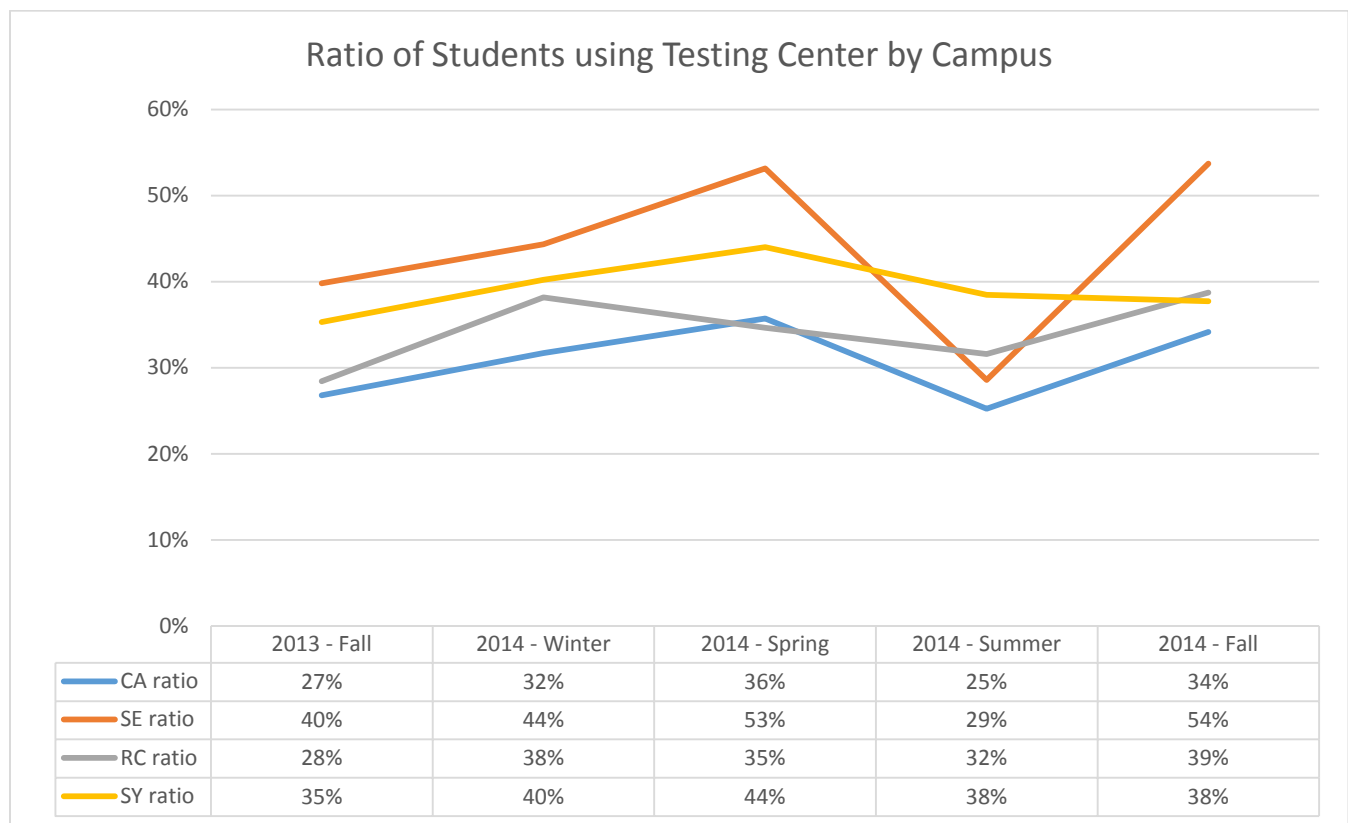
In terms of change over time, when comparing the numbers of exams proctored in Fall 2011 vs Fall 2013 a pattern emerges in which not only do numbers of students served increase, but also the number of exam requests per student increase.

Disability Services and the Testing Centers must collaborate effectively to ensure good outcomes. The Testing Center uses AIM, the online accommodation management system, and Disability Services provides training and technical support. DS also provides the alternate formats and AT needed in exams and serves as proctor for difficult to schedule exams. The partnership was strengthened by a matched funding initiative that allowed for technology upgrades at testing centers, however there is much room for continued improvement.

Accommodated Testing Fast Facts from DS Student and Faculty Surveys
- 80% of Students who responded to our survey use accommodated testing as an accommodation (n=121).
- 87% of Faculty who responded to our survey had used accommodated exams for their classes (n=269).
- Of those Faculty who responded, 55% used the testing center and 34% proctored the exams themselves

Themes from Comments
While students were appreciative of the opportunity to take exams with adjustments in place, there were also several themes that emerged related to areas of potential improvement. Themes that emerged in both student and faculty surveys include:

- Hours – limited and inconsistent with a lack of clear communication when there are office closures
- Proctoring – exam integrity can be compromised when test takers are not monitored sufficiently (Note that DS worked with Testing Centers and TSS to establish protocol for remote proctoring via camera)
- Space – not quiet enough and not sufficiently augmented with white noise machines, lights & heaters
- Attitudes – there are concerns that staff don't know how to interact in ways that reduce anxiety
- Process – students want to be able to schedule via phone or in-person, and have concerns about how scheduling/rescheduling occurs and how questions/concerns are resolved.

Our Perspective
Disability Services strongly supports an increased level of connection in terms of training and technical support for testing center personnel. Our last accommodated test summit occurred in Spring 2014 and even though we created a shared space for feature requests and concerns, and requested time to meet again in Summer and Fall, we have not been successful in getting back on the agenda. It would seem that some that the concerns raised by students and faculty would be better addressed if we worked together more effectively.

Disability Services is committed to participating in accommodated testing summits and would like to see these events happen once per term rather than once or twice per year. Accommodated testing is a critical area for the college to get right, and because the testing centers are campus based resources we can make recommendations from the vantage point of Disability Services, but cannot actually execute changes in practice.

Conclusion and Guiding Questions
It is important that testing centers have appropriate space and staffing to address student demand for accommodated exams. It is important for students to have consistent experiences when using the accommodation process to schedule and complete proctored exams. It is important for faculty to have consistent and positive experiences when interacting with testing center personnel on accommodated exam requests.

- How can the college ensure consistent practice across multiple campuses?
- How can testing centers effectively advocate for additional resources when needed?
- How can testing staff get additional professional development in working with students with disabilities?
- What are some ways DS, faculty, and testing departments, can continue to build collaborative relationships to promote communication and good experiences for students?
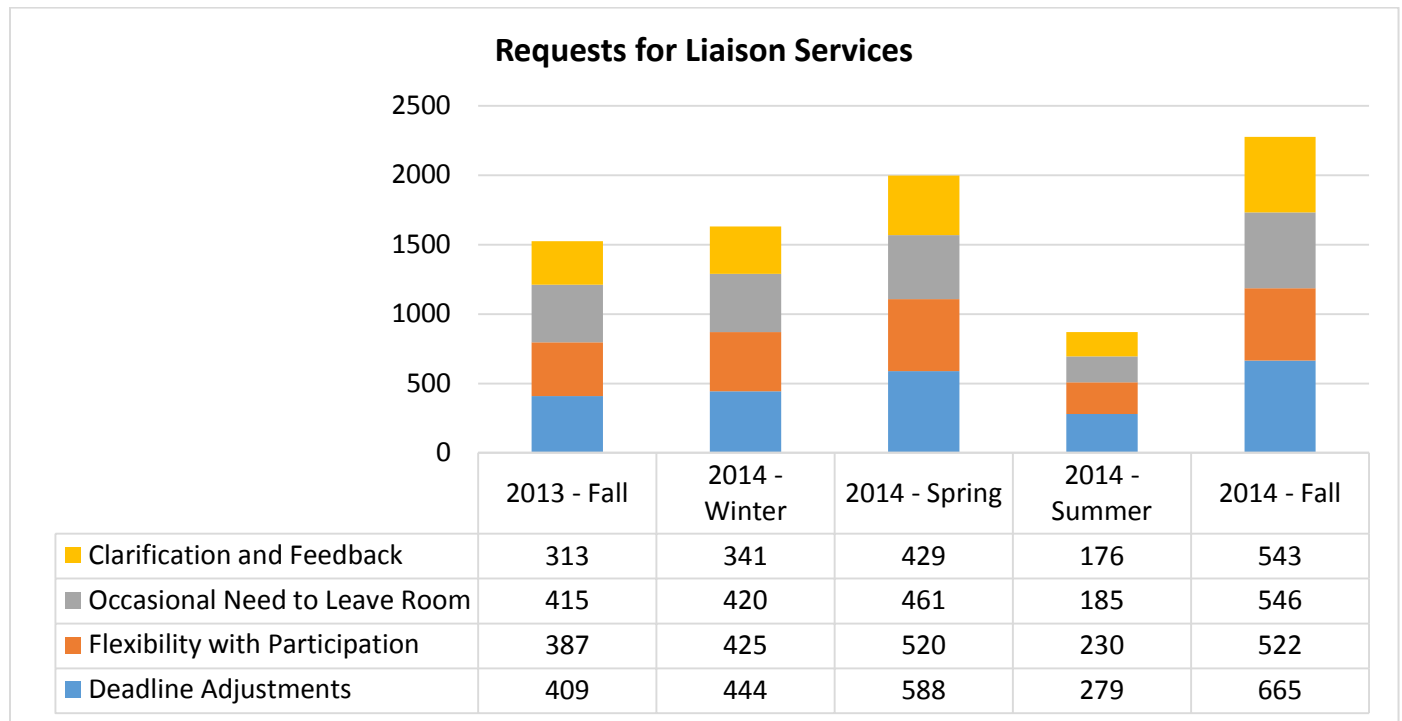
Liaison Requests

The data would suggest that liaison services requests are increasing rapidly, however, this is not quite the case. The difference is the department has formalized language and process and are now able to count more accurately the number of times these kinds of requests are made.

Liaison requests include accommodations like flexibility with deadlines, flexibility with attendance, permission to leave the classroom occasionally, and opportunities to receive clarification and provide feedback for course expectations. All four accommodation types were requested in fairly equal numbers.

The reason that liaison services are treated differently than other auxiliary aids and services is that they have increased potential for causing a fundamental alteration and so require a highly individualized approach to be implemented effectively. It is important for faculty who receive a request for liaison services to have a clear understanding of the rights and responsibilities involved.

Students have a right to an individualized review of their request and a responsibility to make those requests in a timely manner. Faculty have a responsibility to give full consideration to each request in the context of course learning objectives, timelines, and other relevant academic factors. Disability Services has a responsibility to help mediate these conversations to ensure good outcomes that provide equal access while maintaining high standards.

Requests for Liaison Services

	2013 - Fall	2014 - Winter	2014 - Spring	2014 - Summer	2014 - Fall
■ Clarification and Feedback	313	341	429	176	543
■ Occasional Need to Leave Room	415	420	461	185	546
■ Flexibility with Participation	387	425	520	230	522
■ Deadline Adjustments	409	444	588	279	665

Moving Forward – use of E-Forms for Liaison Services
- Use of an e-form to ensure students and faculty understand the process
- Will not be required – but is recommended
- Allows DS, Student, and Faculty to agree to terms that can be consulted should questions arise

Interpreting, TypeWell, and CART

Communication access needs vary by individual and by context. A variety of auxiliary aids and services are available for students with hearing, audio processing, and related disabilities. In addition to American Sign Language Interpreters, we also provide Signed English and Tactile Interpreting.

For individuals who do not know Sign Language, we also provide text based communication access through either Typewell, which is a meaning for meaning system, or CART, which provides a word for word transcript. The differences between these two systems are important. TypeWell produces a document that is easy to scan. This is important when there is work on the board or projector that requires visual attention. Also, TypeWell provides Math Mode which is important for courses in which equations are referenced.

Requests for Communication Access

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
■ CART	38	25	69	42	68
■ Typewell	151	223	243	138	117
■ Interpreter	150	196	199	132	119
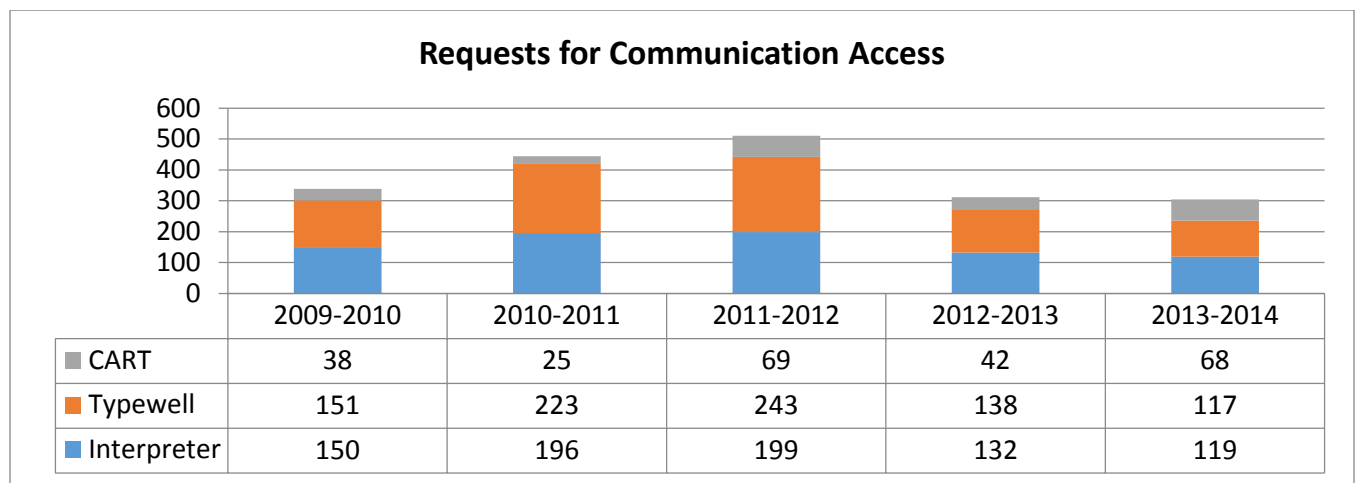
Communication Access Fast Facts from DS Student and Faculty Surveys
- 9% of Students who responded to our survey use communication access as an accommodation (n=14)
- 100% said their needs were met with 91% reporting their needs were met "Very Well"
- 49% of Faculty reported having had communication access providers in their classes (n=153)
  - 13% (n=16) FM Systems
  - 74% (n=93) ASL Interpreters
  - 57% (n=71) Transcribers

- 36% of Faculty reported getting requests for captioned media in their classes (n=111)
- Students reported that media captioning was in place:
  - 55% (n=6) Always
  - 27% (n=3) Sometimes
  - 18% (n=2) Rarely

Themes from Comments
The feedback regarding use of communication access related auxiliary aids and services was quite positive however there was concern about video captioning from both students and faculty. Some of these concerns seem to be related to misunderstandings regarding expectations, roles, and options.

Alternate Format Materials

For many students, reading visually from a standard printed page is difficult or impossible. Alternate format materials provide students with print-related disabilities equal access to textbooks and other course materials. Alternate format material provision can be a difficult area to manage effectively. There are copyright rules to comply with, tight timelines, complex content, and diverse student needs. While the job is complex, it is critical, yet, for many years the department was fulfilling requests at much lower rates than would be expected for an institution of our size. Disability Services made several changes to our process to address this capacity issue.

In 2012 a new Alternate Media Specialist position was created and in 2013 additional alternate format technician positions were added to complement the one existing tech position. These staffing adjustments have been critical to allowing for the college to stretch and meet student demand. To understand this shift in volume, please consider the following charts which show request patterns from 2010-2012 and then from 2013-2014.

Historic Pattern of Alt Format Requests

	F10	W11	SP11	F11	W12	SP12
Audio	50	43	45	43	74	53
Electronic	13	21	15	16	22	44
Enlargement	4	1	3	0	0	4
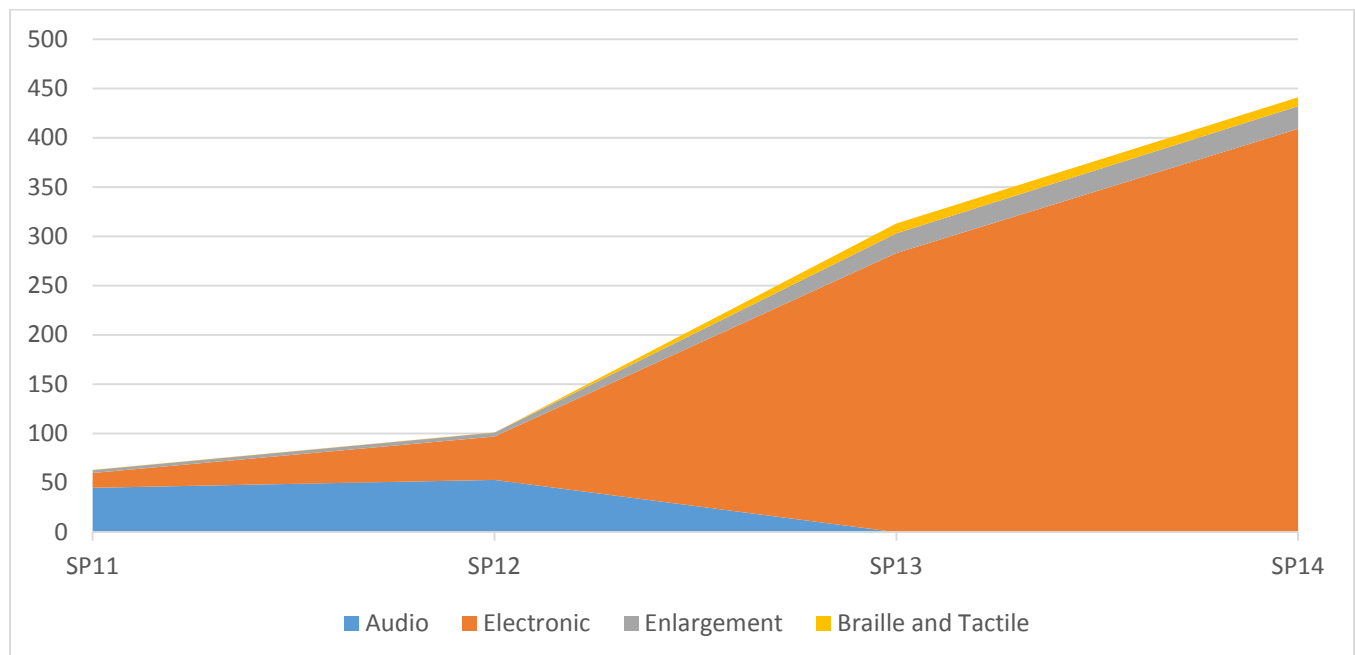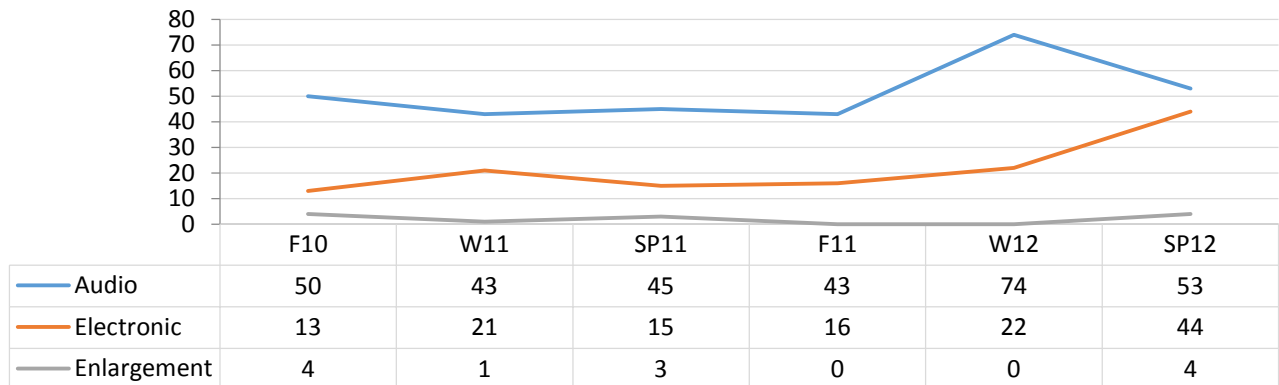
Within each of the terms from Fall 2010 to Spring 2012 there were less than 100 requests total per term and the bulk of them were for audio which was either acquired as pre-recorded human voice recordings, or synthesized via text-to-speech in MP3 audio format. The limitations of this format included a file format that could be played, but not searched, and that would be static in terms of playback rate. The MP3 format, which was essentially recorded synthetic speech, offered the user no option for discerning individual characters or punctuation.

Once students gained the ability to download Read & Write Gold software for free through the MyPCC portal, which provides students with the ability to listen to documents in a choice of voices at variable speeds, our requests for electronic files increased while our audio file requests decreased. We now provide e-text which includes PDF, Word, Text, and DAISY files (which contain structured navigable human voice recordings)

In looking at the comparison between the historic and current patterns of Alternate Format Requests, it is not just the significant increase in requests that are critical, but also the addition of requests for Braille and tactile graphics. We have also begun to offer additional tactile learning objects which will be reflected in future reports.

Alternate Format Fast Facts from DS Student and Faculty Surveys
- 32% of Students who responded to our survey used alternate format materials (n=48).
  - 50% used DAISY (n=21)
  - 71% used E-Text (n=30)
  - 12% used Braille or Large Print (n=5)
- 46% of Faculty reported having had requests for alternate format materials (n=143).

Themes from Comments
The feedback from students fell into three primary categories:

- Students who were highly satisfied and pleased with the process
- Students who are less comfortable with technology, and struggle, but may not be leveraging training
- Students who report that faculty were not supportive, or did not honor their needs

The comments received from faculty indicated misunderstandings or false assumptions related to the role of Disability Services in material adoption and use of accommodation to ensure curricular access. For example:

There were several comments from faculty who seem to be under the impression that Disability Services is limiting their ability to choose innovative or exceptional materials. To be clear, Disability Services does not dictate the type or nature of materials that faculty adopt. We do serve within working groups aimed at developing policy and plans, and we do try to communicate realistic options and potential outcomes so that departments can make informed adoption choices, given that some choices will increase institutional risk of non-compliance.

There were several comments from faculty who believe that DS should be capable of finding ways to accommodate regardless of what is adopted. Please see selected references for context on court cases, civil rights complaints, and compliance reviews that have clarified how and why accommodation alone is insufficient.

There were also several comments from faculty indicating that they have provided alternate format materials themselves, and often for students who are not registered with DS. We recommend connecting students with our office rather than accommodating on the fly.

Notetakers

While there has been a considerable decrease in notetaker requests over the last year, this is in large part due to a change in process that better allows for request status changes to be updated throughout the term. In the past, we counted all students who requested the service, but were not tracking the rate at which those who requested services actually received them. Now we track in a more granular way. We pull registration status nightly and send out emails prompting confirmation or cancellation. Many of these features automated. There is room for improvement, but we are making progress.

Here are stats for the pattern of outcomes for requests in the Fall 2014 term:

Ratio of Notetaker Requests Filled with Peer Notetakers

	1	2	3	4
Classes with Notetakers are Assigned	76	62	28	72
Active Requests for Notetaking	219	115	59	155
% Requests with Notetakers Assigned	35%	54%	47%	46%
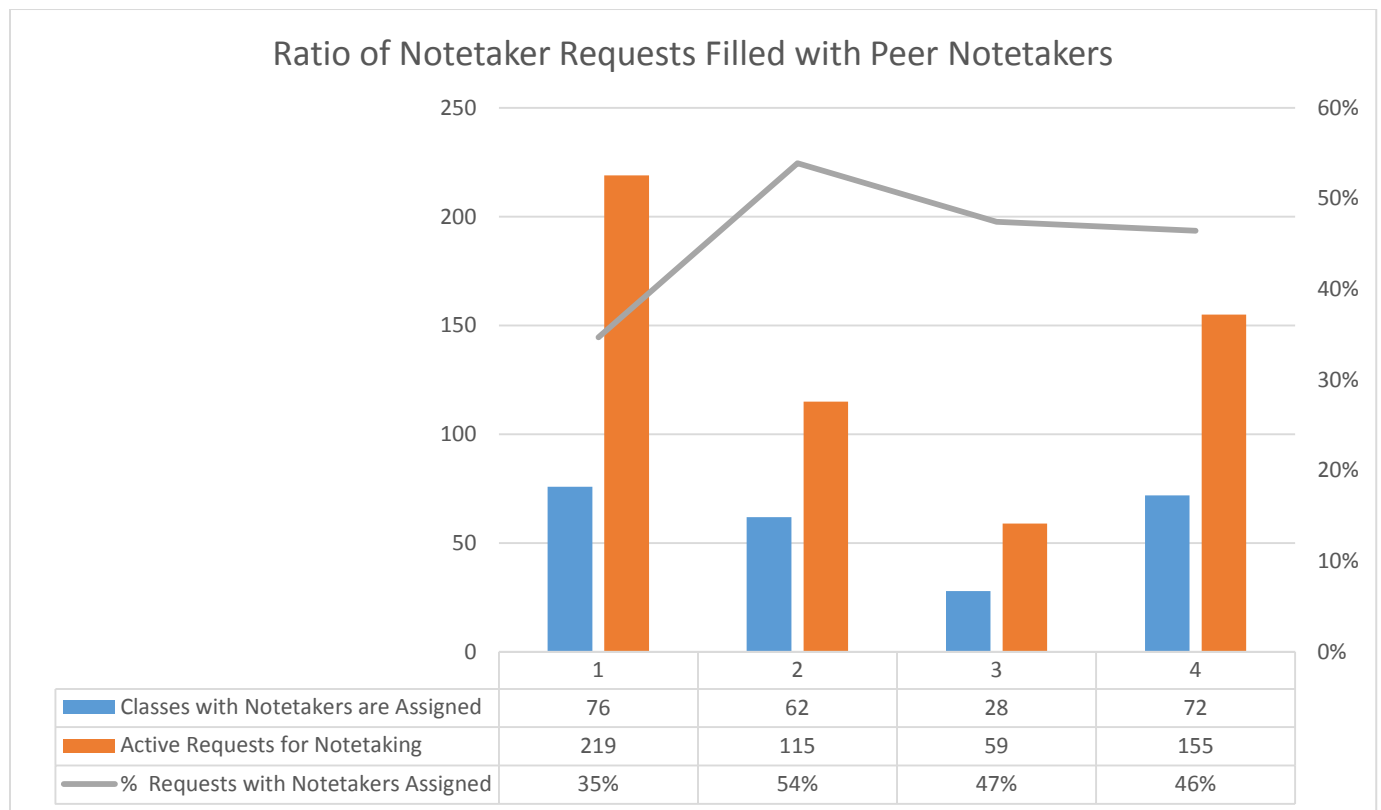
In Class Aides

In-Class Aides are provided when students experience functional limitations that preclude them from performing tasks such as manipulating objects, or navigating a physical space. The tasks performed by an in-class aide are tasks that are performed at the direction of the student. In-Class Aides are hired by the college and provided to ensure equal access to class activities.

Personal Care Attendants

Personal Care Attendants (PCAs) are allowed as an accommodation when a student has established the need. They are not employees of the college, and are better understood as employees of the student. If there are ever any questions or concerns around the actions or role of the PCA, please consult with Disability Services.

Furniture

While people often think of wheelchair accessibility, the truth is that many times the need for ergonomic adjustments are not always obvious, and it could be chronic pain, hidden injuries or other factors that prompt the request for adjustable furniture. Disability Services works in partnership with campus leaders, facilities, bond, and faculty to ensure appropriate furniture options are available to students. Because campus budgets are used to purchase and replace classroom furniture, and because not all rooms are equipped with ergonomic options, Disability Services has to track requests and initiate facilities work orders each term. As requests continue to increase it will be important to ensure ergonomic options are part of standard builds whenever possible.

Requests for the ability to alternate between sitting and standing are the most common. Among the remaining furniture requests, adjustable chairs were the most popular, followed by height-adjustable tables.

Requests for Ergonomic Adjustments and Furniture

	2013 - Fall	2014 - Winter	2014 - Spring	2014 - Summer	2014 - Fall
■ Other (Stools, etc.)	6	6	5	6	10
■ Adjustable Tables	24	29	35	21	45
■ Adjustable Chair no Arms	34	27	34	21	42
■ Adjustable Chair with Arms	92	84	121	42	166
■ Requests for Position Changes (Stand/Sit)	210	176	205	101	261
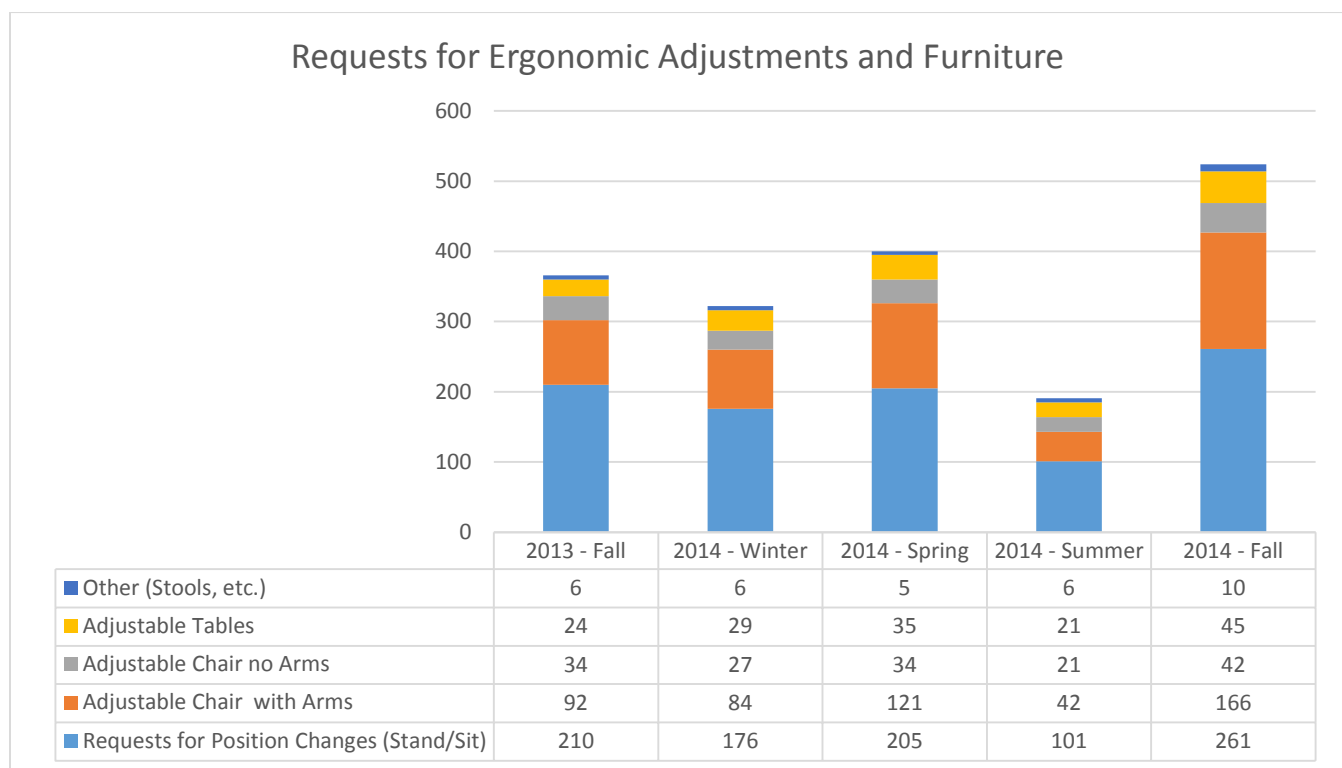
Furniture Fast Facts from DS Student and Faculty Surveys
- 12% of Students who responded to our survey used alternate format materials (n=16).
- 47% were "Well Satisfied" with 33% "Somewhat Satisfied" and 20% either "Slightly, or Not Satisfied"
- 40% of Faculty reported having had requests for ergonomic furniture (n=125).

Themes from Comments

While some students expressed positive feedback saying things like "Without it I don't think I would have been able to sit through a whole class, thank you" there were more students who cited difficulty with furniture getting moved around, or not being in place at all.

Comments from faculty tended to focus on either concerns that the furniture took up too much space in the room, or on concerns that they couldn't effectively assist in securing access while maintaining confidentiality.

STUDENT LEARNING OUTCOMES

As Disability Services engaged in the process of shifting practice from hard copy to electronic records we had the chance to consider our "getting started" process. In 2012, when we were still using a hard copy system, we had an intake form that asked students to hand write their names, G number, physical address, email address, phone number, and other details. In 2013 we redesigned the student application, transitioning to an online form, and taking the opportunity to not only change the type of questions we were asking, but also to specifically ask questions related to student learning and development that could allow for comparisons over time.

The idea was to let Banner fill in the details regarding physical address and demographics, so we could focus on the disability and accommodation related pieces as well as a few new questions related to student understanding of the accommodation process, and student self-report of self-advocacy skills. We can then work with students over a number of terms, and ask them the same questions again.

We are determining the best ways to use the data. We have both likert scale and open ended entries to evaluate. Below is a snapshot of key numbers for one of our learning outcome questions "How would you rate your own self-advocacy skills" from our "Getting Started" form:

Applications by Self-Reported Self-Advocacy Skill Level

	Transferred	Not Transferred
■ Not Sure What Self-Advocacy Is	273	158
■ Have Trouble	403	248
■ Feel Comfortable	705	390
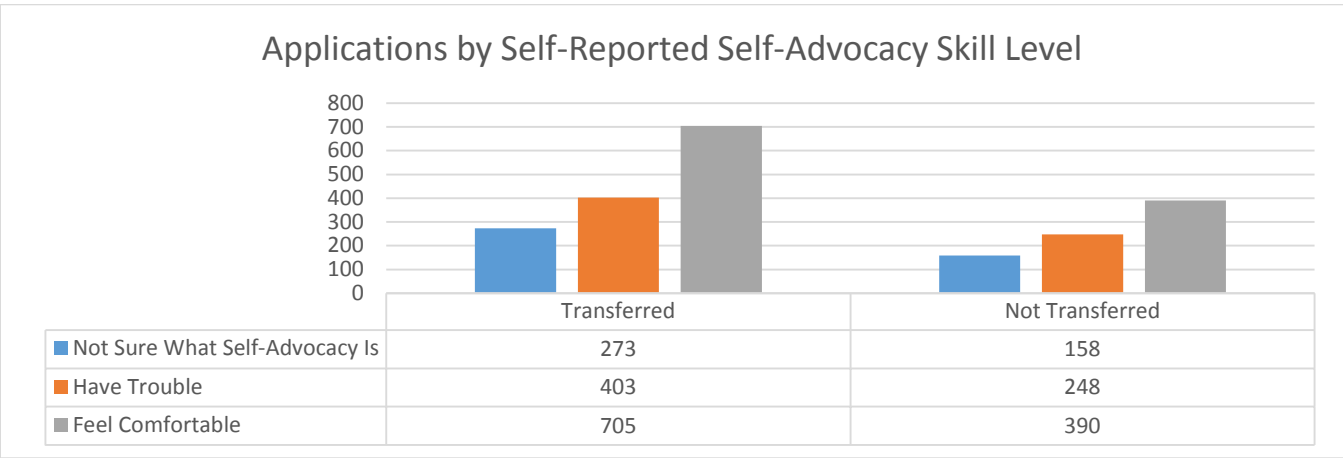
Examples of the kinds of statements we get from students when we ask about their understanding of the accommodation process include everything from responses such as "I have very little understanding of how or what accommodations can be made for me" which indicates a student will need guidance and instruction to understand both rights and options, to responses such as "I make a reasonable request, you accommodate it. Your internal workings on how to accomplish this are not my concern - you should be a 'black box'; i.e., take input (request) and give an output (accommodation) with no visible (i.e., transparent) process to the end user" which indicates a lack of understanding that the accommodation process is in fact individualized and interactive, also providing an opportunity for student development.

Next steps for Disability Services include the identification of panels of students who can be asked follow-up questions after a number of terms using the accommodation process, to see if there are differences in both the self-reported self-advocacy level, and the description of the accommodation process itself.

SERVICE STANDARDS & OUTCOMES

Alignment with College

The work of Disability Services is aligned with the Mission, Values, and Goals of the institution. Below is a collection of examples that illustrate this alignment with each:

Access: Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

Disability Services at Portland Community College works to ensure students who experience disability have equal access and opportunity to participate in educational and co-curricular offerings. We do this by:

- Facilitating the Accommodation Process through an individualized student-centered approach. Our team reviews documentation, verifies eligibility, and communicates with stakeholders to ensure equal access on the part of individuals who experience disability.
- Promoting best practices through collaboration and engagement within the community. We partner on community celebrations and invite disabled artists and academicians to our campuses for discussion and engagement in social justice – which actualizes open access.
- Providing software, equipment, training and alternate formats for students who need adjustments or auxiliary aids and services to benefit from information distributed in print or online.
- Providing Communication Access through services such as sign language interpreting, real time captioning and TypeWell services for students who are Deaf or Hard of Hearing or would otherwise not have access to participate in live communication.
- Collaborating with faculty and instructional support to ensure course materials and activities are accessible. Our team uses a streamlined workflow that leverages automation where appropriate.
- Collaborating with facilities, web team, and academic areas to ensure that PCC campuses and buildings are accessible and complemented with appropriate navigational tools. We have presented regionally and nationally on our innovative online campus access maps.
- Maintaining information for Faculty and Staff on the Disability Services website to further understanding of accessibility, disability, and Universal Design.

Diversity: Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty, and staff.

Disability is an important part of diversity. It is an experience that can touch people of all racial, ethnic, gender, and socio-economic backgrounds. We are no longer operating under a medical model that treats disability as a problem with the person. Rather, we see functional limitations as a normal part of the human experience. Disability is something most people will experience at some point in their lives, either directly, or through the experiences of a loved one.

Disability Services provides outreach and information to the community, to faculty and staff, and to students to develop understanding and awareness of social issues related to disability and diversity by sponsoring cultural events, providing training, and by collaborating with community partners on diversity initiatives. The department advocates for inclusion of disability within data reporting, hiring initiatives, and college climate assessments and strategic plans.

Quality Education: Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

We are operating in a time and space where educational technology is rapidly evolving. There are exciting advancements and new opportunities that have the potential to improve and enhance educational offerings, but with that potential to improve, also comes a potential to impede. Unfortunately there are many online engagement points that are not built in alignment with established web accessibility guidelines. There have not been regulations in place to require commercial producers of textbooks to build accessible companion materials or homework sites, however there have been regulations in place that require educational institutions to ensure equal access. While historically, it was often possible to use the accommodation process to mitigate barriers when they arose, this is not always possible in situations where the online offering provides 24 hour access to interactive elements. There have been a series of court cases, civil rights cases, and compliance reviews that have highlighted this problem, and important definitions have emerged. Please see selected references.

At PCC there has been tension around this topic, and while there has been some progress in defining a policy and plan to ensure our offerings are both innovative and accessible, we still have work to do to build understanding and ensure appropriate technical support is available to our faculty, staff, and students.

Student Success: Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

Maintaining high standards while appropriately mitigating the impact of disability is critical to ensuring all students have an equal opportunity to succeed. In the opening section of this program review we illustrated the power of reasonable accommodation to ensure consistent outcomes in terms of final grades as well as the relatively low percentage of our students who actually leverage the process fully.

Our efforts moving forward will focus on continuing to increase awareness of the accommodation process, but also to use the data available to us to inform specific strategic interventions that could improve the rate at which those who are eligible actually choose to use the adjustments that can ensure equal access, and thus open up a chance for success.

It was clear in our review of Fall 2014 Math 111 outcomes that for students who are eligible for adjustments and who choose to use those adjustments, outcomes were largely consistent with the general population. Students were able to earn credit with good grades. However, we also saw that for students who were eligible but did not make use of accommodation, the outcomes were not consistent, and students were much more likely to fail. This is critical information and Disability Services will be working to make these kinds of patterns more clear to more people so that we can trigger more positive referrals, and encourage more students to make informed choices that are in their own best interests.

By sharing data within college meetings, publishing fast facts on our website, and engaging with students, staff, and faculty, we hope to further develop a sense of shared responsibility and facilitate a campus climate where stigma is reduced, and disability is understood as a normal part of the student experience.

Economic, Workforce, and Community Development: Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

Individuals who live with disability often do so in poverty, and with limited opportunities to participate fully. The U.S. Office of Disability Employment Policy has generated a variety of initiatives aimed at closing these gaps. This is critical, because as noted in reports such as "Reclaiming the American Dream," which was produced by the American Association of Community Colleges, the surest path to economic vitality and strength in the middle class is through education.

PCC participates in the Workforce Recruitment Program (WRP) which provides an opportunity for students and recent graduates to submit a resume and other supporting materials and participate in an interview. The results of all the interviews are assembled into a database that is shared with public and private sector employers. DS arranges for collaborative sessions to complement WRP by partnering with Career Services for activities such as resume workshops and mock interview sessions.

DS also sponsors and offers a variety of community events related to arts and culture, and holds regular workshops for students, parents, and professionals. In addition, DS staff members serve on campus committees and various boards and research projects pertaining to disability rights and advocacy, and maintain active relationships with federal, state and local agencies such as the Veteran's Administration (VA), the Oregon Department of Vocational Rehabilitation (VR), the Oregon Commission for the Blind (OCB), the national and Oregon Association of Higher Education and Disability (AHEAD and ORAHEAD) as well as the National Association of Student Personnel Administrators (NASPA). These efforts help to support students and to ensure that PCC is following recognized best practices in the field.

A final critical area in which Disability Services helps PCC address economic, workforce, and community development is in the review and refinement of technical standards for community and technical education programs as well as the facilitation of reasonable accommodation within internship placements.

Sustainability: Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

Disability Services has shifted from a paper based system that produced thousands of paper notifications each term as well as thousands of paper forms for test accommodations, AT checkout, and more. Now the department uses email and live system dashboard data to address communication in a more sustainable manner.

The department has also looked closely at the options for outsourcing vs in-house production and made shifts as appropriate to ensure we are good stewards of funds, putting the most effective and efficient workflows into play.

Alignment with Program Standards

The work of Disability Services can be understood and assessed in the context of the program standards identified through the Association on Higher Education and Disability (AHEAD), but also through the work of the Council on the Advancement of Standards (CAS). The department elected to work through the AHEAD Professional Standards and Performance Indicators for this program review but has interest in CAS as a frame of reference.

Please see Appendix 3 for a full breakdown of evidence of alignment with each area. Overall, our alignment is very good. The changes in our practice that allowed for a greater sense of shared responsibility and increased capacity to meet student demand have also allowed our team to connect more with colleagues across the college and serve as a resource to the whole community. The area in which we don't quite align is development of institutional policy, though there are good discussions occurring that could help establish further alignment.

For a great example of the direction program standards are heading, and the direction we are aiming, please review the information available through Refocus, which disseminates information from a granted effort called Project Shift which is online at http://www.projectshift-refocus.org/.

SYNTHESIS OF ASSESSMENT & ANALYSIS – CULTURE OF CURIOSITY

Portland Community College is committed to cultivating a Culture of Curiosity and a Culture of Evidence.

Developing our Culture of Curiosity

Just prior to the start of the Fall 2013 term, DS staff met in a retreat to identify what we were curious about and wanted to spend time investigating. The group determined three areas. Over the course of the 2013/2014 academic year, team members broke into groups to look in more in depth at 3 Culture of Curiosity Questions (CCQs):

- What do our students have to say about how we are doing (CCQ1)
- To what degree are our students completing courses successfully – relative to peers (CCQ2)
- To what degree are our awareness building efforts meeting community needs (CCQ3)

CCQ1 - What do our students have to say?

A survey was launched in Winter 2014 that asked both current and recently attending students to provide feedback on the services used. We received over 150 responses.

For the most part, students were quite positive when providing feedback. The changes that have been made to increase access to technology have been appreciated and students are finding the new "getting started" process easy to use. The areas that are going to require targeted attention moving forward are accommodated testing (which requires collaboration with testing personnel and faculty) and notetaking which requires collaboration with peer students and faculty. In addition, the department ran a faculty survey which confirmed a need to clarify the use of liaison services and other programmatic accommodations.

Within the response received, there are some general trends noted in quantitative as well as open ended feedback. In terms of trends and highlights:

- Approximately half of the respondents were new to using accommodation.
- Our survey found that 87% of students said it was either Easy or Very Easy to get started with us, and 82% said the Information Session was Very Helpful or Somewhat Helpful.
- 87% of students felt that alternate media worked either Very Well or Somewhat Well.
- 100% of students surveyed reported that their equipment loan needs were met Very well or Somewhat Well.
- 80% of students surveyed said that their ergonomic furniture needs were met either Very Well or Somewhat Well.
- With regard to interpreting and transcribing services, 100% of students said their needs were met either Somewhat Well or Very Well, with 91% choosing "Very Well."
- 81% of students were satisfied with notetaking services.
- 98% of the students rated DS Counselors as "Great"

Additional detail can be found in Appendix 4 which contains the full student survey report.

CCQ2 - How are our students performing?

The second question that Disability Services decided to investigate was really interesting because typically Disability Services work is focused more on ensuring equal access, and less on measuring student success. The mantra has been that we are working to level the playing field so students can succeed or fail based on their demonstration of mastery, and not have that demonstration be unduly influenced by the impact of disability.

What we hoped to see, is that students who are eligible for accommodation, and actually use those auxiliary aids and services, perform at rates equivalent to the general population. We thought we might see that students who are eligible for accommodation, and don't use the services they are eligible for, do get impeded by barriers and thus perform at rates that are discrepant.

Also important to note, is that we would not have been able to engage in studying this question if we were still using a paper based system. Because our online accommodation management system allows us to efficiently identify students by accommodation usage, we can create subpopulations of interest. With those populations defined, we can then use Argos to run course population analyses. The reports allow us to view outcomes (final grades) for the total population of students who took a particular course compared to outcomes for our subpopulations of interest.

In our case, we looked at outcomes for students who used accommodation in classes, as well as outcomes for students who were eligible for accommodation but did not make service requests. An example of this was provided in the introductory section of this report. In that case, students who took Math 111 and used the accommodation they were eligible for, outcomes were consistent with peers in the overall population. Students who took the course without making use of the accommodation they were eligible for did not perform at equivalent rates. The pattern was striking.

In addition to running course analyses, we also ran population demographic reports to identify the following additional patterns related to retention and cumulative GPA. We looked at the Fall 2013 term and found:

Fall 2013 Students with Enrollment Activity	Cumulative GPA	Term GPA	% Retained to Winter 2014
Eligible and no Request (n=535)	2.72	2.32	73.34%
Eligible and Accommodated (n=829)	2.85	2.58	80.15%

In terms of recommendations moving forward, it becomes very apparent that appropriate use of accommodation is important to our completion agenda. Remembering that we have less than 5% of the student population identifying as experiencing disability and less than 3% actually using accommodation each term, even though we have significantly higher rates of disability in the actual population, it would behoove us to do the following:

- Encourage more students to connect with Disability Services to verify eligibility
- Encourage more students who are eligible to actually use the services they qualify for
- Continue to track these kinds of patterns
- Make these patterns more visible so students can make informed choices

CCQ3 - Are our awareness building efforts working?

The third question our team investigated had to do with the degree to which our awareness building efforts were effective and helpful. Examples of the programming offered through Disability Services are included below:

Transition Information Nights

The Transition Information Nights are hosted at each campus in the spring and marketed to high school students and their parents. These events consist of an overview presented by a DS practitioner as well as a panel of current PCC students who speak about their experiences at the college and with DS. While the volume of participants has been low, the impact has been high. Comments from prospective high school students and their parents have confirmed the importance of this event. Efforts are underway to increase participation.

Disability Arts and Culture Project

The Disability Arts and Culture Project performed at the Sylvania Little Theatre in November 2013. Audience members were asked to share feedback on the event and responses were quite positive, though we also identified some architectural barriers that were forwarded to the ADA committee for action.

Flash Mobs

Flash Mobs were events that were organized by Disability Services on the Southeast and Rock Creek campuses during the fall of 2013. The purpose of the Flash Mobs was to build general awareness about disability issues in a novel way and get feedback from the audience after the events. The participants, including students, advisors, staff, held large posters with disability awareness statements such as "Label Jars, Not People" and danced to "Born this Way" (by Lady Gaga). At the conclusion of the music, the participants left the area and other Disability Service staff members collected feedback which was largely positive.

Assistive Technology Survey

Because the department had increased access to technology so significantly, the team members studying awareness building efforts also launched a survey of those who attended AT training.

AT Training Satisfaction Responses

	Activities (what we did during the training)	Materials (any handouts or online resources)	Personnel (the person who did the training)	Pace (how quickly we moved through it)
Excellent	11	9	10	7
Good	7	7	9	10
Acceptable	1	3	0	2
Poor	1	1	1	1
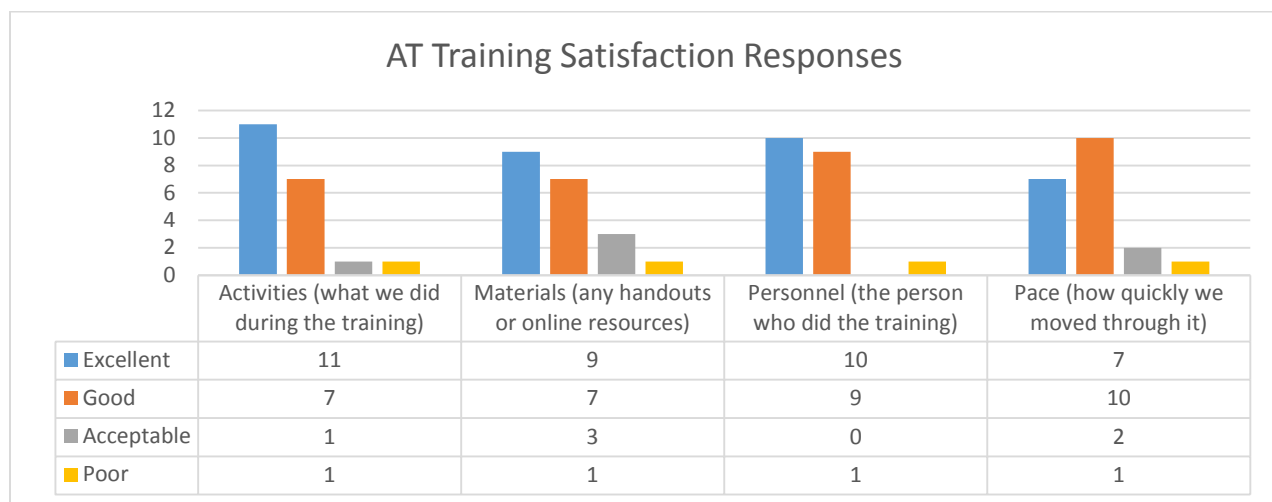
Note too, that the department has gone from training approximately 33 students per year, to training over 100 students per term. This is a roughly ten-fold increase!

Additional Assessment Activity beyond the Culture of Curiosity

The Faculty Survey:

The Faculty Survey was conducted in Spring 2014 as a complement to the student survey. The survey was anonymous and was sent out to both part-time and full-time faculty in an online survey format. There were 314 Faculty respondents. 59% were part-time faculty and 41% were full-time. Faculty were given the option of giving feedback through the specific questions on the survey and also were provided the space to comment and elaborate on their ratings on the survey.

Who Are the Faculty at PCC?

Participants were from a broad representation of disciplines at PCC including, but not limited to: Career Technical programs, Adult Basic Education, Developmental Education, Science, Mathematics, Art, Humanities (World Languages, Psychology, Speech), Health and Physical Education, Computers (Applications, CS & Computer Information Systems), English for Speakers of other Languages (ESOL), Business. They were asked to select their involvement and interaction with Disability Services along with a series of questions about accommodations they have made for students. Faculty were also asked about their communication related to accommodations and about the resources available to them through Disability Services. Not surprisingly, the majority of Faculty taught at the main campuses of Sylvania, Rock Creek, Cascade and Southeast. Faculty also taught online and at some of the extended campuses such as CLIMB and Willow Creek. Faculty taught in both credit and non-credit programs offered at Portland Community College.

How Do Faculty Accommodate Students?

Most faculty stated they interacted with DS personnel a number of times, but there were also at least 34% who had received accommodation forms, but had no direct interaction with DS personnel. The vast majority of Faculty identified they had formal interaction with students with disabilities, confirming "I've worked professionally, or within the community, in roles that have led me to interact with people who are living with disability"(92%), many stated they had learned about disability and its impact through books, lectures and documentaries (73%). Some identified as having personally experienced a disability (16%).

Most faculty identified that they had both formal accommodation notification and informal interactions working with students with disabilities (92%).

There were hundreds of comments offered within the survey, and while many were very supportive and demonstrative of a shared commitment to equal access, there were also a number of statements that were identified as cause for concern. There are clearly some gaps in understanding when it comes to rights and responsibilities related to the accommodation process that should be addressed through professional development.

Because attendance at Disability Services offered TLC sessions has been very low, the department is keenly interested in leveraging additional methods. The department is interested in contributing to online asynchronous interactive training modules as a way to complement the in-person engagement points, and on demand technical assistance that is already available.

Significant Events, Offerings, and Collaborations

Subject Area Studies

Disability Services collaborates with Distance Learning on subject area studies designed to examine the accessibility of a specific subject area. Funding is provided through Deans of Instruction for subject matter experts to work with DS and DL for one term to investigate, document, and develop best practices specific to the online delivery of content in a specific discipline. To date there have been two subject area studies: one in mathematics (fall term 2012) and one in Computer Science, Computer Information Systems and Computer Application Systems (winter term 2014). Future studies are available to all disciplines, but STEM fields are encouraged because of greater barriers to students with disabilities.

In the math study, two full time instructors studied how to make math content more accessible for online students with disabilities. The study mostly focused on access for blind students since this group encounters the most accessibility issues when taking math courses. The report, video and recommendations generated by this study are exciting. The instructors concluded that "student's needs must be addressed individually; however, there are some common practices that can help to support a wide range of students." They stress "equally effective" alternatives, such as tactile graphics or Braille, especially when screen reader technology is not useful to the student or attainable. Best practices for their department include recommendations for authoring math and saving source files so that they can be easily converted to other formats for students with disabilities. The instructors have also been using and promoting an open source online homework site—WeBWork—which is more accessible than most publisher-based content. The results of this important study have been presented at national conferences by DS, DL and the math faculty.

The CS, CIS and CAS study involved three instructors, one from each of the departments. They each studied the accessibility of their respective subject areas. The instructors began the study with the impression that blind and low vision students could not program or use computer programs. They quickly saw that by using a screen reader the students were able to access most of the programs quite well, and could program too. It was gratifying to watch the instructors go from being skeptical to embracing accessibility as an important part of teaching.

The instructors generated an "Accessibility Survival Guide for Instructors" and created a "Programming Lab Accessibility Rubric for Visually Impaired Students." The rubric is a comprehensive list of standards which, if met, will ensure accessibility in a programming lab. They also included a comprehensive list of programming languages and their accessibility. The report includes recommendations for faculty, including saving source files so DS can convert material for blind or low vision students, providing a syllabus early, voicing instructions in videos instead of pointing, and other suggestions that are easy to implement. The report stresses that accessibility is achievable, and that there are resources to help faculty.

The subject area accessibility studies are very important to the success of our students. Subject matter experts know their disciplines and what every student has to do to complete the programs. The findings and recommendations of these studies will enable more of our students to complete courses in these areas. Also, by working with DS and DL, the instructors receive valuable training in what it means to be accessible, which is information they bring back to their departments. These "ambassadors" are the best people to inform their colleagues about the importance of accessibility and how to achieve it.

Transition Programming

Disability Services has returned to a past practice, and is hosting Transition Information Nights for prospective students and their families each spring at each campus. This effort relies upon coordination with high school transition personnel and is aimed at both public and private schools in the areas around our campuses. Feedback from participants in the Transition Information Nights are provided in the Synthesis of Assessment section.

The Workforce Recruitment Program is aimed at transition on the other end of the spectrum. Rather than getting students into college, this effort is aimed at getting graduates into employment. The WRP provides an opportunity for current or recently graduated students who have documented disabilities to share their resumes and interview question responses with public and private sector employers across the nation. PCC has participated each year since Fall 2012 and has hosted our own students as well as students attending other area schools.

Spinal Cord Scholarship

The Craig H. Neilsen Foundation is committed to enabling students living with spinal cord injury to receive affordable, quality educational opportunities and to eliminate barriers for academic success. In early 2014 we received an invitation to become a partner institution and even under a compressed timeframe, we were able to identify three students who met eligibility requirements. These students were each provided with scholarship dollars to cover tuition, books, and fees, but in addition, the students were allowed an opportunity to apply for additional funds that were tied to disability related expenses.

The department has been working closely with the scholarship office as well as the Neilsen Foundation to build the spinal cord scholarship into the standard timelines and process. We anticipate having additional students apply for and receive the scholarship in the 2014-2015 year, and beyond.

Access Maps

The Accessible Building Features Maps were created through a collaboration between Facilities, DS, Architecture and Drafting, and Web Team. The effort has created online maps that are accessible via screenreader and there are tactile representations available as well. We have additional enhancements that will continue to roll out.

The tactile maps are being provided to the Oregon Commission of the Blind, along with access to a mock D2L shell to help acclimate students to the PCC environment (Part of our Prepare work for the Panther Path).

Dis/Representation

Dis/Representation is a collaborative offering through the Disability Arts and Culture Project (DACP), Portland Community College, and Portland State University. This program is a specific response to a need communicated by DACP members, and an answer to broader issues of ableism and community. We offer Dis/Representation as a space for individuals to come together and engage in conversation around disability. We hope to encourage an active examination of the way disability is approached in society as well as the way disability is experienced in our lives. For each of the themes we are presenting through Dis/Representation we offer reading materials and videos as well as questions or prompts. The schedule presents a shared time and space for conversation with both in-person and online options for connection.

Conclusions & Summary Recommendations

Disability Services has grown and evolved significantly over the ten years since the last program review, and in the last three years we have demonstrated considerable capacity for excellence. We are still rolling out features for our online accommodation system, and will be continuing to increase effectiveness of service delivery through a proactive and data minded approach.

Our commitment to a culture of curiosity, and a culture of evidence, means that we will continue to hone our data collection and reporting techniques. Our commitment to a sense of shared responsibility means we will continue to partner with colleagues and community members. Below are specific areas that DS recognizes as being strategically important over the coming years.

Service Delivery

The student and faculty feedback, as well as the anecdotal information and service usage patterns, all suggest there is work to do in regard to exams proctored through the testing center. From the perspective of DS, the testing centers may need additional resources to ensure appropriate spaces are available to students during hours that correspond to their actual class and exam times. The testing centers may also need to evaluate student needs and consider allowing students to schedule exams through a variety of means. This may require additional personnel. Please note that the numbers of exam requests our PCC testing centers are handling are very low given our population. We should expect to see increases in numbers and thus we do have a responsibility to ensure our resources are adjusted as appropriate to meet student demand.

Use of electronic agreement forms to clarify responsibilities for liaison services should help to improve effective communication, and the department is establishing action items to improve experiences for community education students and those who are purely distance learning. In addition, we are working to generate custom reports like the one developed for the math department, for more areas, to allow for better sharing of appropriate information.

Disability as part of Diversity in Recruitment and Retention

Developing evidence of how we honor disability as a valued component of diversity is essential to a positive campus climate. We need to continue to cultivate college-wide practices that exemplify our commitment to educating and employing individuals who experience disability.

Faculty Professional Development

Responses received during the 2014 faculty survey confirmed there are many misunderstandings at play that could potentially be addressed through more consistently accessed professional development. The department has offered TLC sessions in the past but has seen low turnouts. We do participate in New Faculty Institute and look forward to contributing to online faculty development modules through D2L.

Accessible Information and Communication Technology (ICT) Policy and Plan

Moving forward with the ICT policy and plan work that began with GOALS is very important. The department can support, but cannot lead this effort. It must come from leadership with technical support from DS and others.

SELECTED REFERENCES

Below are a selection of references that are helpful to understanding the context of this program review. There are court cases and settlements and Dear Colleague letters, as well as books and articles and guidelines.

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APPENDICES

Appendix 1- Historical Initiatives

In terms of historical initiatives that are tied directly to DS, one powerful example is the work done to provide learning evaluations for students who could not otherwise afford to get documentation in place. It is important to note that while learning disabilities are often diagnosed within K-12 settings, many students attended at a time or place where this did not occur. For others, there may have been a diagnosis offered in elementary or secondary school, but if those records were not retained, the student has no documentation to offer in support of a request for reasonable accommodation.

Critical to understanding this issue is knowing that learning disabilities are diagnosed when an individual has average or above average intelligence but processes information in a way that is divergent from typical, and that causes a mismatch with how instruction is often delivered. Without appropriate accommodation or modified instructional approaches, the student will face significant barriers relative to peers.

PCC was able to do something very positive for a number of years. From 1979 until 2001 the department provided in-house Learning Disability evaluations. As was reported in the 2004-2005 Program Review, even after funding was terminated, both students and faculty expressed a desire for reinstatement.

While the program was not brought back into being in its prior form, an alternate approach called LEAP was developed. Because LEAP is funded out of Perkins dollars, it only allows for the evaluation of students who are in Perkins funded programs of study, and thus represents a more limited opportunity than the prior iteration. That said, the department was able to save the funding when it was in risk of being discontinued in 2012, and has since been able to double the numbers of students served. See Appendix 7 for LEAP Outcomes.

Individualized tutoring was provided for students with disabilities from 1987 through 2001. Since funding was terminated, students have continued to ask for this service. A pilot for academic coaching was being considered in 2013-2014 but a practical re-imagined delivery mechanism for individualized support has not yet been defined.

An interesting area to consider in terms of both historical and current initiatives is Assistive Technology training and support. State funding obtained in 1990 allowed the college to develop an initial base, and in 1993 the school became a demonstration site for a statewide project called the Technology Access for Life Needs (TALN).

Unfortunately several years ago the funding for the established DS AT position was lost and the college shifted to use of contracted services. Since regaining dedicated Access Technology staff positions the college has been able to increase training counts from only an average of 33 students per year to current rates of over 100 students per term and enhance the AT equipment loan process to include a wider range of equipment with differentiated loan protocol for general items (loaned through the library) and specialized equipment (loaned through the department) with increased transparency of process and more robust information online for prospective borrowers to review.

Appendix 2 - DS Participation in Committees, Workgroups and Associations

Team members serve on PCC committees and as well as in regional NS national associations.

National or Regional

1. AHEAD – Association on Higher Education and Disability
2. NASPA – National Association on Student Personnel Administrators
3. ORAHEAD – Oregon Association on Higher Education and Disability
4. CORE – Collaboration of Rehabilitation and Education
5. Better Futures Advisory Board
6. Portland Commission on Disabilities
7. Portland ADA Celebration planning committee
8. DACP – Disability Arts and Culture Project
9. Dis/Representation

College Specific

10. Access Maps
11. ADA Committee
12. AT Committee
13. Financial Aid Appeal Committee
14. Completion Investment Council
15. Copyright Committee
16. DSSL - District Student Service Leaders
17. District Leaders Diversity Council
18. EAC – Education Advisory Council
19. Media Tactics
20. Web Accessibility Task Force
21. Perkins Steering Committee
22. Student Development Committee
23. Title III Steering Committee
24. Student Behavior Management System
25. Behavior Intervention Teams
26. Diversity Committees
27. ROOTS – CA and SY
28. Safety Committees – all campuses
29. Student Service Fair Planning Committee SY
30. Course Substitution
31. AT Implementation
32. DE Task Force
33. SY QRC taskforce
34. Veterans Task Force
35. Web Accessibility Task Force

Appendix 3 - Program Standards Detail

This appendix contains the full listing of Program Standards and Program Indicators from the Association on Higher Education and Disability (AHEAD) with detail for the evidence the department is citing. Our team completed the AHEAD review as part of a full-team department retreat.

Following the AHEAD Standards is a very cursory review of an alternate approach for reviewing alignment with program standards which comes from the Council on the Advancement of Standards in Higher Education (CAS) chapter on Disability Resources and Services.

AHEAD Program Standards and Performance Indicators

The Association on Higher Education And Disability (AHEAD) Professional Standards and Performance Indicators present consensus among experts in the field regarding minimum essential services.

1. Consultation and Collaboration

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

1.1 Serve as an advocate for issues regarding students with disabilities to ensure equal access.

Performance Indicator	Evidence
Foster collaboration between disability services and administration as it relates to policy implementation.	DS personnel serve on committees, councils, and workgroups. The department also prompted a review of Service Animal Policy and revised historical language then worked with administration to ensure communication. DS is currently working with colleagues, faculty, and administration to advance an Information and Communication Technology Accessibility policy and plan.
Ensure key administrators remain informed of emerging disability issues on campus that may warrant a new or revised policy.	The Director participates in managerial meetings and consults with administrators on sensitive situations.
Foster a strong institutional commitment to collaboration on disability issues among key administrative personnel (e.g., deans, registrar, campus legal counsel).	DS Personnel work on committees, councils, and working groups and in doing so, help to cultivate institutional commitment
Work with facilities to foster campus awareness regarding physical access.	Disability Services participates in the ADA Committee and has worked on access maps with facilities and web team.
Work collaboratively with academic affairs on policy regarding course substitutions.	Disability Services worked with faculty and student services to revise the course substitution petition and guidelines, establishing a new committee review process
Foster an institutional commitment to promoting student abilities rather than a student's disability.	Programming such as Dis/Representation helps to break down stereotypes and work within the District Leaders Diversity Council has established a venue for engagement in the large conversation around disability as part of diversity
Foster meaningful inclusion of students with disabilities in campus life (e.g., residential and extracurricular activities).	Peer Advisor and Student Leader Training

1.2 Provide disability representation on relevant campus committees.

Advise campus student affairs regarding disability-related issues (e.g., student discipline, student activities).	DS participates in Behavior Intervention Teams on some but not all campuses. DS does consult as necessary with all teams.
Participate on a campus-wide disability advisory committee consisting of faculty, students, administrators, and community representatives.	Disability Services has recruited students to serve on the AT Committee, the ICT Work Group, and the ADA Committee, but is also active within Diversity Councils.
Participate within campus administrative committees such as a campus committee on individuals with disabilities.	Disability Services serves on the AT Committee, the ICT Work Group, and the ADA Committee, as well as other committees that touch on disability.

2. Information *Dissemination*

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

2.1 Disseminate information through institutional electronic and printed publications regarding disability services and how to access them.

Performance Indicator	Evidence
Distribute policy and procedures(s) on availability of services via all relevant campus publications (catalogs, programmatic materials, web sites, etc.).	Disability Services is represented in the college catalog and on the college website, but also in the printed and online materials of many different programs.
Ensure referral, documentation, and disability services information is up to date and accessible on the institution's web site.	Web Team maintains a link on all pages to allow for areas in need of updates to be flagged. Beyond that, DS maintains contributor rights to our own space to allow for updates.
Ensure that criteria and procedures for accessing accommodations are clearly delineated and disseminated to the campus community.	Disability related procedures are provided online and through in-service and department or subject area meetings.
Ensure access to information about disabilities to students, administration, faculty, and service professionals.	Disability awareness programming occurs via events such as Dis/Representation but there are also demographic reports and online resources.
Provide information on grievance and complaint procedures when requested.	Disability related grievances and complaint procedures are documented on our website.
Include a statement in the institutional publications regarding self-disclosure for students with disabilities.	Disability disclosure statement is included in all syllabi.

2.2 Provide services that promote access to the campus community.

Performance Indicator	Evidence
Facilitate the acquisition and availability of a wide variety of assistive technology to help students access materials in alternative formats	Disability Services chairs the AT Committee, partners with the library for AT equipment loans and with Technology Solution Services for deployment of enterprise software.
Provide information for the acquisition of communication such as, text telephone (TTY), or (TDD) for the deaf.	Disability Services has a video phone in our office and maintains information on our website.

Promote universal design in facilities.	Disability Services participates on the ADA committee and partners with facilities and web team to produce more wayfinding interfaces.
Promote universal design in communication.	DS is participating in the Panther Path planning.
Promote universal design in instruction.	Disability Services maintains website pages with links to articles and videos and professional development opportunities in the Anderson Conference.

2.3 Disseminate information to students with disabilities regarding available campus and community disability resources.

Performance Indicator	Evidence
Provide information and referrals to assist students in accessing campus resources.	Practitioners connect students with resources in both individual and group sessions.

Faculty and Staff Awareness

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

3.1 Inform faculty regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, and curriculum modifications.

Performance Indicator	Evidence
Inform faculty of their rights and responsibilities to ensure equal educational access.	Disability Services participates in New Faculty Institute as well as the Part Time Faculty Institutes. In addition, we provide events through the Teaching and Learning Centers.
Inform faculty of the procedures that students with disabilities must follow in arranging for accommodations.	We have a faculty training module on our website.
Collaborate with faculty on accommodation decisions when there is a potential for a fundamental alteration of an academic requirement.	The individual accommodation process ensures practitioners are available to work individually with faculty to resolve any concerns. This process is also laid out on our website. We also collaborate with faculty and Distance Learning on subject area studies in which faculty investigate barriers within their disciplines to share with colleagues.

3.2 Provide consultation with administrators regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical, and curriculum modifications.

Performance Indicator	Evidence
Foster administrative understanding of the impact of disabilities on students.	Participation in administrative meetings as well as consultation as needed

3.3 Provide disability awareness training for campus constituencies such as faculty, staff, and administrators.

Performance Indicator	Evidence
Provide staff development regarding understanding of policies and practices that apply to students with disabilities in postsecondary settings.	Presentations during retreats and staff meetings
Provide staff development to enhance understanding of faculty's responsibility to provide accommodations to students and how to provide accommodations and modifications.	NFI and TLC
Provide administration and staff training to enhance institutional understanding of the rights of students with disabilities.	Retreats and staff meetings
Participate in administrative and staff training to delineate responsibilities relative to students with disabilities.	TLC and staff meetings
Training for staff (e.g., residential life, maintenance, and library personnel) to facilitate and enhance the integration of students with disabilities into the college community.	SLC and tutor trainings and peer advisors, etc

3.4 Provide information to faculty about services available to students with disabilities.

Performance Indicator	Evidence
Provide staff development for faculty and staff to refer students who may need disability services.	Inservice and TLC and Staff meetings

Academic Adjustments

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

4.1 Maintain records that document the student's plan for the provision of selected accommodations.

Performance Indicator	Evidence
Create a confidential file on each student including relevant information pertaining to eligibility and provision of services.	AIM
Document the basis for accommodation decisions and recommendations.	AIM
Develop a case management system that addresses the maintenance of careful and accurate records of each student.	AIM

4.2 Determine with students appropriate academic accommodations and services.

Performance Indicator	Evidence
Conduct a review of disability documentation.	AIM
Incorporate a process that fosters the use of effective accommodations, taking into consideration the environment, task, and the unique needs of the individual.	Customizable requests through AIM that are entered at student discretion
Review the diagnostic testing to determine appropriate accommodations or supports.	AIM and Image Now
Accommodation requests are handled on a case-by-case basis and relate to students' strengths and weaknesses, which are identified in their documentation.	Practitioner protocol
Determine if the student's documentation supports the need for the requested accommodation.	Practitioner protocol
On a case-by-case basis, consider providing time-limited, provisional accommodations pending receipt of clinical documentation, after which a determination is made.	Temporary eligibility in AIM

4.3 Collaborate with faculty to ensure that reasonable academic accommodations do not fundamentally alter the program of study.

Performance Indicator	Evidence
Provide reasonable accommodations for students with disabilities to ensure program accessibility, yet do not compromise the essential elements of the course or curriculum.	Disability Services maintains the expertise needed to assist in the fair application of an individualized accommodation process. Practitioners evaluate the need of the individual in the context of the essential learning outcomes in the course or program of study.
Ensure an array of supports, services and assistive technology so student needs for modifications and accommodations can be met.	Services and accommodations page on our website details examples of auxiliary aids and services.

Counseling and Self-Determination

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

5.1 Use a service delivery model that encourages students with disabilities to develop independence.

Performance Indicator	Evidence
Educate and assist students with disabilities to function independently.	Practitioners work with students individually.
Develop a program mission that is committed to promoting self-determination for students with disabilities.	Our mission calls for an individualized student centered approach and calls for action to provide access proactively, reducing accommodation.

Policies and Procedures

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

6.1 Develop, review and revise written policies and guidelines regarding procedures for determining and accessing "reasonable accommodations."

Performance Indicator	Evidence
Develop, review and revise procedures for students to follow regarding the accommodation process.	We have created short video tutorials for students that detail the accommodation process. Information is also available on our website, in our brochure, and in our information session or individual meetings.
Develop, review and revise policies describing disability documentation review.	Documentation policies were revised in 2013 to align with AHEAD best practices. They are published on our website and in our printed brochures.
Develop, review and revise procedures regarding student eligibility for services.	Eligibility has been determined by individual practitioners with consultation among peers, but the department is examining options for a more formalized multiple reviewer approach.
Develop, review and revise eligibility for services policies and procedures that delineate steps required for students to access services, including accommodations.	The Getting Started process has been redesigned to make the steps clear and easy to access.
Develop, review and revise procedures to determine if students receive provisional accommodations during any interim period (e.g., assessment is being updated or re-administered).	Our spaces page details the procedure for establishing and setting temporary eligibility.

6.2 Assist with the development, review, and revision of written policies and guidelines for institutional rights and responsibilities with respect to service provision.

Performance Indicator	Evidence
Assist with the development, review, and revision of policies and procedures on course substitutions, including institution requirements (e.g., foreign language or writing requirements).	Disability Services worked with student records and faculty to revise the PCC course substitution process moving to a committee review process.
Assist with the development, review, and revision of policy and procedures regarding priority registration.	Disability Services is working with enrollment services to streamline priority registration.

Develop, review and revise policies and procedures that maintain a balance between "reasonable accommodation" and "otherwise qualified" while "not substantially altering technical standards."	The college does not have clearly defined policy outlining the accommodation process as a whole with rights and responsibilities and designated points of contact, however the department does have procedural information and service descriptions posted online
Develop, review, and revise policies regarding the provision of disability services (e.g., interpreter services).	
Develop, review and revise disability documentation guidelines to determine eligibility for accommodations at the postsecondary level.	The department has recommended the development of additional institutional policy and is continuing to advocate for such language in terms of both the accommodation process and the proactive procurement and adoption of accessible information and communication technologies.
Assist the institution with the development, review, and revision of policies regarding the faculty's responsibility for serving students with disabilities.	
Collaborate with the development, review, and revision of policies regarding IT (e.g., alternative formats).	

6.3 Develop, review and revise written policies and guidelines for student rights and responsibilities with respect to receiving services.

Performance Indicator	Evidence
Develop consistent practices and standards for documentation.	Our documentation practices and standards are consistent with AHEAD and are published online and in print.
Develop, review and revise policies regarding students' responsibility to provide recent and appropriate documentation of disability.	The department reviewed and revised documentation guidelines in response to AHEAD updated best practice guidance.
Assist with the development, review, and revision of policies regarding students' responsibility to meet the Institution's qualifications and essential technical, academic, and institutional standards.	The department consults with academic programs to ensure both language and process related to student demonstration of alignment with institutional standards is clear and is being followed.
Develop, review and revise policies regarding students' responsibility to follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.	Accommodation process and student responsibilities are detailed on our website, in our brochure, and in our information session or individual meetings.
Assist with the development, review, and revision of procedures a student must follow regarding program modifications (e.g., course substitutions).	Programmatic accommodation is described on our website and tracked through our online management system. A working group updated the course substitution petition and guidelines in 2014.
Develop, review, and revise procedures for notifying staff (e.g., interpreter, notetaker) when a student will not attend a class meeting.	Individual absences are typically communicated via email but if a student drops a course our system flags the services for cancellation.

6.4 Develop, review and revise written policies and guidelines regarding confidentiality of disability information.

Performance Indicator	Evidence
Develop, review and revise policy articulating students understanding of who will have access to their documentation and the assurance that it will not be shared inappropriately with other campus units.	Confidentiality of documentation is addressed on our website, in our information sessions, and in our individual meetings.
Develop, review and revise policies and procedures regarding privacy of records, including testing information, prior records and permission to release confidential records to other agencies or individuals.	The department encourages staff to consult, and has written confirmation of our practice in a staff only area where team members can add comments. We have all team members conduct an online FERPA training which was followed with a Q and A session during a department retreat. We also have information on our website detailing our practice: www.pcc.edu/resources/disability/policies

6.5 Assist with the development, review, and revision of policies and guidelines for settling a formal complaint regarding the determination of a "reasonable accommodation."

Performance Indicator	Evidence
Assist with the development, review, and revision of procedures for resolving disagreements regarding specific accommodation requests, including a defined process by which a review of the request can occur.	Disability Services has a page on our website that outlines this information. We point to both informal methods of resolving concerns within the department, and the means by which to file a complaint with the Dean of Student Affairs or the office of Equity and Inclusion. www.pcc.edu/resources/disability/policies/resolving
Assist with the development, review, and revision of compliance efforts and procedures to investigate complaints.	DS responds to complaints and serves as a liaison with other areas, such as the Dean of Students office and the campus Behavior Intervention Teams, and the office of Equity and Inclusion.
Assist with the development, review, and revision of a conflict resolution process with a systematic procedure to follow by both the grievant and the institutional representative.	In 2013 the institution worked through a voluntary resolution with the office of civil rights after a student who had filed a complaint with equity and inclusion did not receive information in a timely manner. Disability Services assisted with the review and revision of the college's non-harassment and non-discrimination policy.

7. Program Administration and Evaluation

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

7.1 Provide services that are aligned with the institution's mission or services philosophy.

Performance Indicator	Evidence
Develop a program mission statement and philosophy that is compatible with the mission of the institution.	The Disability Services mission was clarified and reaffirmed in 2012. It is on our website, our brochures, and on a poster in office locations.
Program personnel and other institutional staff understand and support the mission of the office for students with disabilities.	The mission is understood and embodied in the work we do within our department, as well as the work we do with colleagues across the institution.

7.2 Coordinate services for students with disabilities through a full-time professional.

Performance Indicator	Evidence
At least one full-time professional is responsible for disability services as a primary role.	Our institution is large and has multiple professionals who work in a variety of disability service roles across our multi-campus college.

7.3 Collect student feedback to measure satisfaction with disability services.

Performance Indicator	Evidence
Assess the effectiveness of accommodations and access provided to students with disabilities (e.g., timeliness of response to accommodation request).	Student satisfaction surveys are coupled with service usage data and anecdotal feedback.
Student satisfaction data is included in evaluation of disability services.	Team review of satisfaction data and inclusion of responses in program review.

7.4 Collect data to monitor use of disability services.

Performance Indicator	Evidence
Provide feedback to physical plant regarding physical access for students with disabilities.	DS participates on the ADA Committee and partners with facilities and webteam to create and disseminate access maps showing floor plans.
Collect data to assess the effectiveness of services provided.	Satisfaction surveys are coupled with service data.
Collect data to identify ways the program can be improved.	Student and faculty satisfaction surveys are coupled with feedback form submissions.

Collect data to project program growth and needed funding increases.	Services are tracked to identify trends and projections are based on trend analysis.

7.5 Report program evaluation data to administrators.

Performance Indicator	Evidence
Develop an annual evaluation report on your program using the qualitative and quantitative data you've collected.	Annual assessment plan and report is provided to DSSL as part of Culture of Curiosity initiative.

7.6 Provide fiscal management of the office that serves students with disabilities.

Performance Indicator	Evidence
Develop a program budget.	The department maintains a softledger to track expenditures and inform projections and for both the general fund and for the AT fund.
Effectively manage your program's fiscal resources.	The department has been successful with matched fund initiatives to stretch program dollars further.
Seek additional internal or external funds as needed.	Perkins funding for LEAP allows for students to be evaluated for learning differences and one time technology investments have been funded through Student Affairs and Tech Fee.
Develop political support for your program and its budget.	Advocacy, consultation, demonstrated competency and support for colleagues, and presentations of data demonstrating alignment with institutional priorities have helped to garner support for the program.

7.7 Collaborate in establishing procedures for purchasing the adaptive equipment needed to assure equal access.

Performance Indicator	Evidence
Assist with the determination of the needs for assistive technology and adaptive equipment at your institution.	DS serves on the AT Committee and oversees the use of a 50K AT budget (Student Tech Fee) and houses the technical expert positions for the college.
Advise other departments regarding the procurement of needed assistive technology and adaptive equipment.	DS consults with the library and with TSS regularly as well as with other departments upon request.
Provide or arrange for assistance to students to operate assistive technology and adaptive equipment.	DS provides training to students, staff and faculty, including training for those who work in computer labs and student learning centers.

8. Training and Professional Development

To facilitate equal access to postsecondary education for students with disabilities, the office that provides services to students with disabilities should:

8.1 Provide disability services staff with on-going opportunities for professional development.

Performance Indicator	Evidence
Provide orientation and staff development for new disability personnel.	New hires shadow established team members as they become oriented to protocols and resources.
Ensure that professional development funds are available for disability personnel.	The entire DS Team is provided with an opportunity to participate in ORAHEAD and funding is made available for additional professional development on a rotating basis.
Provide opportunities for ongoing training based on a needs assessment of the knowledge and skills of disability personnel.	The department has developed a department wide professional development grid and intends to have individual plans for each team member.

8.2 Provide services by personnel with training and experience working with college students with disabilities (e.g., student development, degree programs).

Performance Indicator	Evidence
Ensure staff can understand and interpret assessments/documentation.	The department hosted a webinar from AHEAD on best practices regarding documentation guidelines and facilitates discussion within practitioner meetings and case staffing sessions

8.3 Assure that personnel adhere to relevant Codes of Ethics (e.g., AHEAD, APA).

Performance Indicator	Evidence
Refer to and apply a relevant professional code of ethics when dealing with challenging situations.	Counselors and Interpreters adhere to codes of ethics required for credentials, all personnel operate ethically and consult with one another to ensure appropriate resolution of challenging situations.

The CAS framework

Disability Services chose to engage in a team process that utilized the AHEAD Standards and Performance Indicators because they are closest to our field. That said, the department recognizes the role the CAS framework is striving to serve and intends to utilize it in a future review cycle. Please note that DS Director Kaela Parks, served as an expert reviewer for the Council on Academic Standards in Higher Education during the redesign of the chapter for Disability Resources and Services. The CAS Framework is quite robust, but a very brief overview with a cursory statement related to our alignment is provided below.

Part 1 – Mission

Part 1 has to do with the mission, stating that DS must provide leadership and guidance to the community in addition to establishing clear policies and procedures for accommodation.

We clarified our mission to speak to both awareness building and accommodation

Part 2 – Program

Part 2 has to do with the program, stating that DS must collaborate and promote student learning and development through an intentional design that is reflective of the needs of a diverse population and that is delivered in a way that leverages best practices and Universal Design.

We shifted our practice to allow for an accessible online interface and increased time to partner

Part 3 – Organization and Leadership

Part 3 relates to organization and leadership, confirming that DS must have clearly stated goals, policies and procedures as well as written documentation of employee roles and musts step in to alleviate pressures or open connections to promote strategic advancement toward goals and effective management of operations.

We have defined procedures and continue to advocate for institutional policy

Part 4 – Human Resources

Part 4 ties in to human resources and affirms that DS must be staffed adequately with qualified individuals.

The staffing needs have been addressed through recentralization and related restructuring

Part 5 – Ethics

Part 5 has to do with ethics and adherence to standards for privacy, confidentiality, scholarly integrity and performance of duties within the limits of training, expertise, and competence.

We honor the AHEAD code of ethics and specialization specific codes of professional conduct

Part 6 – Law, Policy, and Governance

Part 6 is related to law, policy, and governance, stating that DS must use informed practice to limit the liability exposure of the institution and that the institution must provide access to legal advice to staff members.

We participate in BIT meetings and consult across the college to protect the institution

Part 7 – Diversity, Equity and Access

Part 7 focuses on diversity, equity, and access, confirming that DS must advocate for multicultural and social justice concerns and modify or remove policies that limit access, discriminate, or produce inequities, including diversity and fostering communication that deepens understanding of identity, culture, self-expression and heritage.

We advocate for disability justice within diversity councils and offer programming

Part 8 – Institutional and External Relations

Part 8 hits on institutional and external relations, noting that DS must reach out to relevant individuals, groups, communities, and organizations to establish, maintain, and promote effective relations.

We participate in CORE (VR and OCB) and partner with community agencies and organizations

Part 9 – Financial Resources

Part 9 acknowledges the need for financial resources and confirms that DS must demonstrate efficient and effective use of resources consistent with institutional protocols.

We track our budgeting and adjust projections based on historical and current patterns

Part 10 – Technology

Part 10 touches on technology, confirming that DS must have adequate technology to support achievement of mission and goals and that accessible technology must be maintained for student use.

We have been effective in leveraging technology to promote program enhancements

Part 11 – Facilities and Equipment

Part 11 delves into facilities and equipment, stating that DS must have workspace that is well-equipped, adequate in size, accessible, and designed to support work that includes private conversations.

Our Accessibility Center is excellent and our campus practitioner locations are appropriate

Part 12 – Assessment and Evaluation
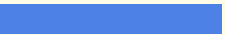
Part 12 ties in to assessment and evaluation, affirming that DS must have plans to document achievement of goals and provide evidence of improvement then bring information back to stakeholders.

We have annual reports through the DSSL Culture of Curiosity and run reports in AIM regularly
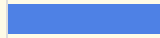
Appendix 4 - Student Survey

The student survey was completed by 150 students in Spring 2014. We received many positive comments in terms of the general experience with our office. When asked what we could do better, many students simply said "nothing." Many of the areas in which we did get recommendations for improvement, were in areas such as accommodated testing, where we have multiple departments working together.

How long have you been using Disability Services?

Answer		Response	%
This is my first year to use accommodation in any college		74	49%
This is my first year at PCC but I've used accommodation in college before		7	5%
I've been using accommodation at PCC for a while		71	47%

How easy was it to get started with us here?

Answer		Response	%
Very Easy		25	32%
Easy		43	55%
Difficult		9	12%
Very Difficult		1	1%
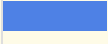
How helpful was the information session?

Answer		Response	%
Very Helpful		42	55%
Somewhat Helpful		21	27%
Slightly Helpful		8	10%
Not Helpful		6	8%
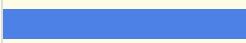
Examples of open ended responses related to the getting started process:

One student said, "You met all my needs. It can not get any better." Another stated that the information sessions "Don't need to be improved." Students who did offer suggestions for improvement included "having an online video option" for the information session while another remarked that "the online portion is confusing, and having two difrent[sic] logins isn't easy to manage;" We are happy to report that logins have already been unified since the survey and we are working on offering our information sessions online as well as in-person, with an interactive video tutorial under development.

Which campus testing centers have you used?

Answer		Response	%
Sylvania		46	46%
Cascade		31	31%
Rock Creek		34	34%
Southeast		16	16%

How would you rate your experience with accommodated testing?

Answer		Response	%
Very Good		53	51%
Good		37	36%
Poor		9	9%
Very Poor		4	4%

Examples of open ended responses related to accommodated testing:

Students made comments about the space and hours such as "the testing room is very small" or "The room I was put in was right next to the street, and loud cars drove by" or "I have asked about white noise machines, but have been told those aren't available" and "The alternate testing is not friendly to full time working students" and "Wish testing center was open later. Those who have night classes are forced to take exams early leaving them unable to ask instructors questions."
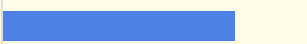
Additional comments related to testing center personnel, for example one student said "staff in testing centers are not trained to work with students to reduce more anxiety" and another stated "Communication is poor with testing center and testing center staff attitudes are terrible to deal with."

Students also talked about the website interface, as seen in comments such as "I think it is stupid that a person with a learning disability HAS to schedule thier [sic] own tests on line" and "The accommodation website could be better for testing. Sometimes, it takes too long for a test to be approved, and any changes made to the date of the test could ruin the test in the system."
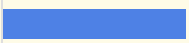
Students also spoke to communication with faculty, for example we heard "I send the requests weeks in advance and my teacher just doesn't respond" and "Getting in an alternate testing request was a bit complicated, and it would help if there is a way to get instructors to read and sign the testing contracts as one of the highest priority tasks near the beginning of the term."

Although this area contained significantly more negative feedback than other categories, multiple students still referred to it as "very helpful." One student said the testing center was a "much more relaxed atmosphere" and another stated "I used the services a lot and it has worked well for me" with another stating "This is very helpful to have access to this service."
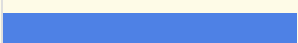
Which alternate format material types did you use?

Answer		Response	%
Learning Ally (audio)		18	49%
Electronic Text (PDF or Word or Text)		26	70%
Large Print		3	8%
Braille		1	3%

How well did alternate format materials work for you?

Answer		Response	%
Very Well		23	59%
Somewhat Well		11	28%
Slightly Well		4	10%
Not Well		1	3%

Would you want to use alternate format materials again?

Answer		Response	%
Yes		37	95%
No		2	5%

Examples of open ended responses related to alternate format materials:

Some examples of comments that were critical include "It's great if you have a teacher that will cooperate with you getting you the material before class time." And "it was challenging to get it, class was already in session and I could not depend on this to be one time. Once I had it, RWG doesnt not work well at reading it."

That said, the majority of comments were quite positive, for example, "Word and PDF documents are extremely accessible with screen readers. A user can utilize keyboard commands to navigate through the document and jump to the page s/he wants to read" and "Learning Ally took the strain off my eyes, reducing the stress involved in studying. The staff was very patient and thorough when I came in to have it set it up on my computer" and "Different classes need different materials. DS is very flexible about this" and "I appreciate how easy it is now to get my textbooks. Also the disabilities center is prompt about getting the link to me once I've provided a receipt of the purchase."

Were your notetaking needs met?

Answer		Response	%
Yes		38	81%
No		9	19%

Examples of open ended responses related to notetaking and ergonomic furniture:

In regard to notetaking, we received critical comments such as, "The note taking assistance needs to improve at PCC with teachers doing their jobs and finding a student a note taker" and "its hard finding reliable students to take good notes" and "Its not really cool admitting to the entire class I need a notetaker."

We also received positive comments such as," my note taker has done a great job for me and has great hand writing" and "I had a couple different note takers. One I set up the time to meet up with them and that went well for me. I also had another note taker that would scan the notes in and send them to me as that is what she was used to doing from a different school and that also worked well for me."

How well were your ergonomic furniture needs met?

Answer		Response	%
Very well		7	47%
Somewhat well		5	33%
Slightly well		1	7%
Not well		2	13%

In terms of feedback related to ergonomic furniture we got positive comments such as, "It worked excellent. I was comfortable and able to move around and change positions frequently. Thank you for the help. If I had not been accommodated with the chair and easel, I would not have been able to complete the class."
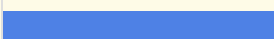
We also got mixed comments related to furniture such as "Everything is great as long as there is a crank in the appropriate table and other people would stop relocating the tables."

Some comments though were clearly suggesting areas for improvement, such as "This specific term I did not receive the tables that I required in either of my on site classes " and "The chairs where [sic] terrible" and "The seats seemed to be very hard and it was hard to believe that the chair was an ergonomic one, maybe it wasn't."
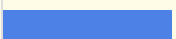
Which Communication Access services did you use, select all that apply:

Answer		Response	%
Interpreting		2	20%
TypeWell Transcribing		9	90%
CART		3	30%

How well were your needs met?

Answer		Response	%
Very well		10	91%
Somewhat well		1	9%
Slightly well		0	0%
Not well		0	0%

Was the media used in your courses captioned?

Answer		Response	%
Yes, Always		6	55%
Sometimes		3	27%
Rarely		2	18%
Never		0	0%

Examples of open ended responses related to Communication Access:

Positive comments included statements such as, "Typewell worked beautifully. It was those services that made it possible for me to complete the Web Assistant II Certificate."

Comments suggesting improvements included examples such as, "It would be nice if there were names assigned to all other students during group discussions so that I would be able to know who asked what questions. Also, I would like for some of the things I say in class be typed to minimalize confusion on what other students (or the instructor) are replying to."

How well were your equipment loan needs met?

Answer		Response	%
Very well		22	76%
Somewhat well		7	24%
Slightly well		0	0%
Not well		0	0%

Did you borrow from the…

Answer		Response	%
Library - AT such as keyboards, mice, amplification devices, etc		13	43%
Disability Services - laptops, ipads, classmate readers, and livescribes		24	80%

Examples of open ended responses related to AT equipment:

We received a number of positive responses related to livescribe pens, for example, "Love Livescibe" and "I am thankful for the option to loan the Livescribe and the training provided for it! Thanks!"

Comments also confirmed that the try it before you buy it approach can work well for students, as evidenced in the comment "I used audio recorders from the library and that went well. I was also loaned a livescribe pen from Disability services one term and fell in love with it and decided to buy my own."

We also received comments related to frustration with our try it before you buy it approach, saying things like "Need more livescribe pens for loaning" and "I wish I could check out a Livescribe every term and not just one term only! That really sucks to only be able to check it out for one term" and "It would be great to be able to check out LiveScribe for more than one term. I realize this won't happen but it was very helpful."

Comments also came in for laptop loaners such as "AWESOME easy up to date computer with all the bells and whistles!" and "I have been treated very well by disability services-thank you."

How would you rate your experiences with members of our team?

How would you rate each in terms of:	Availability or Dependability		Accuracy		People Skills	
	Great	Poor	Great	Poor	Great	Poor
In-Class Aides	29	10	26	7	25	7
Tech Trainers	32	5	23	6	26	4
Office Assistants	69	10	60	9	63	9
Counselors	110	5	94	2	100	2
Coordinators or Specialists	45	7	35	5	36	4
Interpreters	17	5	13	4	13	3
Transcribers	24	5	20	4	21	3
CART Providers	16	6	12	5	13	3
Director	26	5	19	4	21	3

% rated Great	Availability and Dependability	Accuracy	People Skills
In-Class Aides	74%	79%	78%
Tech Trainers	86%	79%	87%
Office Assistants	87%	87%	88%
Counselors	96%	98%	98%
Coordinators or Specialists	87%	88%	90%
Interpreters	77%	76%	81%
Transcribers	83%	83%	88%
CART Providers	73%	71%	81%
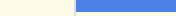
Appendix 5 - Faculty Survey

The faculty survey was completed by 330 faculty members in Spring 2014. Open responses still under review.

Please indicate if you are teaching for PCC on a full time or part time basis

Answer		Response	%
Full time		129	41%
Part time		185	59%

Please indicate which campuses you have taught at. Please select all that apply.

Answer		Response	%
Sylvania		148	48%
Cascade		108	35%
Rock Creek		110	35%
Southeast		68	22%
ELC		2	1%
Online		39	13%

3. If you want to share your discipline, please do so below (optional)

Text Responses (summarized in word cloud below but available as list of individual entries)

Please describe your scope of experience with Disability Services. Please choose the response that best describes your situation:

Answer		Response	%
Never had any interactions		18	6%
I've received notification letters but not often interacted with DS personnel directly		100	32%
I've interacted with Disability Services a number of times		173	55%
I work with Disability Services often		26	8%

Please describe your scope of experience with students who experience disabilities. Please choose the response that best describes your situation:

Answer		Response	%
Never had any interactions		6	2%
I've probably had interactions, but never had formal notification		18	6%
I've had formal notification (a letter from Disability Services) as well as informal interactions		292	92%

Please describe the ways you've developed an understanding of the disability experience. Please select all that apply:

Answer		Response	%
I've never had any experience.		15	5%
I've read books, heard lectures, or seen documentaries that help me understand.		168	53%
I've worked professionally, or within the community, in roles that have led me to interact with people who are living with diability.		230	73%
I've had friends or family who experience disability.		167	53%
I have experienced disability directly (this survey does not personally identify you).		50	16%
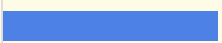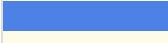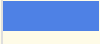
Have you ever had a request for accommodation that you did not understand or did not feel comfortable implementing?

Answer		Response	%
Yes, and I worked with DS and the student to find a good solution that we were all happy with		89	31%
Yes, and I implemented it even though I had reservations		62	22%
Yes, and I did not implement		4	1%
Other, please specify:		17	6%
No		115	40%
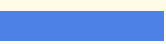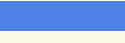
Please describe which accommodations or services you have had experience with:

Answer		Response	%
Testing Adjustments		269	87%
Notetaking Assistance		236	76%
Alternate Format Materials		142	46%
Captioned Media		111	36%
ASL Interpreters or TypeWell Transcribers		153	49%
Ergonomic Furniture		125	40%
Liaison Services		40	13%
In Class Aides		114	37%

Please indicate which resources you have used to understand accommodation at PCC:

Answer		Response	%
Disability Services Personnel - office, phone, or email		231	75%
Talking with students		279	91%
Talking with faculty		178	58%
Disability Services Website - pages, handouts, tutorials		134	44%
TLC Sessions		38	12%
DS Awareness Building Events		12	4%
SAC or department meetings in which DS was invited to participate		103	34%
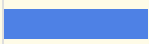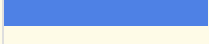
How do you handle accommodated exam requests

Answer		Response	%
I proctor with accommodation myself		88	34%
I ask the testing center to proctor		142	55%
I use exams that don't require accommodation in my teaching		68	27%
Other		27	11%

How do you rate your satisfaction with the way accommodated testing works at PCC

Answer		Response	%
Very Satisfied		71	29%
Satisfied		144	59%
Dissatisfied		22	9%
Very Dissatisfied		8	3%

Please select any of the following that reflect your approach to notetaking support:

Answer		Response	%
When DS sends a notification letter, I read the recruitment aloud and/or send to the class		101	49%
I provide all students with copies of my presentations or notes.		104	50%
I allow all students to record		143	69%
I only allow recording as a DS Accommodation		24	12%

How would you rate your satisfaction with the way notetaking support works at PCC?

Answer		Response	%
Very Satisfied		36	17%
Satisfied		129	62%
Dissatisfied		37	18%
Very Dissatisfied		5	2%
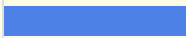
At PCC, campuses purchase furniture, Disability Services tracks requests, and facilities helps to move items when needed. Please indicate the degree to which accessible furniture (chairs with lumbar support or height adjustable tables, for example) have been available to students in your courses:

Question	The furniture was available from the start of term	The furniture was available at some point within the term	The furniture was never made available	Total Responses
Adjustable chairs	67	28	3	98
Height adjustable tables	43	14	1	58
Stools in labs	8	3	1	12

How would you rate your satisfaction with in class aides at PCC?

Answer		Response	%
Very Satisfied		24	27%
Satisfied		61	69%
Dissatisfied		2	2%
Very Dissatisfied		1	1%

At PCC, Disability Services converts textbooks to accessible formats for students with need, but asks faculty to work with us on requests for other course materials. Please select any of the following formats you've had students request (for example for handouts or exams):

| Answer		Response	%
Accessible Electronic File		53	62%
Audio		31	36%
Large Print		45	52%
Braille		5	6%
Tactile Graphic		3	3%

How would you rate your satisfaction with the way alternate format materials are provided at PCC?

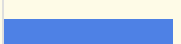| Answer		Response	%
Very Satisfied		12	13%
Satisfied		65	72%
Dissatisfied		8	9%
Very Dissatisfied		5	6%

Please indicate which types of video you have used in your courses, and the degree to which each has been captioned. Select that apply.

Question	Captioned to start	Captioned on request	Not captioned	Total Responses
Publisher videos	40	24	13	77
Lecture Capture or Screencasts	15	10	6	31
YouTube or other online Videos - selected in advance	40	22	17	79
YouTube or other online videos – on the fly selections	16	6	22	44
Student generated videos	0	0	5	5
Other	5	4	1	10

Please rate your satisfaction with captioning process:

Answer		Response	%
Very Satisfied		25	28%
Satisfied		47	53%
Dissatisfied		15	17%
Very Dissatisfied		1	1%

Please indicate which of the following communication access methods have been used in courses you were teaching:

Answer		Response	%
Assistive Listening Devices (FM System)		16	13%
American Sign Language Interpreters		93	74%
TypeWell Transcribers (Provides meaning for meaning transcript in realtime)		71	57%

How would you rate your satisfaction with communication access methods at PCC?

Answer		Response	%
Very Satisfied		43	35%
Satisfied		74	60%
Dissatisfied		5	4%
Very Dissatisfied		1	1%

How would you rate your satisfaction with accessible furniture availability at PCC?

Answer		Response	%
Very Satisfied		27	25%
Satisfied		65	60%
Dissatisfied		13	12%
Very Dissatisfied		3	3%

Which of the following best describes your understanding of liaison services:
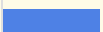
Answer		Response	%
These are mandated adjustments, and must be implemented as requested		10	30%
These are requests for consideration that require an individualized approach and discretion of faculty		22	67%
These are simply suggestions		1	3%

How would you rate your satisfaction with liaison services at PCC?

Answer		Response	%
Very Satisfied		3	10%
Satisfied		14	45%
Dissatisfied		14	45%
Very Dissatisfied		0	0%

Please note that Disability Services is still in the process of reviewing and reflecting upon the large volume of input we received. We are making changes based on initial patterns, but there is more to come.

In 2015 we will be opening up a new faculty view within our online accommodation management system. This view will allow instructors to view all accommodation requests that are active for their courses that term.

We are also rolling out electronic agreement forms that will allow for greater internal consistency in regard to language around liaison requests.

While the TLC sessions we have offered have been poorly attended, the department is not giving up on the idea of creating meaningful engagement points for faculty. We are investigating options for online professional development as well as continued engagement with the TLC and Instructional Support and Subject Area Studies. We are committed to partnering with faculty and staff across the college to ensure better outcomes for students.

Appendix 6 - Alternate Format Types

For many students, reading visually from a standard printed page is difficult or impossible. Alternate format materials provide students with print-related disabilities alternate formats for textbooks and other course materials. Available formats include:

PDF from Publishers – Disability Services is a member of the Access Text Network which was established to facilitate the exchange of accessible electronic files from publishers to designated school contacts. Agreements allow for the storage and release of files for students with documented need. Sometimes the files are usable as sent – for example when a student is accessing the pdf visually on a tablet or as large text. When students need the file to be read aloud or accessed as Braille further processing is needed.

PDF from Scanning – Disability Services has high speed scanners that are used to create high quality image files that can be used to produce large print hard copy or electronic files that can be viewed with magnification or further processed with Optical Character Recognition through the E-Text Workflow.

E-Text Workflow - The E-Text production workflow was significantly revamped in 2012-2013. New equipment was purchased to allow for de-binding and re-binding in house. This was important because of concerns students had regarding lengthy turnaround times that were common in the past. By ensuring appropriate equipment was available we went from taking up to a week for a book to be cut, scanned, and rebound, to taking only 1-2 days.

In addition to augmenting the equipment used for pre and post scanning processing, the department also significantly improved the efficiency of the electronic document processing workflow. This workflow is leveraged when creating text documents, html, audio, Braille or other formats created from either publisher files or scanned books. The enhancements to the electronic document processing workflow include:

- Batch processing for Optical Character Recognition
- Use of a macro to ensure consistent pagination
- Creation of additional alternate format technicians and aide positions to handle increased volume requests

Braille and Tactile Graphics - The department had no Braille production capabilities until 2012. Now, we have both a production embosser and a small run unit. Our embossers can produce Braille that also has ink, making it easier for blind students to work with sighted instructors, tutors, and peers.

In addition to the embossers, we also have a unit called Picture in a Flash (PIAF) that produces smooth raised line drawings using swell paper with high carbon black ink or a standard photocopier or laser printer.

3D Tactile Learning Objects - The PCC Maker Space has afforded us an opportunity for powerful collaboration. Students who are struggling to grasp abstract concepts through traditional text and image based descriptions can now leverage tactile representations. By tapping existing 3D scans from online repositories, or by creating our own scans, we can ensure equal access to science and other content in ways that have been impossible in the past.

Captioned Media – Disability Services facilitates the captioning of multimedia content used in face to face and hybrid courses in which there is an accommodation request. Distance Learning facilitates the captioning of multimedia used in D2L courses with active requests. The challenges arise in terms of proactive captioning of multimedia in courses where there is not yet an active request.

Appendix 7 – Learning Evaluation Access Project (LEAP)

Learning Evaluation Access Project (LEAP)

Disability Services (DS) is committed to improving student outcomes. LEAP serves an important role in this process by helping to ensure equitable access to CTE Perkins funded programs of study. Perkins funding is used to compensate 0.5 FTE of the District Coordinator position who manages the effort by:

- Maintaining the pool of professionals who agree to complete evaluations for a negotiated fee
- Developing the screening tool used by DS Counselors
- Working with CTE program advisors to increase referrals
- Monitoring the payment of professionals with receipt of completed evaluations

The Perkins funding used for the evaluations allows students to verify eligibility for adjustments that are appropriate to mitigate barriers that could otherwise impede their success. To illustrate the effectiveness see:

- LEAP Student Demographics compared to PCC population as a whole
- List of CTE programs in which our LEAP students are enrolled
- Results of learning evaluations - ratio of students becoming eligible for services
- Student outcomes including GPA, Graduation, Retention, and other markers of success and completion

Summary of LEAP Student Demographics 2011-2013

There were 18 students evaluated in 2011-2012 and 25 students evaluated in 2012-2013 at a cost of $600 each. The demographics breakdown shows many similarities to the general population, with a few notable differences.

Age	Under 20	20-24	25-29	30-34	35-39	40 and Over		Female	Male
LEAP Students	2.33%	13.95%	25.58%	11.63%	2.33%	44.19%		67.44%	32.56%
PCC Students	15.50%	27.60%	20.00%	21.10%	9.70%	15.80%		53.20%	46.80%

Race	White	Asian	Islander	Hispanic	Black	Am. Indian	Multiracial	Non-Res	Unknown
LEAP Students	65.12%	0.00%	2.33%	9.30%	11.63%	4.65%	0.00%	0.00%	6.98%
PCC Students	68.20%	6.90%	0.50%	10.20%	6.20%	6.20%	3.90%	2.90%	9.96%

Age Spread

Race & Ethnicity

- White
- Black or African American
- Hispanic/Latino
- Unknown
- American Indian/Alaska Native
- Native Hawaiian/Pacific Island
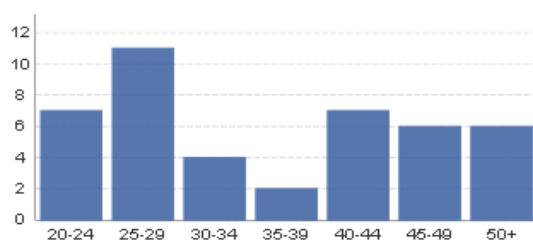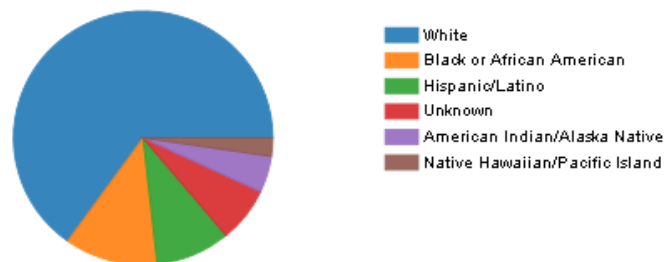
CTE Programs Served through LEAP Interventions 2011-2013

Student Outcomes

The final pages of this report provide a full summary with program of study, report date, type of disability documented, eligibility and accommodation use, as well as academic status including GPA for all of the students served in 2011-2012 and 2012-2013. Note that **Average GPA increased by .35 points** for LEAP students.

Ratio of the students who were Evaluated who became eligible for accommodation

98% of the students who were evaluated are now eligible for accommodation. This is important because it means our screening process and criteria are working well. 60% of the students who were evaluated have used accommodation at PCC. Even those who have not used accommodation may need it in the future.

Type and Nature of Disability Documented through LEAP

The evaluation process often led to multiple diagnoses.

- Learning (LD)
- LD (Math only)
- LD (Reading only)
- Cognitive Impairment
- Borderline Intellectual
- Attention Deficit Disord
- Anxiety
- Communication
- Depression Disorder
- Post Traumatic Stress D

Learning	20
	4
	6
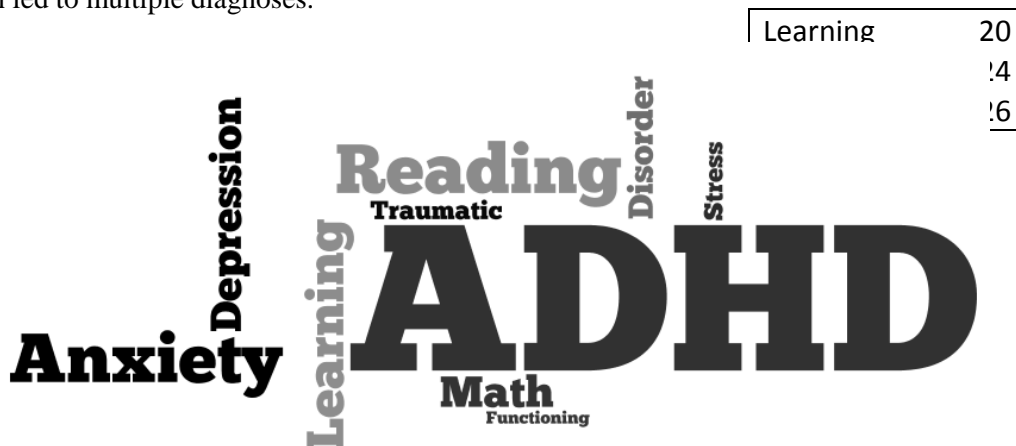
CTE Program	Report	Disability Documented	GPA	Disability Status	Academic Status
Nursing	12/01/11	ADHD and Anxiety	3.49	Eligible	Graduated with AAS in Nursing
Interior Design	12/07/11	ADHD	2.43	Would be Eligible	Not Enrolled
Nursing	12/28/11	ADHD and Anxiety	3.73	Eligible and Used Accommodation	Graduated with AAS in Nursing
Electrical Eng.	01/27/12	ADHD and Anxiety	2.59	Eligible and Used Accommodation	Currently Enrolled
Fitness Tech	02/18/12	ADHD	2.65	Eligible and Used Accommodation	Graduated with AAS and Certificate in Fitness Tech
CAS	03/29/12	ADHD	2.50	Eligible and Used Accommodation	Graduated with Certificate in CAS and AGS
Dental Assisting	03/29/12	Reading LD	3.00	Eligible and Used Accommodation	Graduated with Graduated with Certificate in Dental Assisting
EMT	04/09/12	LD and Anxiety	2.28	Eligible and Used Accommodation	Not Enrolled
Diesel Serv Tech	04/09/12	LD	3.13	Eligible and Used Accommodation	Graduated with AAS in Diesel Service Technology
Dental Hygiene	04/12/12	Anxiety	3.66	Eligible	Graduated with AAS in Dental Hygiene
CAS	04/18/12	ADHD	3.24	Eligible and Used Accommodation	Currently Enrolled
Auto Tech	04/25/12	LD	2.79	Eligible and Accommodation	Graduated with AAS in Automotive Service Technology
Welding	05/04/12	LD in Reading, ADHD, and Anxiety	3.29	Eligible and Used Accommodation	Graduated with Certificate in Welding
SLIP	05/21/12	Anxiety	2.69	Eligible and Used Accommodation	Graduated with AGS and Certificate in Deaf Studies
Paralegal	06/18/12	LD and Anxiety	2.69	Eligible and Used Accommodation	Not Enrolled
CAS	07/09/12	LD in Math and Reading	1.52	Eligible	Not Enrolled
Health Info Management	07/27/12	LD in Reading and Adjustment Disorder	3.59	Eligible and Used Accommodation	Graduated with Transfer
Building Inspect	08/07/12	Cognitive Disorder	2.79	Eligible and Used Accommodation	Not Enrolled
Welding	01/07/13	LD in Math	1.43	Eligible and Used Accommodation	Not Enrolled
Building Construction	01/07/13	LD in Reading	3.93	Eligible	Graduated with AAS in Building Construction Technology
SLIP	01/07/13	Math	3.82	Eligible and Used Accommodation	Currently Enrolled
Business Admin	01/18/13	ADHD and Anxiety	3.02	Eligible and Used Accommodation	Currently Enrolled
CIS	02/04/13	Communication Disorder	2.70	Eligible	Currently Enrolled
Early Childhood Ed	02/25/13	LD in Math and Reading	2.68	Eligible	Transferred
Paralegal	03/05/13	ADHD and Anxiety	3.01	Eligible and Used Accommodation	Not Enrolled
Paralegal	03/13/13	ADHD and Depression	2.06	Eligible and Used Accommodation	Currently Enrolled
Civil/Mechanical Engineering	03/13/13	ADHD, Anxiety, and Mood Disorder	2.75	Eligible and Used Accommodation	Currently Enrolled
Veterinary Tech	03/25/13	ADHD and Anxiety	3.10	Eligible	Currently Enrolled

CTE Program	Report	Disability Documented	GPA	Disability Status	Academic Status
Accounting	04/01/13	ADHD and Anxiety	2.65	Eligible and Used Accommodation	Graduated with Certificate in Accounting
Management	04/24/13	ADHD, Anxiety, and PTSD	3.50	Eligible	Transferred
Criminal Justice	05/14/13	LD in Reading	3.50	Eligible	Not Enrolled
CIS	05/23/13	LD in Reading, ADHD, and Anxiety	2.58	Eligible	Not Enrolled
Micro-Electronics	07/10/13	ADHD	2.50	Eligible	Not Enrolled
Alcohol and Drug Counseling	07/16/13	LD and Adjustment Disorder	3.68	Eligible and Used Accommodation	Currently Enrolled
CAS/OS	07/16/13	Depression	2.68	Eligible and Used Accommodation	Currently Enrolled
Diesel Tech	07/16/13	PTSD	2.86	Eligible	Currently Enrolled
Multi Media	07/25/13	LD in Math and Depression	2.92	Eligible	Currently Enrolled
Business Acct	07/25/13	ADHD	2.71	Eligible and Used Accommodation	Not Enrolled
Medical Assisting	08/30/13	ADHD and Anxiety	2.93	Eligible and Used Accommodation	Currently Enrolled
Medical Assisting	08/30/13	LD, Anxiety, and Depression	2.00	Eligible and Used Accommodation	Currently Enrolled
Accounting	08/30/13	ADHD	2.17	Eligible	Graduated with Certificate in Accounting
Nursing	08/30/13	ADHD	0.94	Eligible	Not Enrolled
Alcohol and Drug Counseling	08/30/13	Borderline Intellectual Functioning	3.34	Eligible	Currently Enrolled
Marketing	09/18/13	ADHD	3.48	Eligible	Currently Enrolled

Current and Future Plans

We will continue to gather this type of data for the students who are being evaluated this year and will continue to examine our practice and make modifications to our approach as needed to best administer this important program. As an example of additional detail that will be available in future reports, we now ask questions related to self-advocacy skills, and track accommodation through a comprehensive online system. We will be able to paint much a more detailed picture of LEAP student outcomes in future years.

Within the 2013-2014 year, Disability Services requested that the funding previously allocated for tech purchases be applied to LEAP instead so that more students on the wait list could be served. This pattern is the same for 2014-2015. The cost for evaluations has also increased to $700 per student.