

## **DISABILITY SERVICES 2004-05**

### **Part I. Alignment with College**

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#### **Chapter 0: Unit Alignment**

*Key Question: How is your unit aligned with the college's goals and values?*

1) **Core Values**

*Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.*

Core Values (6)

- Learning
- Diversity
- Innovation
- Collaboration and Partnership
- Integrity
- Accessibility

#### **Disability Services Aligns with Core Values**

Disability Services (DS) supports the college's vision and mission by promoting and providing an accessible learning environment. Specifically, Disability Services supports the college's six core values in the following ways:

#### **Learning**

DS works closely with faculty/staff to support instructional efforts by providing:

- Legally mandated accommodations and services that allow students with disabilities to enroll in, attend and successfully complete their academic programs/courses
- Information and resources about a range of disability topics (through the DS website, group discussions, materials, Letters of Accommodation, and direct consultation)
- Education about disability issues and how to effectively accommodate students (through presentations to instructional departments, handouts, brochures, videotaped examples, discussions of specific instructional scenarios)
- Facilitation and support for specific situations (through individual problem-solving meetings, ongoing consultation, student staffings)
- Consultation with students about how they can work smoothly and effectively with specific instructors or in certain instructional environments

#### **Diversity**

- DS provides presentations and education about awareness, communication, biases and other cultural aspects of disability issues
- Students served by Disability Services are identified as a diverse population
- DS staff recognize and respect the unique and diverse needs of each student, incorporating this into advising, referrals and support
- DS provides mediation and problem solving support to assist faculty/staff and students in learning to address the diverse needs of those with disabilities

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- Outreach efforts are made to other colleges, high schools, agencies in order to collaborate in meeting the unique needs students with disabilities as they enter Lane
- Retention activities are incorporated into the DS's procedures and service-delivery systems
- DS Library and resource lists add to the college's diversity resources
- Collaborative partnerships with other departments at Lane (TRIO, Women's Center, Transitions to Success, Multicultural Center, Counseling, Career and Employment Center, Students First!, Tutoring Center, etc.) encourage an inclusive and accessible environment for working and learning at Lane

**Innovation**

- Lane's Disability Services Department is considered a leading model of innovative service-delivery systems for colleges in Oregon and in some other areas of the nation
- Lane's DS Dept provides consultation to new and existing DS Offices in Oregon and nationally
- DS promotes the innovative approach of Universal Design in all aspects of Lane's services, facilities and instruction to students
- Innovation is inherent in the work of the DS Dept... particularly related to assistive technology
- DS systems require constant revision/improvement and timely responses that meet the ever-changing needs of students and faculty, as well as changing interpretations of legal requirements
- DS utilizes the input and expertise of students with disabilities, particularly as service providers to other students, producing peer learning and growth
- DS provides an AT Island of computers with assistive technology hardware and software for student and staff demos as well as students to use for ExpressLane access with accommodations
- DS is participating in the 2<sup>nd</sup> 3-year phase of an innovative federally funded DO-IT grant project ... the first 3 years focused on educating faculty about disability issues, this second 3-year grant phase is focusing on educating student services department staff about disability issues
- DS has conducted an evaluation of assistive technology services by determining student user/staff satisfaction... this is a collaboration with a UO graduate student and has provided mutually useful information for DS and the graduate student
- DS is a collaborative partner in hosting an innovative annual all-day Transition Academy for students with disabilities transitioning from high school to college (see Collaboration below)
- DS participates and supports Documentation Day, an innovative event developed collaboratively to support rural schools in being able to update appropriate disability documentation for their high school students planning to attend Lane (see Collaboration below)
- DS regularly collaborates with UO in exploring new, innovative ideas for improving services to students transitioning from high school to college... tending to be a national leader in this area (see Collaboration below)

### **Collaboration and Partnership**

- DS is a collaborative partner (along with the UO and Lane ESD) in hosting an annual all-day Transition Academy for students with disabilities transitioning from high school to college
- DS participates and supports Documentation Day (along with Lane ESD and 4-J School District), an innovative event developed collaboratively to support rural schools in being able to update appropriate disability documentation for their high school students planning to attend Lane
- DS regularly collaborates with UO in exploring new, innovative ideas for improving services to students transitioning from high school to college... tending to be a national leader in this area
- DS routinely facilitates panel presentations for various college, community and statewide conferences, other events, and graduate school classes... utilizing the expertise of college students with disabilities
- DS participates as a collaborative, communicative staff group in the governance process... and supports student involvement
- DS is involved in an innovative, collaborative leadership role with the Office of Vocational Rehabilitation and the Commission for the Blind and a representative group of community college DS directors... together we have developed a collaborative interagency agreement and are currently working together as a Core work team to provide support to regional groups with similar representation
- DS routinely works in collaboration with a variety of community, state and private agencies, such as: Vocational Rehabilitation, Commission for the Blind, local school districts, statewide and local community practitioners, Youth Transition Programs, the national AHEAD and statewide ORAHEAD organizations, the Society for Disability Studies, etc.
- DS routinely collaborates with a variety of on-campus resources: TRIO, Student Health Center, Counseling and Advising, Career and Employment Services, Women's Programs, Multicultural Center, Student Life and Leadership, Students First!, Student Financial Services, Drug and Alcohol Prevention Services, the ADA Compliance officers, Facilities Management, the Office for Instruction and Student Services, Public Safety, various instructional divisions, various other campuses (DTC, Florence, Cottage Grove), Human Resources, etc.

### **Integrity**

- DS creates an environment of respect, confidentiality, clarity, fairness, honesty, openness and safety in the DS office and in the advising and other support services provided to students and staff/faculty
- Integrity is an inherent part of the basic processes used in the DS Department
- DS complies with legal requirements and provides guidance for the institution related to legal risks and best practices for services to students with disabilities
- DS advisors assist students in making wise academic, financial aid and accommodation choices
- DS provides supportive services to students to help resolve concerns that could negatively affect their success in college

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- DS appropriately distinguishes between urgent unanticipated student accommodation requests for (particularly TACT) funding vs. general funding requests that should go through a competitive college-wide process
- DS staff continually have the students' best interests and needs in mind
- DS promotes and encourages self-advocacy skills in students with disabilities
- DS attempts to provide an appropriate balance of advocacy for student/staff/institution issues related to serving students with disabilities
- DS initiates problem solving discussions with appropriate networks of staff and the student

**Accessibility**

- DS provides essential services to ensure Lane's legal compliance and to support the success/retention of students with disabilities
- DS determines students' eligibility for services and accommodations
- DS determines, develops, provides, and supports the availability of accommodations to create equal access/opportunity for those with disabilities to participate in Lane's programs/activities
- DS educates/advises faculty/staff about disability issues (confidentiality, retention strategies, problem-solving ideas, legal compliance, liability, legal trends/interpretations)
- DS promotes students' understanding/awareness of disability issues, legal rights, self-advocacy, and survival techniques for college success
- DS advocates for and offers intervention to help students to solve problems before those concerns result in formal complaints, increased symptoms, or drop-out/failure
- DS facilitates problem-solving meetings with faculty/staff and students
- DS investigates Lane's assistive technology (AT) needs for adequate legal compliance and student success; consults/educates departments about AT; conducts research (cost, effectiveness, practicality, necessity); provides tech support for AT needs on all Lane campuses
- DS responds to community inquiries about DS accommodations and services, including those from students transitioning from high school.
- DS encourages the college to minimize bureaucratic complexities when possible to reduce barriers for students with disabilities
- DS assists students in maneuvering through various bureaucratic mazes (within and outside of the institution)
- DS tries to maintain an approachable, user friendly, supportive environment... despite the emphasis on eligibility and legal compliance

2) **Strategic Directions**

*The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.*

Strategic Directions (3)

- Transforming Students' Lives
  - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

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- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
- Transforming the Learning Environment
  - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
  - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- Transforming the College Organization
  - Achieve and sustain fiscal stability.
  - Build organizational capacity and systems to support student success and effective operations.
  - Promote professional growth and provide increased development opportunities for staff both within and outside the College.

### **Disability Services Furthers Strategic Directions**

#### **Transforming Students' lives**

- Disability Services fosters the personal, professional and intellectual growth of learners by encouraging the use of diverse and innovative instructional modalities (including the concept of Universal Design of Instruction) and by promoting an accessible, responsive classroom/campus environment that responds to students' needs and reduces legal/financial risks.
- DS assists students in being proactive in their own education and in understanding the impact of their disabilities through empowerment, self-advocacy, and the use of resources to explore employment opportunities in the field of their choosing.
- DS collaborates with school districts, local ESD and UO in sponsoring various events to support students with disabilities who are transitioning to college. These include annual Transition Academies and Transition Orientations, which teach high school students what to expect and how to prepare for college, and the importance of self advocacy... all of which fosters independence, academic success, and future transitions to four year colleges, the workforce and into other community agencies.
- DS supports student goal attainment through coordinated activities and collaborations with local high schools, Lane ESD, transition services, the Department of Vocational Rehabilitation and Commission for the Blind, as well as a range of on-campus departments (TRiO, Tutoring Center, Counseling and Advising, Student Health, Occupational Skills Programs, Academic Learning Skills, other instructional divisions, etc.)

#### **Transforming the Learning Environment**

- Disability Services works within the college governance structure and with student services and instructional departments to enhance accessibility and promote services

for students with disabilities, consistently promoting a diverse and inclusive learning college.

- DS works to educate instructional department faculty and managers in order to encourage empowerment of students with disabilities and to improve the institution's capacity to respond effectively and respectfully to students with a broad range of disability issues, language needs, and abilities.
- DS works within the college environment (e.g., Performing Arts, CML, Facilities, Instructional Technology, etc.) to address access issues for students and community members with disabilities who are participating in on-campus and distance learning activities and events.

### **Transforming the College Organization**

- Disability Services assists the college in achieving financial stability by anticipating accommodation-related costs whenever possible (rather than responding in crisis), encouraging a generally accessible environment for all through universal design (rather than expensive retrofitting), and creating an accessible and responsive environment that will reduce the legal risks of formal complaints that are likely to have financial consequences.
- DS promotes accessibility in all areas of the college's offerings, including Transfer and PT Programs, Continuing Education, Business and Workforce Development, ABSE programs, and Distance Learning.
- DS has implemented service delivery changes (annual Letters of Accommodation, instead of term by term) that empower students to communicate directly with faculty and advocate for their needs independently, with less DS assistance. This has improved our efficiency in a variety of ways: use of staff time, maintaining responsiveness to student needs and optimizing utilization of limited resources.
- DS promotes professional growth among the core staff, specialists and part-time service providers through strategic training, attendance at workshops and conferences, and educational field trips to other colleges and Lane sites.
- DS encourages personal health and wellness development through staff support and participation in college wellness activities.

### **3) Learning Centered Principles**

*The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.*

Learning Centered Principles

- Lane provides opportunities for transformation through learning.
- Lane engages learners as active partners in the learning process.
- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
- Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.

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- Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.
- Lane is committed to both individual and organizational learning.
- Lane students and staff are a community of learners, all of whom contribute to learning.
- Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.

**Disability Services Integrates Learning Centered Principles**

Disability Services is dedicated to educating, promoting and providing access, accommodations, and advising support, as well as reducing barriers for all learners with disabilities as they progress in their education at Lane Community College. As students learn more about their own disabilities, interests, strengths and limitations, they are empowered to make changes in their lives. DS encourages self-advocacy skills (e.g., annual Letters of Accommodation), emphasizes the importance of one-on-one contact with instructors, and promotes the exploration and impact of their own learning styles. Through the development of Learning Communities, Distance Education, and Assistive Technology, Lane has provided innovative methods of instruction that provide a range of access and address the needs of diverse learners with disabilities. Periodic assessment of DS accommodations and services has highlighted an increase in students' need for materials provided in alternate formats, as well as the use of Assistive Technology. Disability Services has long fostered knowledge and appreciation of diversity among staff and students, encouraging pluralism and intercultural sensitivity toward people with diverse backgrounds. The student population served by DS has changed repeatedly over time, requiring DS staff to continually learn and grow as new information and legal decisions are made available.

## **DISABILITY SERVICES 04-05**

### **Part II. Unit Description**

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#### **Chapter 1: Unit Description**

*Key Question: Who are you? Answer this question by providing the following information about your unit.*

1) **Unit Mission/Vision**

*Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?*

The Disability Services Mission Statement is reviewed at least bi-annually during our summer all-staff retreats. It was last revised in 2003 as follows:

*Disability Services (DS) strives to provide equal access to all students with qualifying, documented disabilities in all of Lane's learning environments (main campus, outreach centers, community learning centers), as defined by federal legislation.*

5) **Catalog Description**

*How do you describe your unit and instructional offerings in the college catalog? How does your unit manage the review of catalog copy each year?*

The Disability Services' catalog description is reviewed and updated by DS staff annually:

#### **Disability Services**

Building 1, Room 218, (541) 463-5150 or TTY (541) 463-3079 or web site;  
[www.lanecc.edu/disability/index.htm](http://www.lanecc.edu/disability/index.htm)

Disability services (DS) provides essential services that ensure Lane's legal compliance with federal and state laws, as well as supports the success and retention of students with disabilities. DS determines students' eligibility for services; determines and provides appropriate accommodations that create equal access to programs and activities; educates and advises faculty/staff about a wide range of disability issues (including confidentiality restrictions, retention strategies, problem-solving, legal compliance, institutional liability, and current legal trends/interpretations); promotes students' understanding and awareness of legal rights, self-advocacy skills and retention strategies; reviews Lane's assistive technology (AT) needs for legal compliance and students success; provides AT consultation and technical support college-wide; and responds to community inquiries about services available to college students with disabilities, including those transitioning from high school.

Services are available to students with disabilities in any class whether credit, Adult Basic and Secondary Education or Continuing Education. Students should request services at least two to four weeks in advance. Staff and faculty are encouraged to contact the Disability Services office with questions and concerns about accommodating students with disabilities.

The program provides a variety of services and accommodations at no charge to eligible students, including:

- academic advising



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- accessibility map
- admission/registration assistance
- advocacy
- assistive listening devices
- assistive technology
- awareness information
- Braille
- closed-caption decoder
- liaison with staff and community
- lockers
- mobility orientation
- notetaking
- priority registration
- relocation of classes
- resource/referral information/training
- sign language interpreting
- talking calculators
- test accommodations (extended time, reader, scribe)
- textbooks on tape
- wheelchair accessible tables

Other departments provide the following services:

**Career and Employment Services** Specific career/job interviewing information for persons with disabilities.

**Health and Physical Education Department** Health and PE teaches a therapeutic exercise and rehabilitation course for temporarily or permanently disabled persons. The instructor sets up an individualized exercise program for each student, taking into account the student's disability, needs and goals.

**Computer labs** There are computer labs for students to use that are included in the technology fee. All computer labs have wheelchair accessible workstations and ergonomic keyboards and mice. Most computer labs have both IBM and Apple computers, but some are dedicated labs. Windows and Macintosh adaptive technology is available, and additional AT programs will be installed as required.

**Library** The Library has an assistive technology center that includes scanners, text readers, text enlarging programs, voice input programs (user training required), a Visualtek Closed Circuit TV, and large screen monitors. The Library also has a closed caption decoder for viewing captioned videotapes and telecourses. Library staff will assist in ordering materials from Oregon State Library Services for the Blind and Physically Handicapped through their Interlibrary Loan Program. The Library also has an automatic door, cassette players/recorders and wheelchair accessible, raised study tables.

**Academic Learning Skills (ALS)** ALS offers special services for students with learning disabilities including adaptive technology, advocacy and individual support. Many of the skill-building courses are designed to help students with learning disabilities through multi-sensory approaches and step-by-step instruction.

**Academic Learning Skills Computer Lab** The ALS computer lab provides basic keyboarding, word processing and study strategies for students needing a more individualized, self-paced approach to develop computer skills. A learning disability specialist provides individual assistance in the areas of self-advocacy, modifying study strategies, using accommodations, and selecting appropriate classes.

**Student Health Clinic** Student Health provides limited restroom and medication assistance, a cot room for resting, and an elevator key. Wheelchairs and crutches are available on loan.

**TRIO Learning Center** TRIO offers individual and small group tutoring, academic advising, career planning, and mentoring to eligible, degree-seeking or transfer students. Students eligible for Disability Services also may be eligible for services through the TRIO Learning Center.

The physical campus has an interconnecting ramp system that makes most buildings accessible. Restrooms, pay phones (V/TTY), and emergency phones also are accessible.

For information, contact Disability Services at (541) 463-5150, VOICE; (541) 463-3079, TTY; [disabilityservices@lanecc.edu](mailto:disabilityservices@lanecc.edu); or [www.lanecc.edu/disability/index.htm](http://www.lanecc.edu/disability/index.htm). An appointment is recommended.

6) **History/Significant Program Events**

*How did your instructional unit evolve at Lane? What significant events have marked your growth? Do you have a system for maintaining an archival history of your unit? Do you have annual events that are representative of your unit's goals or teaching methods?*

**Disability Services Department History**

In 1982, Lane Community College originally offered services to students with disabilities through the Counseling Department, with the title of Disabled Student Services (DSS). In 1985, DSS became an independent department and by 1994, the name changed to Disability Services. In 2001, Disability Services moved to its present location in Student Services (Building 1, Room 218), and currently provides essential services to eligible students with disabilities on all of Lane's campuses. The DS department archives pertinent historic information on the website, periodically transferring materials to staff who maintain college archives.

**Trends**

Over the years, Lane has served an increasing number of students with a wide range of disabling conditions. This national trend of growing numbers of students with disabilities attending postsecondary education is attributed to a variety of factors, such as:

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- Advances in computer and other technology has created opportunities for more individuals with disabilities who were previously considered “unemployable” to obtain jobs that can be accommodated by assistive technology.
- Many of those individuals able to be accommodated on the job now require short or long term training that tends to be available in community colleges.
- Colleges are using the same technology advances to accommodate individuals in college that can also be used in the workforce.
- The enforcement of the ADA during the mid-late 1990s has prompted increased enforcement of Section 504 of the Rehabilitation Act Subpart E (college program access).
- Publicity and advocacy networks have increased the number of individuals with disabilities who are now aware of their rights to obtain accommodations in a college setting... and are therefore advocating more vocally for those rights.

Colleges and community agencies are teaching empowerment and self-advocacy skills to students with disabilities... further promoting their ability to pursue their legal rights for accommodations and access to the learning environment, and further enhancing their ability to function independently and successfully in a college environment.

### **Legal Mandates**

The history and description of Disability Services at Lane Community College is largely determined by federal regulations, including the following...

**Section 504, Subpart E, of the Rehabilitation Act of 1973** is a program access statute that clarifies no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any institution or entity receiving federal financial assistance. This mandate initiated the development of Disability Services offices in colleges and universities across the nation. Section 504, Subpart E, requires that a public or private postsecondary education institution be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled college students.

**The Americans with Disabilities Act of 1990** was implemented in 1992 and essentially says that all public and most private entities (whether receiving federal funds or not) may not discriminate on the basis of disability. The ADA is divided into five titles: Title I: refers to nondiscrimination in employment activities; Title II: subpart A requires state and local government entities and programs to be accessible; subpart B requires that public transportation be accessible; Title III: requires that programs, goods and services provided to the public by private entities be accessible; Title IV: requires that telecommunication services be accessible to those with hearing and speech impairments; Title V: has miscellaneous provisions. Title II and III are the primary areas of the ADA that impact govern the accessibility of college programs and the services provided by Disability Services.

**Section 508 of the Rehabilitation Act of 1973** was expanded in 1998 to say the federal government is responsible for providing electronic and information technology that is accessible to and usable by people with disabilities, as well as comparable to that provided to individuals without disabilities. This means that software, videotapes, audiotapes and other technology must be accessible to those who are blind, deaf or have other disabilities that impair access.

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7) **Degrees and Certificates**

*What degrees or certificates does your unit provide?*

- *Two-Year Associate of Applied Science Degree?*
- *Two-Year Certificate of Completion?*
- *One-year Certificate of Completion?*
- *Cooperative Education?*

*If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?*

N/A to Disability Services

5) **Organizational Structure**

*Please provide a description of how your unit is administratively organized within Lane's instructional structure.*

**Disability Services Organizational Structure**

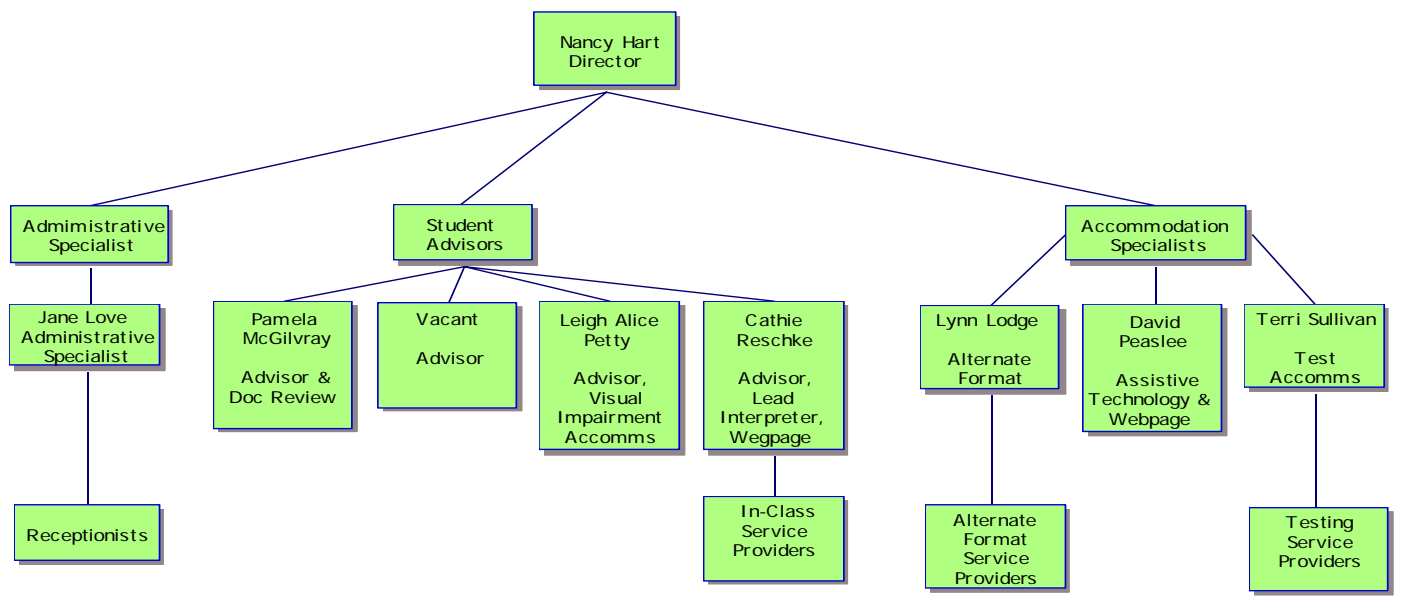
Disability Services consists of nearly 50 classified staff and one manager. Formally, all classified staff report to the manager. Informally, the reporting process is as follows:

- Eight primary classified positions report to Nancy (1 Admin Spec, 4 DS Advisors, 3 Specialists)
- Front Desk Specialists (hourly staff) report informally to Jane
- In-class Service Providers (hourly staff) report informally to Cathie
- Alternate Format Service Providers and Support Staff (hourly staff) report informally to Lynn
- Test Accommodation Service Providers (hourly staff) report informally to Terri

Communication is open, direct and collaborative, using group discussions and consensus or modified consensus decision-making processes whenever possible. Input and feedback are routinely requested from all staff whenever possible.

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Disability Services Department  
Flowchart



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6) Staff/Faculty

*Please provide a list of your contracted faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.*

**Disability Services Staff List**

(This list represents our current staffing pattern, which is significantly inadequate for meeting the workload demands within Disability Services and throughout the College.)

- Nancy Hart, MS, (1.0 FTE) Director
- Jane Love, (1.0 FTE) Administrative Specialist
- Cathie Reschke, RID:CT (Registry of Interpreters for the Deaf: Certificate of Transliteration), (1.0 FTE) DS Advisor and Lead Interpreter (also coordinates service providers and is DS web author)
- Leigh Alice Petty, MS, (1.0 FTE) DS Advisor (also coordinates services for students with visual impairments)
- Vacant, (0.5 FTE) DS Advisor
- Pamela McGilvray, MS, (Hourly) DS Advisor and Documentation Reviewer
- Lynn Lodge, BS, (0.75 FTE) Alternate Format Specialist
- David Peaslee, AAS, (Hourly) Assistive Technology Technician (also DS web author)
- Terri Sullivan, (Hourly) Test Accommodation Specialist
- Front Desk Specialists (various people, Hourly)
- 30-40 Service Providers and Accommodation System Support Staff (Hourly, hired as needed... many of whom have MS, BS, BA and AA degrees), including computer notetakers, CBCN notetakers, Text on Tape readers, test accommodation proctors/readers/scribes, in-class aides/readers/scribes, scanners, enlargers, etc.

7) Student Profile

*If available, please provide demographic data for your student population.*

Disability Services serves students with a wide range of usually multiple disabilities. Anecdotally, these students appear to cross all socio-economic and race categories. Statistically, during the past year, 41% were male and 59% were female. Ages vary from teenage through elderly. DS is in the process of developing a software program that will allow us to more consistently collect and analyze specific data about students and their disabilities.

8) Facilities and Equipment

*Describe your campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?*

Disability Services is located in Building 1, Room 218. We have a small waiting area, reception area, central area with an Assistive Technology Island (3 computers, scanners and 1 Braille Embosser for staff and students to use as appropriate). The office also has one work room, 1 office for the DS Administrative Assistant, 1 office for the DS Director, 2 DS advisor offices, 1 Alt Format office several staff to use, one office for the AT Technician and 1 or 2 DS advisors to share, and 1 cubicle (which the Test Accommodations Specialist shares with Service Providers, the fax machine, file cabinet and other storage). The department adjoins (through an unlocked door) a group room that is shared space with other 2<sup>nd</sup> floor Building 1 departments.

**DS Space Strengths:** DS moved from grossly inadequate space to this beautiful new building in 2001. The change was an enormous improvement and the location creates comfortable access to the other Student Services departments. The DS Department now has a small sitting area for students, meets facility codes to allow those using wheelchairs and electric carts to enter and leave, and has offices with ceilings that create critically needed privacy. Additionally, the work room has urgently needed cupboard and shelf storage space and the AT Island creates an approachable, accessible work area for service providers (note editing, scanning, Braille Embossing, etc.), which also is available for students to use when experimenting with various AT programs.

**DS Space Challenges:** During the past 3.5 years, DS has grown in ways that make it difficult to work within its existing space. Particular problem areas include:

- Inadequate space for students' test accommodations (numerous separate spaces (cubicles/rooms) where students can be proctored as a group and yet have reduced distractions during extended test time, possibly with a test reader/scribe)
- Inadequate storage space for the amount of equipment DS accumulates, maintains and must regularly access for various accommodations
- Inadequate sized office for the Administrative Assistant, which must store a large number of confidential files that are in various stages of progress with different tracking processes
- Inadequate space for file cabinets that store student files and disability documentation in various stages of activity
- Inadequate space for the large and complex Alternate Format processes that are continuously being implemented
- Inadequate space for large equipment that is frequently in use ... e.g., larger scanners, different model Braille Embosser/Printer, copier, etc... needing to be kept in an area where they are accessible, yet do not create a noise problem
- Inadequate space for Service Providers to be able to work on editing notes, enlarge materials, scan and edit materials, etc... right now, there are not always enough



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computers available for them to complete these tasks in a timely way, and they are located near advisor offices, so noise can become a factor

- Too few offices for DS Advisors, who each need to be able to provide privacy as they meet individually with students
- Too little space for future growth that will need to include more computers available to students and faculty for learning to use AT

**Utilization Ratios:** Disability Services had 717 students on its database by the end of 03-04. The department's contact totals for 03-04 included 8485 in-person services and 4282 phone calls received at the reception desk. The DS ratio was 1 DS advisor per 287 students. Particular due to the intense needs of this student population, these utilization rates far exceed the DS staffing and funding capacity.

**DS Equipment:** DS has different types of equipment needs:

- Office/staff equipment
- AT equipment that staff use to provide accommodations
- Various equipment available for eligible students to use for accommodations (stored in DS and checked out regularly by students)
- Various equipment that is purchased for specific students and placed in a certain campus location until the student is no longer using it... then it may have to be stored in DS

**Equipment Strengths:** DS equipment is managed in practical ways to maintain functionality and provide appropriate protection when possible. Equipment needs are analyzed thoroughly through state, regional and national research that is very collaborative in order to determine the most appropriate, practical, cost-effective way in which DS can provide accommodations.

**Equipment Challenges:** Equipment items are vulnerable to breakage, damage, loss, or students not returning them. They can also become outdated or overused. Additionally, space for storage is a serious and growing problem. Disability Services constantly needs to upgrade, repair and replace equipment that is used for student accommodations... based on appropriate research.

Computer-related needs are requested from TACT funds; non-computer-related needs are requested from Carl Perkins funds. If a sudden need comes up, a contingency fund request is made to one of those funding sources.

See attached Student Accommodation Equipment Inventory List as of November 2004

9) Budget Profile

*Provide a profile of your General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).*

**General Fund Allocated Budget 03-04**

**Non-Payroll**

M&S, Travel, Phone, Outside Svcs

11,540

**Payroll**

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Staff	195,033
04 Staff	55,788
OPE	97,321
Extra Sections Funds (w/OPE):	80,000
<b>TOTAL GENERAL FUND ALLOCATED BUDGET</b>	<b>439,682</b>

**DISABILITY SERVICES 04-05**  
**Part III. Performance 2003-2004**

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**Chapter 2: Program Outcomes Data, 2003-2004**

*Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? Using the provided spreadsheet, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

**1) Enrollment Data**

*Please provide the following enrollment data for 2003-2004:*

- Unit Level: Student FTE <sup>1</sup>
- Course Level: Student FTE <sup>1</sup>
- Student FTE/Faculty FTE ratios <sup>2</sup>

Disability Services had a total of 717 students with disabilities on the database by the end of 03-04. Usage of services was as follows:

<b>DISABILITY SERVICES ACCOMMODATION TOTALS 2003-04</b>				
	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Service Providers</b>				
Interpreters	3	16	7	5
Students	2	5	5	4
CBCN/AlphaSmart	4	10	9	13
Students	4	16	12	15
Real Time Captioning	0	0	0	0
<b>Test Accommodations</b>				
Service Providers	14	61	53	102
Service Providers Hours	28	151	139	205
Tests	64	204	146	113
Student Served	11	53	41	32
<b>Text on Tape</b>				
Books	18	123	115	114
Readers	2	6	9	10
Reader Hours	190.5	821	681.25	384
Students Served	7	30	25	26
<b>Scanning</b>				
Books	4	21	14	13
Service Providers	3	10	5	5
Scanning Hours	10.5	50.25	23.05	46.75
Students	3	4	3	6
<b>Enlarging</b>				

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Books	2	2	4	9
Service Providers	2	2	4	4
Enlarging Hours	3	3.75	18.25	14.5
Students	1	1	2	2

**Tables and Chairs**

Tables	12	46	34	25
Adjust. Table for Wheelchairs			4	1
Padded Chairs	10	50	32	36
Padded Chairs with Arms			11	0
Ergo Chairs			13	0
Ergo chairs with Arms			3	5
Ergo Adjustable Chairs	5	51	27	22
Ergo Adjustable Chairs with Arms	6	19	21	15
Extra Chairs for Service Providers	0	0	0	0

AT Lab Accommodation for Vision	n/a	n/a	n/a	6
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2) Student Success Data

*For Professional Technical programs only, please provide the following student success data for 2003-2004:*

- Degrees/Certificates Awarded

N/A to Disability Services

3) Budget

*Please provide the following budget information:*

- General Fund: <sup>3</sup>
  - General Fund Allocation
  - Actual Costs of Unit Operation
  - Revenues (Course Fees, etc.)
  - Cost per Student FTE
- Other Community Support (in-kind, donations, cooperative worksites, etc.)

**Disability Services Budget Usage:**

<u>2003-2004</u>	<u>Budget</u>	<u>Actual</u>	<u>Under/&lt;Over&gt;</u>
M&S	7130	6698	
Travel	2500	3588	
Outside Svcs/Fees	110	6798	
Telephone	1800	2635	
Subtotals	11,540	19,719	<8179>
Staff	208,371	208,371	
04 Staff	55,788	159,855	
OPE	121,997	155,610	
Subtotals	386,156	523,836	<137,680>

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Total Shortfall	<b>&lt;145,859&gt;</b>
Extra Sections Funds (w/OPE)	<b><u>80,000</u></b>
Final Deficit for 03-04	<b>&lt;65,859&gt;</b>

**Chapter 3: Program Outcomes Analysis, 2003-2004**

*Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

***Approaches you might take include:***  
***include:***

1. *Needs Assessment*
2. *Satisfaction Assessment*
3. *Assessing Learning Outcomes*
4. *Environmental Assessment*
5. *Assessing Cost Effectiveness*
6. *Dropouts Assessment (program or college)*
7. *Post-Completion Follow-up Assessment*

***Methods of assessment you might use***

1. *Qualitative Assessment*
2. *Quantitative Assessment*
3. *Pre tests/post tests*
4. *Portfolio assessment*

**1) How effectively did you fulfill your unit's mission?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

*What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?*

Disability Services analyzes annual performance based on satisfaction survey results (conducted by IRAP) and through anecdotal observations of how smoothly our systems are working and whether we have complaints from students (who tend to be very vocal). This department actively uses the Plan Do Check Act approach for its activities. Additionally, this past year, an Assistive Technology Evaluation was conducted by a graduate student at the University of Oregon. The purpose was to determine the effectiveness of AT support provided by DS and the general satisfaction of AT users. The results (generally very positive) have been published this year.

Disability Services performed well this year in keeping up with the high demands of service requests and solving problems in a timely way.

**Evidence Of Goal Attainment**

- DS determines students' eligibility for DS each term... averaging between 35-70 new (unduplicated) eligible students each term, and with an additional group of 80-100 (unduplicated) students whose eligibility status is still pending by the end of each term.
- DS consistently determines, develops, provides, and supports the availability of accommodations to create equal access and/or opportunities for those with disabilities in order for them to participate in Lane's programs and activities. The department works with a significant number of students each year. The total (unduplicated) database of students who are eligible for services has risen during the past couple of years to over 700. And the fall term (unduplicated) stats have climbed steadily for years (e.g., fall term of 99-00: 153; 00-01: 157; 01-02: 161; 02-03: 183; 03-04: 223).
- DS routinely educates and advises faculty/staff about disability issues on an ongoing basis. This education takes place throughout each year in the form of email and phone communication, individual meetings, group presentations at division/departments staff

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meetings, consultaion and through website resources, etc. DS is involved in a national DO-IT grant project that for 3 years has focused on developing materials and presentation formats to use with faculty. This year is the beginning of a 3-year grant period that will do the same for Student Services staff.

- DS promotes students' understanding and awareness of disability issues, legal rights, self-advocacy, survival techniques for college success through numerous activities that take place throughout the year, including individual appointments/meetings, group orientations, academic class discussions, conference and academy presentations, literature, website and other forms of communication. Additionally, DS is directly involved with the ADA Committee, which includes student committee members and provides a public forum for student/community participation.
- Each term, DS implements dozens of intervention strategies with students. These sometimes assist in solving problems for the student before they result in complaints, increased symptoms, or drop-out/failure. Those interventions include informal mediation, informal complaint investigations, participation in formal complaint processes, communication with instructors and with other departments that may be able to provide further intervention (e.g., Counseling, TRiO, Tutoring, Student Health Center, Public Safety, Students First!, Student Financial Aid, etc.) Additionally, DS participates in SAGA, Safety, and other similar committees. DS staff are members of three of the college's seven governance councils (Diversity, Facilities and Learning).
- Each term, DS specifically facilitates a dozen or more problem-solving meetings with faculty, staff, family members, other agency professionals and/or students. DS also works directly with the college's ADA and 504 Compliance Officers to assist in resolving student complaints.
- DS routinely investigates Lane's assistive technology (AT) needs for adequate legal compliance and student success; consults with and educates departments about AT; conducts research (cost, effectiveness, practicality, necessity); and provides tech support for AT needs on Lane's campus and outreach centers. The demand for AT support related to computers and campus-wide education has grown substantially during the past couple of years. Departments that have particularly requested AT Specialist support include: HR, Library, CIT, CS, IT, ALS, all computer labs, and faculty in general.
- DS responds to an overwhelming number of highly complex community inquiries about DS services, including those from students transitioning from high school. During the past 2 years, DS Front Desk Tic Tally Totals include direct contact and phone inquiries that range from 4500 to 5350.
- DS regularly collaborates with community agencies in order to smoothly coordinate services related to our joint clients/students. Those collaborations include connections with Commission for the Blind (state and local), the Office of Vocational Rehabilitation (state and local), Veterans Administration, local high schools and school districts, Lane ESD, Developmental Disabilities, Lane County Mental Health, SSD, Direction Services, etc.

**Evidence Of Compliance With Legal Expectations Or Best Practices**

**Equal Access for Students with Disabilities:** Disability Services consistently promotes and clarifies the concept of equal access vs. success strategies in presentations, communication and literature/website. DS also works closely with the other departments that are intended to

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provide success strategies in order to appropriately connect legal accommodations with that approach.

**Wide Range of Students Eligible for Services:** DS serves a wide range of students with disabling conditions, with a total database of over 700 eligible students who could request services at any time.

**Illegal to Limit the Number of Students with Disabilities Served:** DS assures the college's legal compliance by serving all eligible students with appropriate and reasonable accommodations. However, over time, the department's budget has become grossly inadequate, requiring the college to obtain extra section funds from other departments to offset the large deficits in DS each year.

**Staff-Student Ratios:** DS's ratio of service is 1 FTE per 280 students with disabilities, which drastically exceeds the informally recommended national standard of 1 FTE per 100 students.

**Timeliness of Eligibility Determination, Services and Problem Solving:** Due to limited staff, DS is unable to maintain legal expectations related to timeliness in appointments, eligibility determination, delivery of services, and in relation to drop-in availability. Intake and 2nd appointments typically run at least 3 weeks from the date of request; review of documentation for eligibility determination ranges from 4-8 weeks from the date it is received. Additionally, the delivery of complex services (e.g., alternate format) or those involving staff availability (e.g., in-class service providers) is often delayed to a concerning degree if there is a sudden demand or if someone becomes ill unexpectedly.

**Confidentiality:** DS enforces strict confidentiality practices to protect the privacy of students with disabilities.

**Assistive Technology:** Lane has experienced continued growth in demand for both high tech AT (computer related software and hardware) and low tech AT (furniture and other equipment such as assistive listening devices, tape recorders, magnification devices, etc.) The demands related to Assistive Technology include staff time to analyze the students' needs and research the products, funding for purchasing the AT, staff time to install or set up the equipment and also to orient the student and/or faculty/staff in using it and maintaining it. Lane has provided a practical source of funds (TACT) for DS to use in order to meet the college's ever-growing computer-related AT needs. The college has also improved its method of supplying other forms of low tech equipment (e.g., furniture is now provided through Facilities). However, the allocated budget for purchasing and maintaining low-tech non-computer-related equipment is completely inadequate and unclear (aside from Carl Perkins grant funds, which are not available on an emergency basis). Additionally, there are inadequate funds for staff to analyze the students' needs, research the products and train others in using the AT. These budget over-expenditures for legally necessary accommodations contribute to the department's annual overdraft and financial instability.

**Financial Penalties:** DS has been instrumental (through education and practices) in helping the college to avoid financial penalties related to inadequate provision of appropriate

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accommodations. However, there are serious risks of legal consequences for being unable to meet students' needs in a timely way.

**Student Code of Conduct:** DS continually educates students, staff and community members about the fact that students with disabilities are expected to comply with the college Student Code of Conduct.

**When Accommodations Are Not Reasonable:** DS effectively assists the college in determining whether accommodations are reasonable or not, although timeliness remains an issue.

**Universal Access:** DS actively promotes and encourages Universal Design of instruction and universal access to the college's facilities and programs through presentations, literature, website and other forms of communication.

- 2) **How well did students meet your learning outcomes at both the Program Level and Course Level?**  
*Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?*

N/A for DS

- 3) **How well did students meet Core Ability outcomes?**  
*What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?*

N/A for DS

- 4) **How efficiently did you use the resources you were given?**  
*What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?*

Disability Services continues to be under-funded and under-staffed. Despite these problems, this department responsibly maximizes the use of technology, equipment, and available funds, as possible. When Carl Perkins or TACT funds are not able to be expended as anticipated due to an unexpected change in need or availability, DS promptly notifies that funding source so they can reallocate those funds.

- 5) **How well are you utilizing current technology?**  
*What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?*

Disability Services extensively utilizes technology in the process of providing accommodations to students with disabilities. This past year, we participated in an Assistive Technology Evaluation, which was conducted by a graduate student at the University of Oregon. The purpose was to determine the effectiveness of AT support provided by DS and the general satisfaction of AT users. The results (generally very positive) were published this fall.



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- 6) **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**  
*What approach did you take to gather evidence of your performance? What method of assessment did you use?*  
*What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:*
- *Date of meetings and number of attendees.*
  - *Attach membership list indicating community members, businesses and LCC faculty/staff.*
  - *Describe committee involvement with curriculum changes, list any recent changes*
  - *Other advisory committee information*

N/A for DS

- 7) **How well did you meet faculty and staff goals ?**  
*What approach did you take to gather evidence of your performance? What method of assessment did you use?*  
*What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?*

DS staff members meet individually with the DS Director each year to discuss personal and professional goals for the coming year, plus, analyze the accomplishments and status of goals from the previous year. Additionally, project goals and accomplishments are shared as a group during the annual staff retreat. Attempts are made to address staff needs and goals through professional development training throughout the year... which was successfully implemented and routinely evaluated during this past year.

- 8) **Review your initiatives from 2003-2004.**  
*For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? What challenges arose? How effectively were you able to utilize resources? For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for*  
**03-04 Initiative Review**

**1. Dept Reorganization Phase 1:**

- .75 FTE Alternate Format Specialist: As noted in the 03-04 Unit Plan, this position had a 1039 hour violation in 2003. During 2004, **ET approved funding through the end of 04-05** and the position was reclassified (Level 11/Step 3). **This position now needs to be approved for funding after June 30, 2005... which is particularly critical since the college has contractual obligations related to the 1039 violation.** Having this role as a .75 since January 04 has been extremely beneficial to the department's ability to provide alternate format accommodations. Having funding approved on an ongoing basis will create much needed stability in this area of the department's services.
- FTE DS Advisor-2 (Doc Review Specialist): **not funded** (remains an urgent need)
- FTE DS Advisor-2: **not funded** (remains important, but will reassess priority)
- FTE Front Desk Specialist: **not funded** (remains an urgent need)

**2. Budget Revision: not funded** (remains an urgent need)

**3. Non-Computer-related Accommodations (Carl Perkins):**

- M&S, equipment, repairs, etc.: **funded in full**; being implemented on schedule
- Timesheet Service Providers: **funded in full**; being implemented on schedule

**4. Computer-related Accommodations (TACT): funded in full;** being implemented on schedule

**5. College-Wide Assistive Technology Support:**

- 1.0 FTE AT Technician: **not funded** (remains an urgent need, will reassess priority)

**6. Technology Support for Web Access (Carl Perkins): funded in full;** CIT apparently unable to use funds as planned... reportedly returned funds to CP

**7. Department Reorganization: Phase 2: for 05-06**

- .5 FTE Test Accommodation Specialist: **not funded** (still needed, not urgent)
- .5 FTE Interpreter: **not funded** (need varies depending on unpredictable student demands; cost and availability of free lance interpreters can be a serious problem at times)

9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?

**Strengths**

- Disability Services effectively makes strides fulfilling its mission, goals/objectives each year.
- DS is highly effective in utilizing the latest current technology in the disability field (both high tech and low tech).
- DS is continually updating and streamlining service delivery procedures.
- DS is sought after around the state as a model for office practices and service delivery procedures, including alternate format, testing accommodations, service providers, assistive technology support and file tracking procedures.
- DS is sought after for consultation and presentations in the disability services field statewide, regionally and nationally.
- DS advisors have an excellent skill level and expertise.
- DS eligibility determination process is consistent, professional and effective.
- DS's educational presentations on campus are of high quality.
- DS effectively provides various interventions to assist students in solving problems (mediation, facilitation, analyzing accommodation solutions, informal complaint processes, etc.)
- DS is a leader in the state, region and nation related to the transition of students with disabilities from high school to college.
- DS is recognized for excellence in collaboration with other agencies/institutions.
- DS is committed to participating in campus life and college governance activities, regularly assigning staff time and resources to them as appropriate.
- The DS Director has been appointed as a member of the board of directors for the international Association of Higher Education and Disability (AHEAD).

10) Overall, what challenges do you believe your unit faced in 2003-2004?

**Challenges/Gaps/Needs**

- Coordination of alternate format services has been impaired by limited staff hours available to accomplish this enormous task and by the instability of funding for this lead role, creating

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legally risky time lags, stress, confusion, workload problems for staff, and a situation to be resolved related to the 1039 hours violation that occurred in 2003.

- Budget revisions are desperately needed for this department to function independently and with appropriate financial stability.
- Funds for non-computer accommodations are consistently in need each year... both non-payroll and payroll.
- Funds for computer-related accommodations are consistently in need each year.
- The eligibility determination process continues to be compromised by the huge demand for documentation review and the inadequate staff hours available to accomplish the task, creating legally risky time delays.
- The front desk staff position has been filled by 4 different hourly staff, which creates a great deal of inconsistency in how sensitive situations are handled for students with very complex, highly confidential needs.
- Assistive Technology support must be expanded to better meet the entire college's needs.
- DS advisors were too limited in number to effectively serve the large and volatile population of students who need DS support.
- Test Accommodations are a regular part of this department's services and should be coordinated consistently by a permanent position rather than an hourly staff person.
- Interpreter services are primarily handled by hiring hourly interpreters as needed, while our Lead Interpreter/Advisor handles all hiring, evaluating, coordinating of Interpreter services and analyzing students' needs for those services. The need for Interpreters is erratic and unpredictable. Plus, the availability and cost for hiring freelance interpreters has periodically become a more serious problem.
- Educational presentations on campus are not as frequent as they need to be due to the limited time and availability of the director and other staff.

11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?\*

**Conclusions**

During the early 2000s, there was notable growth in the demands on DS services, with a dramatic increase in requests for specific types of accommodations. However, it was important for the DS department to observe the impact of Lane's severe budget cuts on student usage of DS prior to realistically analyzing the need for reallocation of resources and staffing patterns. Despite reduced course offerings and other impacts of budget cuts, the numbers of students with disabilities attending Lane have remained high, and those whose accommodation needs are highly complex have continued to steadily grow in nearly all areas of service delivery. As a result, the budget resources and staffing patterns in DS have become increasingly inadequate. This has created numerous problems, including:

- Emergency stopgap measures (over-utilizing 04 staff and over-spending the existing budget) have required the use of extra section funds from other departments to cover severe deficits.
- Inadequate staffing patterns mean that legal accommodations and services cannot be provided in a timely way and the needs of faculty and staff for DS support cannot be provided in a timely and efficient manner.

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This has led to Initiative requests related to a range of important and urgently needed positions, budget revisions, and accommodation-related equipment/supplies/staff support.

***\* Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.***

**DISABILITY SERVICES 04-05**  
**Part IV: Projected Performance 2004-2005**

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**Chapter 4: Program Initiatives, 2004-2005**

*How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. When proposing an initiative(s), use the following structure for each initiative proposed:*

**Priority # 1 Initiative: Alternate Format Specialist Funding**

**1) Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

**Alternate Format Specialist funding**

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

Continuity and stability in DS and for students with disabilities who use alternate format services; contractual resolution to 1039 hour violation in 2003

**3) Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

For a number of years, DS has hired a part-time, hourly staff person to coordinate the department's alternative format services. These services include all tasks related to providing course/college materials and textbooks in audio tape, enlarged print, Braille, and electronic formats. This role involves an enormous amount of time and expertise related to organizing, tracking and maintaining detailed records of these separate systems; hiring, training, overseeing and evaluating the hourly staff who implement these services; working directly with students, faculty, the College bookstore, textbook publishers, other colleges and other agencies/organizations; responding to crises and complaints; and analyzing/revising systems regularly. Additionally, serious complications periodically occur related to difficulty in providing these important services in a timely, user-friendly way, as legally required.

During 03-04, two things happened: 1. an error occurred during the conversion to Banner in 2003 that led to an unintentional/unavoidable violation of this position's 1039 hours; 2. it became clear that it is **impossible for this complex, demanding job to be accomplished in less than .75 FTE**. As a result, funding through 04-05 was approved by ET on November 1, 2004. Also, the position was reclassified to a new classification: Accommodation Specialist.

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**\*IT IS ESSENTIAL THAT THE EXECUTIVE TEAM USE THE 04-05 BUDGET PROCESS TO FUND THIS .75 FTE POSITION BEYOND JUNE 2005, PARTICULARLY DUE TO THE LEGAL/CONTRACTUAL ISSUES RELATED TO THE 1039 HOUR VIOLATION IN 2003.\***

4) **Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Personnel and OPE funds totaling: \$38,740

5) **List the possible funding sources**

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

General Fund; cannot be partially funded

6) **Provide ORG & PROG codes**

540305 & 310000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

## **Priority #2 Initiative: Budget Revision**

### **1) Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

#### **Department Stability through Budget Revision**

### **2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

Stability, continuity, ability to live appropriately within budget allocation rather than relying on crisis- oriented, time-consuming, stressful requests for extra section funds each year

### **3) Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

DS's allocated general fund budget has become grossly inadequate over the years. It is clear that past severe budget cuts did not reduce the demand for DS service. In fact, the demand for DS services, equipment and accommodations have increased/expanded in nearly all areas since the College's budget cuts were implemented. During recent years, DS has received extra section funds to offset substantial and growing deficits in both non-payroll and payroll areas. This initiative is needed to supplement the existing DS general fund budget for both M&S and 04 hourly service providers... and bring the full DS budget up to an appropriate amount. This will allow DS to potentially balance its own budget when serving students with disabilities, rather than rely upon other departments' extra section funds to cover what has become a growing annual overdraft. This initiative is feasible. It will benefit all students with disabilities by creating stability through fiscal responsibility for DS.

### **4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

- \$7960 Non-Payroll funds (M&S, Phone, Outside Services, Travel)
- \$36,905 Payroll (without OPE) for hourly (04) staff

[Total proposed budget, including current allocation and this initiative's proposed budget revision:

Non-Payroll: \$19,500

04 Payroll (without OPE): \$150,000]

### **5) List the possible funding sources**

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

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General Fund

6) Provide ORG & PROG codes

540305 & 310000

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.



### **Priority #3 Initiative: Non-Computer-related Accommodations**

1) **Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

#### **Non-Computer-related Accommodations**

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

Continuity and stability in providing essential equipment and supplies and services to students with disabilities in order for them to have equal access to the learning environment.

3) **Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

Disability Services provides essential services and accommodations that ensure Lane's legal compliance and support the enrollment and retention of students with disabilities. This initiative specifically supports the success of students with disabilities who are enrolled in professional technical education programs and need (non-computer-related) accommodations and support in order to participate in those courses and activities. This initiative is feasible; implementation of this Initiative could happen at any of Lane's locations, depending on student need. Lane could serve as many as 700 students with disabilities at any time... 35% of those are enrolled in PTE programs.

4) **Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

This Initiative includes:

#### **Equipment for students with Vision Impairments**

- \$200 for various magnifiers
- \$2100 for a Closed Caption TV (CCTV) for DTC

#### **Equipment for students with Hearing Impairments**

- \$620 for a camcorder for use in evaluating interpreter performance and for recording interpreting for distance education

#### **Equipment/Materials for Alternate Format (audio tape, enlarged print, electronic format, Braille)**

- \$5750

**TOTAL for EQUIPMENT/MATERIALS: 8670**

#### **Services for Students with Disabilities**

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- \$ 10,000 for Services Providers: test proctors, test readers, readers for books on tape, scanners, enlarging, Brailers, in-class or lab aides/scribes
- \$8800 for Sign Language Interpreters

**SUBTOTAL for 04 Service Providers: 18,800**

**OPE (39.6%): 7,445**

**TOTAL: 26,245**

**TOTAL CARL PERKINS REQUEST**

**EQUIPMENT/MATERIALS: 8,670**

**04 w/OPE: 26,245**

**GRANDTOTAL: \$34,915**

5) List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

Carl Perkins funds

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. How does the request meet one or two of the Carl Perkins act goals?

Goal 1. Student Skills Gain Goal: Improve Academic and Technical Skills

To ensure that professional technical education students with disabilities have the support services needed to improve their chances for successful completion of Lane's courses and programs.

Goal 2. Special Populations Student Results Goal

To ensure that students with disabilities are able to access and participate in PT programs at the same rate and level as non-disabled.

This initiative will ensure the accomplishment of both goal 1 & 2 in the following ways:

- Recruit, hire, train, evaluate, and utilize Service Providers to act as sign language interpreters, computer notetakers, test scribes/proctors/readers, Text on Tape readers, Brailers, Enlargers, classroom or lab aides/scribes, etc. for students with disabilities enrolled in Professional Technical Education Programs and classes.
- Provide access to appropriate materials/supplies, equipment for all students with disabilities enrolled in PT Education Programs and classes on all of Lane's campuses.

2. How will the use of the funds contribute to the success of Lane's Professional Technical students?

The accommodations provided through these funds will allow students with disabilities to have equal access to the learning environment, and is likely to contribute to their success in school.

3. Briefly describe your past history of utilizing Carl Perkins funds.

Disability Services has been receiving CP funds for many years to cover costs for equipment, equipment repairs, accommodation supplies, and service provider hourly salaries in order to serve students with disabilities.

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6) Provide ORG & PROG codes

540310 & 150000

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

## **Priority #4 Initiative: Computer-related Accommodations**

1) **Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

### **Computer-related Accommodations**

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

Serving students with disabilities who need to use computer-related accommodations in order to access the learning environment.

3) **Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

This initiative involves essential computer-related hardware/software for anticipated accommodations for students with disabilities. This equipment is either for direct student use or for staff to use in providing accommodations. This initiative is feasible. See itemized list of equipment and costs in TACT section below.

4) **Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

This Initiative includes:

\$610 for 4 Abbyy Fine Reader 7.0 upgrades  
\$205 for Duxbury upgrade Braille Software  
\$150 for Scientific Notebook Braille Software  
\$510 TGD Pro (Tactile Graphic Designer)  
\$185 for one MP3 Recorder Sound Sketcher  
\$75 for TextAloud (software for MP3)  
\$165 for 5 Ergo Keyboards (\$30 each plus S&H)  
\$800 for one Dell 20.1" Flat Screen  
\$95 for The BIG Track Trackball mouse

**TOTAL: \$2795**

5) **List the possible funding sources**

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

TACT funds

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If you identify the Student Technology Fee as a possible funding source:

1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at  
<http://www.lanecc.edu/tact/>

This is new technology that is intended to increase, expand and enhance accessibility of the college's computer-related instruction in labs and classrooms.

6) Provide ORG & PROG codes

540305 & 310000

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

**ADDITIONAL COMMENTS ABOUT COLLABORATIVE SUPPORT FOR OTHER DEPARTMENTS' INITIATIVES FOR TACT FUNDS:**

- Disability Services offers collaborative support for the Testing Department's request for Computer Assistive Technology to better serve students with disabilities.
- Disability Services offers collaborative support for the Library's request for Computer-related Assistive Technology to better serve students with disabilities.

Please feel free to contact DS if you have questions about how either of these important proposals can benefit students with disabilities.

## **Priority #5 Initiative: Department Stability through Reorganization: Phase 1**

### **1) Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

### **Department Stability through Reorganization: Phase 1**

### **2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

Continuity and stability in providing services in a timely and appropriate way to students with disabilities.

### **3) Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

This initiative involves adding 3 positions to the Disability Services Unit in 2006-07, in order for this department to function with appropriate competence and legally mandated timeliness in its role of responding to student/community inquiries, analyzing student eligibility and providing services and accommodations to students with disabilities. These positions will be located in Disability Services and will benefit well over 700 students per year who need timely and effective eligibility analysis, determination and implementation of DS accommodations, and/or essential information/assistance. This initiative is feasible. The positions include:

- **Disability Services Advisor-2 (Documentation Review Specialist, 1.0 FTE):** For a number of years, DS has hired a part-time, hourly staff person to act as a DS advisor whose primary duties include reviewing all disability documentation for eligibility purposes. This person's expertise is highly specialized and that role also includes responsibility for some student appointments, attending staff/advisor meetings and assisting in developing and revising some of DS's essential systems that are related to eligibility and accommodation determination. At any given time, DS has 30-80 student files waiting for eligibility analysis and accommodation determination or that are in the process of detailed follow up (with the student's physician, psychologist, school district, etc.) Since the department completes about 20-40 intake appointments per week, new disability documentation is continually arriving. As a result, the waiting period for documentation to be initially reviewed (not including any follow-up) has extended from a moderately reasonable 2 weeks to at least 4-6 weeks. This has resulted in frustrated students and could lead to a formal complaint about DS's inability to determine eligibility in a timely way, as indicated by legal precedent. It has proven to be impossible for this job to be accomplished on a part-time basis.
- **Front Desk Specialist (1.0 FTE):** For a number of years, DS has hired several part-time, hourly staff who juggle their hours to cover the role of receptionist at the DS front desk.

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This arrangement has proven to be inappropriate, inefficient, and ineffective in responding to the needs of this volatile, sensitive population of students. Additionally, the procedures, detailed tracking, and follow-up tasks that must be accomplished by the staff in this role are very complex and require the consistency of one person with a high level of maturity, cultural awareness, communication and organizational skills. The person in this role must be able to respond to inquiries either in person or over the phone... ranging from 4500-5300 per year. As the needs, complexity, number of demands, and number of complaints the person in this role must address have increased, it has clearly become essential for DS to have a very skilled full-time Front Desk Specialist.

- **Assistive Technology Technician (1.0 FTE):** This initiative involves expanding the current AT Technician role to full time for the entire college. This person would work a majority of the time with AT tasks and research for Disability Services, but would also be available to Human Resources for employee accommodation consultation/installment/etc., the Library for maintenance, research and installment of AT, CIT and other instructional divisions for faculty consultation, installation, maintenance, Academic Learning Skills for consultation and support for the ALS AT lab, and to participate with the Computer Services team. Full support has been expressed by the managers and pertinent staff in each of these departments. Currently, DS hires an AT Technician as a part-time hourly staff and there is a lot of confusion about how to share his time with other departments who need his help, without cutting short his already limited time with Disability Services.

4) **Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Personnel and OPE funds total: \$96,383

5) **List the possible funding sources**

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

General Fund

6) **Provide ORG & PROG codes**

540305 & 310000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

## **Priority #6 Initiative: Department Stability through Reorganization: Phase 2**

### **1) Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

**Department Stability through Reorganization: Phase 2**

### **2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

Continuity and stability in providing services in a timely and appropriate way to students with disabilities.

### **3) Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

This initiative involves adding 3 positions to the Disability Services Unit in 2007-08, in order for this department to function with appropriate competence and legally mandated timeliness in its role of responding to student/community inquiries, analyzing student eligibility and providing services and accommodations to students with disabilities. These positions will be located in Disability Services and will benefit well over 700 students per year who need timely and effective eligibility analysis, determination and implementation of DS accommodations, and/or essential information/assistance. This initiative is feasible. The positions include:

- **Disability Services Advisor-2 (1.0 FTE):** Currently, there are 2.5 salaried DS Advisors who serve as many as 700 eligible students with disabilities per year, as well as more than 100 additional students who have been seen by those advisors for intake appointments but whose eligibility is still being determined. While the recommended best practice ratio is 1 FTE DS advisor per 100 students with disabilities, Lane's ratio is 1 FTE per 280 students. Not only is this unreasonable for the average population of students with disabilities, but the current trend at Lane and throughout Oregon involves an increase in highly complex student issues, including a large increase of students with multiple disabilities and with psychiatric disabilities... requiring advisors to provide more time, attention and expertise. Due to the limited number of advisors working in the department, there is a time-lag for appointments... typically at least 2-3 weeks, which does not meet the legal requirement for timeliness in responding to the needs of students. Additionally, there are not enough advisors to be available to students on a drop-in basis each day to respond to crises and problems. It is essential that the College increase the number of DS advisors who can provide more effective, timely services to students with disabilities, and uphold the institution's legal responsibilities.
- **Test Accommodations Specialist (0.5 FTE):** Currently, DS utilizes a part-time hourly person to coordinate all test accommodation services to a rapidly growing number of students. This job has become an absolutely essential part of the department in response



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to steady growth and demand, and should become a salaried, permanent position to create stability in the department.

- **Sign Language Interpreter (0.5 FTE):** A few years ago, DS had a half-time salaried Sign Language Interpreter in addition to our full time lead interpreter/advisor. However, the person holding the part-time position developed a medical condition that prevented her from continuing in that role, and so that position became a half-time DS Advisor to accommodate the employee's needs. Currently, nearly all interpreting demands are filled through free lance interpreters... some of whom are extremely expensive. Among other things the DS lead interpreter/advisor must be free to coordinate and assign, evaluate, hire/screen interpreters, work with students, and to handle appointments with students who are deaf or hard of hearing. Therefore, it is not realistic to put the lead interpreter/advisor in the classroom and make her unavailable for her other important duties. It would be a cost savings to the college to have a part-time interpreter working at the college who could fill in and work in the classrooms as needed. This initiative is feasible.

4) **Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Personnel and OPE total: \$97,612

5. **List the possible funding sources**

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

General Fund

6. **Provide ORG & PROG codes**

540305 & 310000

7. **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

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**Chapter 5: Expected Unit/Program Outcomes for 2004-2005**

*What program outcomes do you expect to achieve in 2004-2005?*

**1) What program level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?*

**Disability Services Goals/Objectives**

DS provides essential services to students with disabilities, and education to staff and faculty, in order to ensure Lane's legal compliance. A positive outcome of these efforts is increased success and retention of students with disabilities.

Objectives include:

- Determine students' eligibility for DS services.
- Determine, develop, provide, and support the availability of accommodations to create equal access and/or opportunities for those with disabilities in order for them to participate in Lane's programs and activities.
- Educate and advise faculty/staff about disability issues (confidentiality, retention strategies, problem-solving ideas, legal compliance, liability, legal trends and interpretations, and universal teaching strategies).
- Promote students' understanding and awareness of disability issues, legal rights, self-advocacy, survival techniques for college success.
- Provide intervention and encourage students to solve problems before they result in complaints, increased symptoms, drop-out/failure.
- Facilitate problem-solving meetings with faculty, staff and students.
- Investigate Lane's adaptive technology (AT) needs for adequate legal compliance and student success; consult with and educate departments about AT; conduct research (cost, effectiveness, practicality, necessity); provide tech support for AT needs on Lane's campus and outreach centers.
- Respond to community inquiries about DS services, including those from students transitioning from high school..
- Collaborate with community agencies (e.g., Voc Rehab, DD, LCMental Health, SDS, Commission for the Blind, Direction Services, local school districts who are serving students with disabilities on IEPs, etc.) regarding joint clients/students in order to coordinate services smoothly.

**Best Practices And Legal Expectations**

**Equal Access for Students with Disabilities:** The primary legal expectation of a college Disability Services office is for it to provide equal access to the learning environment so that students with disabilities can demonstrate what they've learned and/or what they know of the course objectives. Legal accommodations are intended to give students an equal opportunity to succeed, but not to assure success. (However, it is expected that having appropriate accommodations will lead to success, plus, other departments, such as Tutoring and TRIO, provide strategies and support that are intended to support student success in school.)

Disability accommodations and services should not give students with disabilities a special advantage. In order to protect the integrity of the student, the instructor, the program or

course, and the institution... it is important that grading standards not be altered to favor students with disabilities, in some misguided attempt to accommodate them. DS also responds to requests for access accommodations for community events sponsored by and held at Lane Community College.

**Wide Range of Students Eligible for Services:** Any individual who meets the legal criteria for having a disability, whose disability creates functional limitations that impair that individual from accessing the college environment, and who is otherwise qualified to participate in that college program/course/activity is potentially eligible for services through DS. It is reasonable for DS to require appropriate documentation that clarifies the condition, the corresponding functional limitations and the recommended accommodations. DS staff and advisors must be prepared to serve individuals whose disabilities include a range of conditions related to health, psychiatric, sensory, mobility, learning, developmental impairments, brain injuries, etc.

**Illegal to Limit the Number of Students with Disabilities Served:** It is not legally possible to cap the number of students with disabilities who enroll in college and may request services from DS, nor can the college discriminate on the basis of costs for disability accommodations. Therefore, postsecondary institutions are required to respond to all student requests each term, regardless of impact on staffing levels, accommodation/service needs, and expenses. Since numbers may vary each term, annual planning (related to budget, staffing, equipment, etc.) must be done based on general trends and anticipated needs. However, even when an unanticipated need arises, the college/DS staff must respond in a timely way with appropriate accommodations.

**Staff-Student Ratios:** There are no clear national standards for staff-student ratios in serving college students with disabilities. However, the informal national recommendation for best practices is 1 FTE advisor/counselor/case manager per 100 students with disabilities.

**Timeliness of Eligibility Determination, Services and Problem Solving:** Legal expectations, based on legal trends, precedence and Office of Civil Rights determinations, clarify that students must be served in a timely way. Both national and regional standards indicate that "timely" means a reasonable period of time, depending on the service the student or community member is awaiting and other factors, such as timing of request.

Generally, at Lane, we would expect that it would be reasonable for an individual to wait an average of a week for an intake or 2<sup>nd</sup> appointment and an average of a couple of weeks for eligibility determination once the documentation was received by the department. In order for disability access issues or accommodation-related problems for eligible students to be addressed in a timely way, systems must be designed and adequately staffed to provide rapid response to student inquiries and concerns (or staff concerns about a student). In order to meet this legal expectation of timeliness in problem solving, it is necessary for staff to be available frequently throughout the term for students who need to drop by the office, call or email their concerns related to accommodations, assistive technology or access issues around campus.

**Confidentiality:** College students with disabilities require unique confidentiality restrictions that protect their privacy. Disability documentation must be kept separately from educational records in locked file cabinets. Students with disabilities must sign a consent form if they want DS staff to communicate with others about their disability or accommodation issues and needs.

**Assistive Technology:** Assistive Technology (AT) has become the expected norm for providing many educational accommodations. AT can consist of computer technology as well as low tech equipment and support. Since it is not possible to predict the AT needs of students on any of Lane's campus centers each term, DS must work with departments on all campus sites to try to assure some general accessibility in classrooms and computer labs. Minimum best practice standards used by some institutions would be 1 basic accessible computer station for every 10 workstations in a computer lab. Lane tries to follow this best practice, but it varies depending on the particular AT needed by specific students. Furniture and low tech equipment (e.g., magnification devices) are also made available on an as-needed basis.

**Financial Penalties:** Financial penalties can and have been assessed to institutions and to individual faculty members for not complying with legal expectations to serve college students with disabilities, including the provision of appropriate accommodations and access to the learning environment in a timely way.

**Student Code of Conduct:** With rare exceptions, students with disabilities are expected to comply with the college Student Code of Conduct, as is true for all students. DS works in collaboration with the ADA and 504 Compliance Officer to evaluate those situations.

**When Accommodations Are Not Reasonable:** An accommodation to an individual student is not considered reasonable if providing it would:

- Pose a direct threat to the health or safety of others,
- Result in making a substantial change in an essential element of the curriculum,
- Require a substantial alteration in the manner in which services or educational opportunities are provided, or
- Impose an undue financial burden or administrative action (this is rarely an accepted argument for denying an accommodation since the institution's entire budget would be considered).

**Universal Access:** The term "universal design" describes the practice of designing and delivering products, services and environments that are directly usable without requiring any adaptation or specialized design. Lane promotes this concept to maximize equal access to facilities, programs and resources for all students and minimize the need for individual accommodations for students with disabilities.

The seven principals of Universal Design are:

1. Equitable Use,
2. Flexibility in Use,
3. Simple and Intuitive Use,
4. Perceptible Information,
5. Tolerance for Error,

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6. Low Physical Effort, and
7. Appropriate Size and Space for Approach and Use.

2) **How will your program enhance your students' abilities to meet Core Abilities outcomes?**

*What changes, if any, do you expect to implement in 2004-2005?*

Disability Services provides accommodations and services that are primarily intended to provide access to the learning environment, but we anticipate that having appropriate accommodations will lead to a greater likelihood of academic success. DS is continuously revising and improving systems of delivering services, educating faculty and staff, and communicating with students and staff/faculty.

3) **What course level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?*

N/A for Disability Services

4) **What plans do you have for enhancing your use of current technologies?**

Disability Services consistently researches and utilizes current technology based on the most recent trends in order to meet the college's legal requirements to provide access for students with disabilities. Whenever possible, we try to provide low/reasonable cost training and professional development to educate staff about technology options that will enhance our ability to provide effective, practical accommodations to students.

5) **What plans do you have for working more effectively with your Advisory Committee?**

N/A for Disability Services

6) **How will you set faculty and staff goals?**

*How will you ensure the participation of faculty and staff in all phases of Unit Planning?*

Disability Services staff are involved in a collaborative process of department planning throughout the year, beginning with the staff retreat each summer, continuing with staff discussions about the Unit Plan in the fall, and a group analysis of our department's performance each term and at the end of the year. Staff members also have taken a direct role in writing and editing sections of the Unit Plan, as well as researching equipment needs and AT that end up being part of the UP Initiatives.

7) **Enrollment Data**

*Please provide your projected goals for 2004-2005:*

- Program Level: Student FTE
- Course Level: Student FTE
- Student FTE/Faculty FTE ratios
- Capacity Analysis

Disability Services is unable to predict usage since we never know how many students will be requiring services and accommodations each term. However, based on usage for fall term so far this year, students requesting accommodations are down slightly compared with last year, but the type of accommodations needed are more time-intensive.

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8) **Student Success Data**

*Please provide your projected goals for 2004-2005:*

- Student Completion ratios
- Degrees, Certificates Awarded

N/A for Disability Services

9) **Facilities and Equipment**

*What facilities or equipment goals do you wish to set for 2004-2005?*

While Disability Services has facilities needs and concerns, it is not realistic to pursue budget requests to address those needs this year. However, we will be exploring strategies for proposing that these needs be incorporated into the Student Affairs Master Plan.

Disability Services' most immediate equipment needs will be addressed through the initiatives proposed in this Unit Plan.

10) **Budget**

*Please provide projected goals for 2004-2005:*

- General Fund:
  - General Fund Allocation
  - Actual Costs of Unit Operation
  - Revenues (Course Fees, etc.)
  - Cost per Student FTE

**General Fund Allocated Budget 04-05**

**Non-Payroll**

M&S	7290
Travel	1250
Outside Svcs/Fees	500
Telephone	2500

Subtotal: 11,540

**Payroll**

Staff	204,732
04 Staff	113,095

Subtotal 317,827

**TOTAL 329,367 (without OPE)**

N/A

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Advisory Committee Chair

Date

Division Chair

Date

***DEADLINE FOR UNIT PLANS***  
***DECEMBER 15, 2004***

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**Disability Equipment Inventory**

Equipment	DS ID #	E# or S#	Serial Number	Info
WORD PROCESSORS				
Alpha Smart 3000	#1		AS 3000B-0701-11080-AQ	
Alpha Smart 3000	#2		AS3000B-0701-11011-AQ	
Alpha Smart 3000	#3		AS3000B-0701-11013-AQ	Missing
Alpha Smart 3000	#4		AS3000B-0701-11013-AQ	
Alpha Smart 2000	#6		ALF2000-0398-00508	
Alpha Smart 2000	#7		ALF2000-0298-09725	
Alpha Smart 2000	#8		ALF2000-0598-07925	Missing
Alpha Smart 2000	#9		ALF2000-0598-8008	
Alpha Smart 3000	#10		AS3000B-1101-805-WF	
Alpha Smart 3000	#11		AS3000B-1101-00816-WF	
Alpha Smart 3000	#12		AS3000B-1101-00815-WF	
Alpha Smart 3000	#13		AS3000B-0303-12956-AQ	
Alpha Smart 3000	#14		AS3000B-0403-18239-AQ	
Alpha Smart 3000	#15		AS3000-0403-18245-AQ	
Alpha Smart 3000	#16		AS3000-0403-18245-AQ	
Alpha Smart 3000	#17		AS3000-0303-12947-AQ	
Alpha Smart 3000	#18		AS3000-0303-12955-AQ	
Dana AlphaSmart	#1		Dana-BB-0604-67082-AQ	
13 AS 300 Power Plugs				

**COMPUTERS**

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iBook Blueberry	40936	UV9501LN5Q
iBook Tangerine	40937	UV0011XUH78
iBook Lime	41518	171137
iBook White		UV238095LQ6
Ibook White		UV2380CKLQ6
Apple Power Book 5300/case	39560	



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Apple Power Book 5300/case		39560		
2- Apple External Floppy Drives				
Dell Inspiron 5000 /Case & Battery		41039	DP/N00712TM-12961-043-0494 DP/N TW-049RR-12961-OC6-	
Dell Inspiron 5000 /Case & Battery	<b>STOLEN</b>	41691	1527	<b>STOLEN</b>
Dell Laptop with Case and Battery	#1	S10132A	04P240-48643-358-5169	
Dell Laptop with Case and Battery	#2	S10133A	04P240-48643-35F-4808	
Dell Laptop with Case and Battery	#3	S10134A	04P240-48643-35F-4814	
Dell Laptop with Case and Battery	#4	S10135A	04P240-48643-358-5173	
Dell Laptop with Case and Battery	#5	S10136A	04P240-48643-35F-4822	
Dell Laptop with Case and Battery	#6	S10137A	04P240-48643-358-5167	
Dell Laptop with Case and Battery	#7	S10138A	04P240-48643-358-5175	
Dell Laptop with Case and Battery	#8	S10139A	04P240-48643-358-5174	
2- Laptop Stands				
CD Burner Backpack				
2-Fellows Micro Trac - Finger Mouse				
2- EasyCat Touchpads Glide Mice				
17" LCD Dell Flat Screen				
Sam Trackball				
Tash Buddy Button				
2- Andrea Headsets for DNS			PCM67ANA7	
2- Andrea Headsets (older)				
<b>TAPE RECORDERS - 4 track</b>				
4- Track Recorder	#00		B005997	
4- Track Recorder	#0		B005326	
4- Track Recorder	#1		B006116	<b>MISSING</b>
4- Track Recorder	#2		B004732	<b>DEAD &amp; BURIED</b>
4- Track Recorder	#3		B006124	<b>MISSING</b>
4- Track Recorder	#4		B005336	
4- Track Recorder	#5		B5427	
4- Track Recorder	#6		B004738	<b>MISSING</b>

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4- Track Recorder	#7	B006106 replaced with T202269	
4- Track Recorder	#8	B004730	
4-Track (sm)	#9	A009482	<b>MISSING</b>
4-Track (sm)	#10	A134261	
4-Track (sm)	#11	A009478	<b>MISSING</b>
4-Track (sm)	#12	A009474	<b>MISSING</b>
4-Track (sm)	#13	A009258	
4-Track (sm)	#14	A009187	
4-Track (sm)	#15	A009186	
4-Track (sm)	#16	91037066 Old	
4-Track (sm)	#17	B000386	
4-Track (sm)	#18	B000410	
4-Track (sm)	#19	A126465 replaced with #A134320	
4-Track (sm)	#20	A126467	
4-Track (sm)	#22	91037068 Old	
4-Track (sm)	#23	NO#	
4-Track (sm)	#24	NO#	
4-Track (sm)	#25	H2146673	
4-Track (sm)	#26	H2146677	
4-Track Mic	#1		
4-Track Mic	#2		

**TAPE RECORDERS - 2 track**

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GE 2 Track 3-5369	#1	3 5369	<b>MISSING</b>
GE 2 Track 3-5369	#2	3 5369	
GE 2 Track 3-5369	#3	3 5369	
GE 2 Track 3-5369	#4	3 5369	
GE 2 Track 3-5369	#5	3 5369	
GE 2 Track 3-5369	#6	3 5369	
GE 2 Track 3-5369	#7	3 5369	
GE 2 Track 3-5369	#8	3 5369	
GE 2 Track 3-5369	#9	3 5369	

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JWIN	#1	JX-R36	BROKEN no longer in stock
JWIN	#2	JX-R36	
Optimus	#1	CTR-115	
Panasonic	#1		
Panasonic	#2		
Panasonic	#3		
Sony Clear Voice	#1	TCM-150	
Sony Clear Voice	#2	TCM-150	
Sony Clear Voice	#3	TCM-150	
Sony Clear Voice	#4	TCM-150	
Sony Clear Voice	#5	TCM-150	
Sony Clear Voice	#6	TCM-150	
Sony V.O.R	#1		Student Lost & Pd for
Sony V.O.R	#2		
Sony Dictator	#2		
Sony Dictator	#3		
Sony Micro Cassette Recorder	#1	M-100MC	Died
Sony Micro Cassette Recorder	#2	M-100MC	
Sony Micro Cassette Recorder	#3	M-100MC	
Sony Micro Cassette Recorder	#4	M-100MC	
Sony Recorder ALD	#2		
TAPE RECORDERS - 2 track Con't			
Sony Recorder Broken	#9		out of inventory
Sony Recorder	#16		
Sony Pressman tcm-16	#1		
Sony Pressman tcm-16	#2		
Sony Pressman tcm-16	#3		
Sony Pressman tcm-16	#6		
Sony Pressman tcm-17	#10		
Sony Pressman tcm-16	#12		

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Sony Pressman tcm-16	#13	
Sony Pressman tcm-16	#14	
Sony Pressman tcm-16	#15	
Sony Pressman tcm-16	#16	
Radio Shack Desktop Recorder		CRT 94
Radio Shack Compact Cassette Player	#1	
2- Sony 2 Track Desktop Recorders		
Panasonic Slimline Desktop		M RQ-2102
2- Optimus Desktop Cassette Recorders		
12- Sony Headsets - Black		
7- Sony Headsets - White		
Nova 42 Headsets	#1	
Nova 42 Headsets	#2	

Model #300350000  
 43853 \*\*121 mono

**SPELL CHECKERS & CALCULATORS**

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Franklin Spellchecker (Language Master)	#2	
Franklin Spellchecker (Language Master)	#3	
Franklin Spellchecker (Language Master)	#4	
Franklin Spellchecker (Language Master)	#6	
Franklin Spelling Ace	#1	Missing
Franklin Spelling Ace	#2	
Franklin Spelling Ace	#4	
Franklin Spelling Ace	#5	
Franklin Word Master		
Leworld Big Calculator		
2- Talking Calculators (Big)		
(Old) Sharp Talking Calculator		
Talking Calculator with Date & Time		
Scientific Calculator		

**SOUND AMPLIFICATION SYSTEMS & ATTACHMENTS**

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Comtek Complete FM System/Case	#1		
Comtek Complete FM System/Case	#2		
Comtek Complete FM System/Case	#3		
Comtek Complete FM System/Case	#4		
Comtek Complete FM System/Case	#5		
Comtek Complete FM System/Case	#6		
3- Wm Sound Pocket Talker II/Case			
Wm Sound Multiple Charger Case		36447	
Wm Sound Multiple Charger Case		36440	
Hear-it/Case	#1		
Hear-It/Case	#2		
2- Sonic Ears			
Crown TTY/Case (No Power Cord)		MP20D/AV7-20198-8843	
Mini Com IV TTY		MA-059951	
Portable InfoLoop		009615 Model # II-PI20	
Wm Sound FM Sets		WSFM NBR 1	2004
Wm Sound FM Sets		T16 #2 & R16 #2	
Wm Sound FM Sets		WSFM NBR #	2004
Wm Sound FM Sets		T16 #4 & R16#4	
Wm Sound FM Sets		T30 #8 & R31 #8	
Wm Sound FM Sets		T30 #9 & R31 #9	
Wm Sound FM Sets		T30 #10 & R31 #10	
Wm Sound FM Sets		E31429 Tran & Rec OLD	
Wm Sound FM Sets		Set CC	
Wm Sound FM Sets		Set AA	

**SOUND AMPLIFICATION ATTACHMENTS**

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Neckloops	2- Wm Sound
Neckloops	7- ComTek
	3- double Rubber Ear
Earphones	Plugs
	4- single rubber ear
Earphones	plugs

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Earphones	12 single ear buds
Earphones	1 double ear bud
	2- ear "hook" w/o foam
Earphones	3- ear "hook" w/ foam
Earphones	4- ear surround
Earphones	2 earmold connectors
	2- Centrum Δ (Conf) mics
Microphones	7- Com Tek mics
Microphones	7- mini-mics
Microphones	1- utlramini mic/tie clip
Microphones	1- headset mic
Microphones	5- heavy duty mics
Microphones	3- heavy duty mics w/ detach stu
Microphones	14- stubby mics
	2- Cochlear Implant
Othe (misc)	Patch Cords
	2- Alternate Antennae (ComTek)
Othe (misc)	1- port to port extension
Othe (misc)	3- 2:1 Adapters

**MAGNIFICATION EQUIPMENT**

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3- Tone Indexers  
Speech Adjust -A -Tone  
Braille and Speak  
Mini Cam CCTV/Case  
PIAF Tactile Printer  
Optelec Traveller  
Dazor Magnifying Lamp

0305TRNR0669

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3- Dand Magnifying Lamps

Grandrich Magnifying Lamp

Small Handheld Magnifyer

2- Poplite Handheld Magnifiers

Small Round Handheld Magnifier

Medium Round Handheld Magnifier

Quickioary Reading Pen and Video

2-Bar Loupe Mag

V-697 33096 00099

**1-lost**

2-Hands Free Page Mag

99475

Bifocal Mag 5x-10x

#7911

Hand Held Bifocal Mag GO-10 3.5x/7x

Schweizer Vistlet 16 4x 2.6" round

Bugz-Eye Slider w/Red Line & Travel Bag

Schweizer Modular 3x Rectangular Halogen Mag

1- 8" Bar Magnifyer by Apollo 4x/2x

3- 8 1/2"by 11" full page magnifyer

1- Bavsch & Lomb Magna-Page 2x

Extra large Dome Magnifier

2-Light gathering Dome Magnifier

4- Full Page Fresnel Magnifier

2-Reading Bar Magnifier

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**MISCELLANEOUS**

Copyette Dubber

3- Full Back Cushions

Inflatable Back Cushion

Chair Pad

3 - Lumbar Rolls

3- Pull Carts

Lap Table

2- Fellows Foot Rests

3- Goose Neck Lamps

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Halogen Lamp  
Sony Blue CD Player/Headset  
Krupps Latte Machine  
Large Print Perkins Brailer

290562