Chapter 0: Alignment with College

"How is your unit aligned with the college's goals?"

DISABILITY SERVICES
Answer this question by describing how your program/unit supports the following:

➢ Core Values (6)

Disability Services supports the college's vision and mission by promoting and providing an accessible learning environment. Specifically, Disability Services supports the college's 6 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
- Outreach efforts are made to other colleges, high schools, agencies 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 2nd 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 is conducting an evaluation of assistive technology services by determining student user/staff satisfaction... this is a collaboration with a UO graduate student and will provide 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 they 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
- 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 bureacratic 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

  ➢ Strategic Directions (4)
  - <u>Achieve Financial Stability</u>: Disability Services assists the college in achieving financial stability by anticipating 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 legal risks of formal complaints that have financial consequences.
  - <u>Enhance College Climate</u>: DS enhances the college climate by promoting services and accessibility for students with disabilities, encouraging the empowerment of students with disabilities, and educating others about the needs of and other cultural/awareness issues related to students with disabilities.
  - <u>Build Organizational Infrastructure</u>: DS urges the college to incorporate access into all aspects of the institution's organizational infrastructure.
  - <u>Implement Business, Workforce Development and Extended Learning Reorganization</u>: DS promotes and sometimes provides accessibility in all areas of the college's offerings, including Business, Workforce Development and Extended Learning as it is reorganized.

  ➢ Learning Centered Principles (6)
  - The Learning College creates substantive change in individual learners.
  - The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.
  - The Learning College creates and offers as many options for learning as possible.
  - The Learning College Assists learners to form and participate in collaborative learning activities.
  - The Learning College defines the roles of learning facilitators in response to the needs of the learners.
  - The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

  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.

Chapter 1: Unit Description

"Who are you?"

DISABILITY SERVICES

Answer this question by providing the following information

- ➤ Unit Mission/Vision
- ➤ Catalog Description
- ➤ History/Significant Program Events
- ➤ Department/Programs/Services
  - o Provide a list with a short summary of each
- ➤ Organizational Structure
- ➤ Staff/Faculty

DISABILITY SERVICES MISSION

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.

DISABILITY SERVICES CATALOG DESCRIPTION

Disability Services

Building 1, Room 218, (541) 463-5150 or TTY (541) 463-3079 or web site;
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 advised 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 inquires 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 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
- admission/registration assistance
- priority registration
- relocation of classes
- sign language interpreting
- notetaking
- textbooks on tape
- mobility orientation
- test accommodations (extended time, reader, scribe)
- wheelchair accessible tables
- assistive technology
- assistive listening devises
- talking calculators
- Braille
- closed-caption decoder
- lockers
- awareness information
- resource/referral information/training
- advocacy
- accessibility map
- liaison with staff and community

Other departments provide the following services:

Career and Employment Services provides specific career/job interviewing information for persons with disabilities.

Health and Physical Education Department 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, need and goals.

There are **computer labs** for students to use which are covered by 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 are available, and other AT programs will be installed as needed.

The **Library** has an assistive technology center which 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 telecources. The 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.

The **Academic Learning Skills Department** 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.

The **Academic Learning Skills** 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.

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

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

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

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

DEPARTMENT HISTORY, TRENDS, LEGAL MANDATES

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.

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:

- 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 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.

DISABILITY SERVICES DEPARTMENT COMPONENTS

<u>Eligibility Determination</u>:
Lane Community College is committed to ensuring equal educational opportunities to people with disabilities. The first step in the eligibility process is to submit documentation of disability to the Disability Services office. The College must assure that the documentation provided both establishes the individual as a person with a disability, and provides a rationale for reasonable accommodations. The responsibility and cost of obtaining documentation is borne by the student with a disability. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, the College will require the student to provide additional documentation at the student's expense. Professional staff at the Disability Services office determines whether an individual has provided sufficient documentation of disability to be eligible for services. Pending receipt of documentation, the college reserves the right to provide interim services or to deny services. Listed below are our guidelines on what constitutes adequate documentation.

Disability Services is responsible for providing equal access to the programs and classes here at Lane Community College for qualified individuals with disabilities. The ADA legally defines a disability as a condition that places substantial limitation on an individual's major life activity. Examples of major life activities might include: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Disability documentation for postsecondary education should clarify the following:

- What is the condition or diagnosis?
- Does it meet the ADA standards listed above?
- If yes, how?
- Does the diagnosing professional work in a field associated with this condition?
- Does the condition meet the ADA's legal definition of a disability?
- What is the **current** impact of the disability on learning or equal access to learning?

Examples:

- **ADD/ADHD-** Current report by a Ph.D., MD, or DO that describes the diagnosis and explains the diagnostic tests and criteria used, as defined in the DSM-IV. Should be using two rating scales of ADD / ADHD behaviors or scores that measure components of attention, e.g. Conner's Continuous Performance Test (CPT).
- **Hearing Impairment-** Current Audiology Report and narrative explanation.
- **Learning Disability-** Full report of a current LD assessment that defines a severe discrepancy as outlined in the DSM-IV. Requires adult age-normed tests administered after age 18, or within three years, if administered before age 18.
- **Health/Medical Condition-** Current report by an appropriate MD or diagnosing medical professional; must include medical diagnosis, narrative description of the condition, and functional limitations.
- **Psychiatric Disability-** Full psychiatric report with DSM-IV diagnosis.
- **Traumatic Brain Injury-** Current neuro-psychological assessment.

- **Visual Impairment-** Current report and narrative explanation from an Ophthalmologist, Optometrist, or appropriate medical physician.

Alternative Format Services:

This includes: Text on Tape, Enlargements, scan to disk, Braille, tactile graphics, etc. Producing materials in alternative formats requires time consuming preparation. To help students better understand our process, DS outlines the steps needed for materials to be available in a timely manner.

Assistive Technology:

Computer-related Assistive Technology (AT) is placed in classrooms or computer labs as appropriate in order to create equal access for students with qualifying disabilities. Examples of potential AT legal accommodations include:

- Large Computer Monitor
- Track Ball and other mousing devices
- Ergonomic or Mini Keyboard
- Specific software, such as JAWS(voice output system), ViaVoice (voice input systems), DNS (Dragon Naturally Speaking), ZOOMTEXT (on screen enlarger), WYNN (on screen word identification and reader)

Additionally, certain software may be available on campus for students with disabilities who would benefit from strategies and resources, such as Co-Writer (word prediction), Write:OutLoud (talking word processor), Inspiration (mind mapping). Students who want to explore AT options can talk with a DS advisor to determine their eligibility (463-5150 or 463-3079 TTY). Once eligible, students can contact Lane's AT Specialist (463-3323), to arrange a brief orientation about specific AT equipment or software.

Disability Services also provides other types of non-computer-related assistive technology, including the following...

- Assistive Listening Devices (FM systems) for personal amplification needs in class
- TTY / TDD for the deaf: This technology used for phone communication with a deaf person. TTYs can be found in: Disability Services (1/218), 1st floor Center building - near ATM machines in the cafeteria, Downtown Center front desk, LCC at Florence front desk, and LCC at Cottage Grove front desk. Communication via TTY can also be done through a Telecommunications Relay Service. Dial 7-1-1 on a regular phone (no extra charge). You will be connected to a Communications Assistant, who will relay the conversation in the strictest confidentiality, to the phone number you specify. The Communications Assistant uses a TTY and has been trained to help conversations flow accurately and with ease.
- Spell Checker (regular and talking)
- Small, portable electronic dictionary/spellchecker/thesaurus
- Calculator (regular, large key and talking)

- Closed Circuit TV (for enlarging and viewing text) is used to enlarge print size to about one inch or more. The device can be used with individual pages or books. The printed material is placed under a camera and the enlarged printed copy is transmitted to a small television screen.
- Braille computer embosser / printer
- P.I.A.F. (Pictures In A Flash, for tactile printing)
- The Reading Edge is an integrated, stand alone reading machine for blind or visually impaired individuals. Bundled together as a complete solution, BookWise/Reading-Edge scans books and other printed materials, converts the text to synthesized speech, and highlights the text as it is read out loud. BookWise/Reading-Edge is designed for a broad range of print-disabled individuals, including people with dyslexia, learning disabilities, or visual impairments.
- AlphaSmart word processor is a portable notetaking keyboard where class notes can be filed and downloaded to one of the computers in Disability Services, printed, or saved onto disk.

In-Class Accommodations:

- **Notetaking:** You must have this accommodation indicated on your Potential Accommodations Form before you receive this accommodation. Disability Services notetakers are all volunteers. A variety of services are available to students who need assistance in taking class notes. Students work with their Disability Services counselors to select the method that will best serve their needs as well as allow them to be the most independent. You may wish to read the brochures entitled, "Notetaking Tips", and "How to Find and Keep a Volunteer Notetaker".
- **In-class Aide:** Disability Services may qualify a student, with certain disabling conditions, for an in-class Service Provider who will take notes during class and provide them in an alternative format (on disk, enlarged, Brailled, etc.)
- **Computer Notetaking:** Disability Services offers three different types of computer-assisted notetaking for students with qualifying disabilities: Computer Based Collaborative Notetaking (CBCN), C-Print, and TypeWell
- **Tape Record Lectures:** Audiocassette recorders are available on loan to tape lectures and class discussions. NOTE: This accommodation is not appropriate for all classes, especially those where a lot of personal information is shared. In this case, discuss your needs with the instructor, and consider specifically what you need to have recorded. Some instructors will allow tape recording of lectures, if the recorder is turned off when requested, like when someone is about to share something private they would prefer not be taped

Advising, Advocacy and Mediation:

Periodically, students with disabilities run into problems in implementing their accommodations. This may be due to a number of reasons: an instructor is unfamiliar with how to assist in the process, the student may feel unsure or intimidated about advocating for their needs, or the class is designed in such a way that it is not readily clear what accommodations would be appropriate. Whatever the problem, Disability Services staff members are available to assist students in considering options and working on creative solutions. We often facilitate communication between the student and instructor or help arrange meetings with the student, instructor, and or other staff who may have important ideas or information. Students, staff and faculty are encouraged to contact Disability Services early when problems first come-up, in order to work together on resolving them as quickly as possible.

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.)

- <u>Nancy Hart</u>, MS, Director

- <u>Jane Love</u>, Administrative Specialist

- <u>Cathie Reschke</u>, RID:CT (Registry of Interpreters for the Deaf: Certificate of Transliteration), DS Advisor and Lead Interpreter (also coordinates service providers and website content)

- <u>Leigh Alice Petty</u>, MS, DS Advisor (also coordinates services for students with visual impairments)

- <u>Reba Morrison</u>, part-time DS Advisor (also coordinates accommodation furniture and lockers)

- <u>Pamela McGilvray</u>, MS, DS Advisor and Documentation Reviewer (hourly)

- <u>Lynn Lodge</u>, BA, Alternative Format Specialist (hourly)

- <u>David Peaslee</u>, AAS, Assistive Technology Specialist (also DS webmaster) (hourly)

- <u>Terri Sullivan</u>, Test Accommodation Specialist (hourly)

- <u>Front Desk Specialists</u> (various people, hourly)

- <u>30-40 Service Providers and Accommodation System Support Staff</u> (hourly, 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.

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
- Alternative 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 a wide-range of hourly and salaried staff whenever possible.

Chapter 2: Expected Performance

"What do you intend to do?" "Who do you intend to serve?" "How do you intend to serve them?" "What are the expected results of providing your services?"

DISABILITY SERVICES

*You may attempt to answer the above question by referring to guidelines provided by a variety of sources including:

- ➢ Program accreditation requirements
- ➢ An advisory group
- ➢ Best practices guidelines/national standards
- ➢ Core Ability Outcomes as defined by accreditation standards
- ➢ Faculty/Staff goal setting
- ➢ Guidance from College Executive Team

DISABILITY SERVICES GOAL/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).
- 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, SSD, Commission for the Blind, Direction Services, etc.) regarding joint clients/students in order to coordinate services smoothly.

BEST PRACTICES and LEGAL EXPECTATIONS

<u>Equal Access for Students with Disabilities</u>:
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.

<u>Wide Range of Students Eligible for Services</u>:
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.

<u>Illegal to Limit the Number of Students with Disabilities Served</u>:
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.

<u>Staff-Student Ratios</u>:
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.

<u>Timeliness of Eligibility Determination, Services and Problem Solving</u>:
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 2nd 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,
6. Low Physical Effort, and
7. Appropriate Size and Space for Approach and Use.

Chapter 3: Actual Performance

"What did you do?" "Who did you serve?" "How did you serve them?"
"What were the results of providing your services?"

DISABILITY SERVICES

*Provide <u>data</u> that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)

➢ Participation
  ➢ Number of Program Contacts and Unduplicated Participants
  ➢ Student FTE for courses taught
    o We would also report this number in the academic department version of the unit planning template
  ➢ Faculty/Staff ratios
    o Compared to benchmarks that make sense for your area
  ➢ Demand/Capacity Analysis
    o Are you utilizing your resources to capacity? Cite waitlists and other evidence.
  ➢ Demographic profile of participants
    o Who uses your services?
➢ Contribution to Student Success
  ➢ Effect on retention and student goal attainment
➢ Total Cost of Program
  ➢ General Fund
    o Budgeted
    o Additional (Extra section, self-support classes, etc)
  ➢ Fees
    o Course
    o Non-course
    o ASLCC Mandatory Student Fee
  ➢ Grants
  ➢ Other revenue
➢ Facilities/Equipment
  ➢ Space Description
  ➢ Utilization Ratios (actual/available)
    o Waitlists, excess capacity
  ➢ Equipment Inventory
    o Inventory computers by staff vs. student use computers
    o Based on what they should be

Other basic approaches you might take *:
  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. Focus Groups
4. Mail-out surveys
5. Telephone surveys
6. Web based data collection

*From Schuh, J.H and Upcraft, M.L. (2001) Assessment practice in student affairs: An application manual. San Francisco: Jossey-Bass

EVIDENCE OF GOAL ATTAINMENT

- DS determines students' eligibility for DS each term... averaging between 40-55 new (unduplicated) eligible students each term, and with an additional group of 75-155 (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 from an average of 550 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/department staff 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, the Diversity Team and other similar committees.
- 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 adaptive 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 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., alternative 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.

Another problem with AT is that there are inconsistencies in the way faculty web pages are developed, creating access problems for students with visual and other disabilities. There is great need for a college-wide standard practice and a corresponding process to be developed that will allow students who use a screen reader to access all college websites and distance education.

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

PARTICIPATION

Number of students served: DS had over 700 students on its database by the end of 2003.

Staff-Student ratio: DS ratio is 1 FTE per 280 students

Utilization Analysis: DS utilization far exceeds the current staffing and funding capacity. Particularly problems involve alternative format coordination, eligibility determination, advising, front desk procedures/services, AT services, and budget allocation.

Profile of Participants: The disabling conditions that DS students identify fall into the following categories:

Vision   6%
Hearing 9%
Physical Mobility 20%
Physical Dexterity 6%
Learning Disability 10%
Psychiatric Disability 35%
Other Health Impairments 7%
Cognitive 8%

EFFECT ON RETENTION/STUDENT GOAL ATTAINMENT

While the intent of DS is to provide equal access rather than assure success, it is widely anticipated that students who utilize appropriate accommodations will have a higher chance of succeeding in school. Goal attainment for many students, particularly those with disabilities, can be difficult to determine and may not always involve traditional goals, such as degree completion/graduation. Many students choose to experiment with college courses as they determine their endurance, motivation, skills, interests, aptitude, resources, etc. Many students change their plans gradually or abruptly... some stopping out for periods of time in a planful way.

Generally speaking, success for students with disabilities is primarily related to trust in the college's ability to maintain the student's privacy, a sense of connection with individuals and departments, ease with which they can access the college environment, effective communication with staff and faculty, and the student's ability to obtain support and assistance as needed.

PROGRAM COST

2002-2003	General Fund	$344,309
	Carl Perkins	$ 37,685.
	Extra Sections	$ 66,265
	Total	$448,259.

Chapter 4: Analysis of Expected Performance versus Actual Performance

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"Did you meet your expectations?"

DISABILITY SERVICES

Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals?
Was your performance what you thought it would be? What can be done to improve?
You also might find it effective to provide a summary analysis of the program using:
  ➢ Strengths
  ➢ Weaknesses/Opportunities
  ➢ Conclusions
Possible perspectives to take when conducting analysis:
  1. How effectively you fulfilled you mission?
  2. How efficiently you used the resources you were given?
  3. How well does the array of services you offer match what you know about the dynamic trends in students needs?
  4. How current are your methods of delivering your services with best practices in your "industry"?
  5. How well are you utilizing current technology?

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 alternative 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.

GAPS/NEEDS

- Coordination of alternative format services is impaired by limited staff hours available to accomplish this enormous task, creating legally risky timelags and overloaded staff.

- The eligibility determination process is compromised by the huge demand for documentation review and inadequate staff hours available to accomplish the task, creating legally risky timelags.
- DS advisors are too limited in number to effectively serve the large and volatile population of students who need DS support.
- The front desk staff position is currently being 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.
- Budget revisions are desperately needed for this department to function independently and with appropriate financial stability.
- Assistive Technology support must be expanded to better meet the entire college's needs.
- Funding support is needed in order for the college webmaster to develop a process for converting college-wide webpages so that they are accessible to students with visual and other disabilities.
- Educational presentations on campus are not as frequent as they need to be due to limited time and availability of the director and other staff.

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.

At this point, it is quite clear that despite reduced course offerings and other impacts of budget cuts, the numbers of students with disabilities attending Lane (particularly those whose accommodation needs are complex) have continued to steadily grow in all areas of service delivery. As a result, the budget resources and staffing patterns in DS have quickly become woefully inadequate to meet the needs for legal accommodations and services to be provided in a timely way. This has required emergency stopgap measures of over-utilizing hourly staff and over-expending all existing resources (using extra section funds from other departments to cover those severe deficits).

Chapter 5: Program Initiatives to Improve Performance

"How do you propose improving future performance?"

DISABILITY SERVICES

When proposing an initiative(s), use the following structure for each initiative proposed:
Initiative Title
> ➢ Describe Initiative
>> ▪ Why do it?
>> ▪ What will the product of this initiative be?
>> ▪ What is the need or intended use?
>> ▪ Is it feasible?
>> ▪ What would be the campus location of this request/project?
>> ▪ How many students (per year) will benefit?
>> ▪ How will students benefit?
> ➢ Describe the resources needed
> ➢ List the possible funding sources
>> ▪ Can this project be partially funded?
>> ▪ If so, what minimum cost?
> ➢ Provide ORG and PROG codes
> ➢ How does this project articulate with the college's vision, mission and goals and contribute toward meeting the President's/Board's approved goals?

#1 Initiative Title: Department Reorganization: Phase 1

> ➢ *Describe Initiative:* This initiative involves adding four positions to the Disability Services Unit 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 four positions include:
>> • **Alternative Format Specialist (1.0 FTE):** 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 format, scanned to disk and enlarged. 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. It has proven to be impossible for this job to be accomplished on a part-time basis and, as a result, last year we unintentionally and unavoidably exceeded the 1039 limit with this person's hours. Additionally, we have periodically had serious complications related to difficulty in providing these important services in a timely, user-friendly way, as legally required.

- **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.
- **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.
- **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. 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.

➢ *Describe Resources Needed:* Personnel and OPE funds totaling: $194,529

➢ *List Possible Funding Sources:* general fund

➢ *ORG and PROG codes:* 540305 & 310000

➢ *Articulation with College's vision, mission, goals and President's/Board's 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.

#2 Initiative Title: Budget Revision

➢ *Describe Initiative:* DS's allocated general fund budget has gradually become grossly inadequate over the years... however, it was important to observe the impact of recent and severe budget cuts to determine whether the demand for DS services would change... prior to determining budget allocation needs. Interestingly, the demands 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 deficits created by necessary spending for Materials and Supplies (M&S, phone, travel, outside services, etc.) as well as hourly service providers (who work as interpreters, test proctors/readers/scribes, classroom aides, computer-assisted notetakers, text on tape readers, etc.) 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 an annual overdraft. This initiative is feasible. It will benefit all students with disabilities by creating fiscal responsibility for DS.

➢ *Describe Resources Needed:* $7960 of M&S funds (M&S, Phone, Outside Services) and $20,600 (personnel with OPE) for hourly timesheet service providers... total: $28,560 to supplement existing general fund budget allocation

➢ *List Possible Funding Sources:* general fund

➢ *ORG and PROG codes:* 540305 & 310000

➢ *Articulation with College's vision, mission, goals and President's/Board's 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.

#3 Initiative Title: Non-computer-related Accommodations

➢ *Describe Initiative:* 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 in order to participate in those courses and activities. This initiative is feasible.

This initiative includes:
  o $ 166 for equipment for students with Vision Impairments (various magnifiers)
  o $1688 for equipment for students with Hearing Impairments (amplification systems, AlphaSmart hardware/software, etc. for notetaking)
  o $2038 for equipment for students with Learning Disabilities or Vision Impairments (equipment related to Text on Tape, tactile graphics, and Scanning... such as 4-track tape recorders/players, microphones, duplicators, rewritable CDs, Tactile Graphic paper)
  o $3678 for Alternative Format materials (paper, blank tapes, tape labels, enlargement binding costs, etc.)
  o $1050 for repairs for 4-track and 2-track recorders
  TOTAL for EQUIPMENT: $8620

  o $4725 for Service Providers (test scribes/readers/proctors, Text on Tape readers, Scanners, Enlargers, Braillers, in-class Aides/Scribes, etc.)
  o $7200 for Sign Language Interpreters
  TOTAL for PERSONNEL & OPE: $11,925

➢ *Describe Resources Needed:* $8,620 of M&S Funds (for M&S, equipment and repair) and $11,925 (personnel with OPE) for hourly timesheet Service Providers... total $20,545

➢ *List Possible Funding Sources:* Carl Perkins grant funds

➢ *ORG and PROG codes:* 540305 & 310000; other codes assigned through the Perkins grant process

➢ *Articulation with College's vision, mission, goals and President's/Board's 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). It aligns with the core

values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

➢ *What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?*

As many as 700 eligible students with disabilities are served by DS per year, as well as more than 100 additional students who have been seen by DS advisors for intake appointments but whose eligibility is still being determined. In order to be eligible for services with this department, these students must present documentation of a disabling condition that qualifies them for academic accommodations or services in a postsecondary education setting, according to the Americans with Disabilities Act and Sections 504 of the Rehabilitation Act.

➢ *How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?*

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:
  o Recruit, hire, train, evaluate, and utilize Service Providers to act as sign language interpreters, computer notetakers, test scribes/proctors/readers, Text on Tape readers, Braillers, Enlargers, classroom or lab aides/scribes, etc. for students with disabilities enrolled in Professional Technical Education Programs and classes.
  o 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.

➢ *Describe how this project might show collaboration with Lane County high schools*

Collaboration between DS and Lane County high schools include various methods of sharing information about DS resources through numerous transition activities and presentations, on and off campus. Examples include:
- Lane's DS Transition Orientations;
- the Transition Academies co-sponsored by UO, Lane ESD, and LCC;
- Documentation Day co-sponsored by Lane ESD, Lane County school districts and LCC;
- high school transition fairs;
- statewide and regional conference presentations related to transition to college;
- facilitating community forum discussions with high school personnel and parents;
- campus tours;
- outreach to school districts where it works best for us to conduct intake and second appointments at locations more convenient to those students; and

- collaborative meetings with high school students, parents, transition specialist, college staff... facilitated by DS staff, etc.

4 Initiative Title: Computer-related Accommodations

➢ *Describe Initiative:* 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.

➢ *Describe Resources Needed:* $7798

➢ *List Possible Funding Sources:* TACT Funds

➢ *ORG and PROG codes:* 540305 & 310000; other codes assigned through the TACT funding approval process

➢ *Articulation with College's vision, mission, goals and President's/Board's 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). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:
➢ Category of request:
  - o Maintain existing technology
  - o Increase student access to technology
  - **X** New technology

➢ How does this request fit in with other unit or college technology plans?
This initiative will expand and enhance the accessibility of other areas in the College for students with disabilities, e.g., Academic Learning Skills Lab and other computer labs.

➢ Cost breakdown, including any unit resources being applied to the project (i.e., hardware, software, wiring, installation costs; timesheet staffing, licensing, other)
This initiative includes:
  - o $157 for 3 seats of Windows XP (for use on 1 student/notetaker computer at the AT Island; 1 notetaker computer; 1 scanning computer)
  - o $1400 for 10-seats of Dragon Naturally Speaking (for use in the Academic Learning Skills Lab)
  - o $700 for a VT Player Braille Mouse (for use in IT by a student who is blind)
  - o $133 for a Quill Computer Mouse (for students with mobility impairments)

- o $4617 for 5-seats of JAWS/maintenance agreement (to increase the number of JAWS seats in computer labs and add to the AT Island in DS for those with visual impairments)
- o $70 for PDF Magic Pro Software (for students with visual impairments)
- o $529 for 12 MS Office Upgrades (for student computers, notetaker computers, and student/notetaker laptops)
- o $192 for 4 MS Office for Mac upgrades (for CBCN notetaker laptops for students with hearing impairments)

TOTAL: $7798

#5 Initiative Title: College-wide Assistive Technology Support

- ➢ *Describe Initiative:* This initiative involves creating a 1.0 FTE Assistive Technology Specialist 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 some staff in each of these departments. Currently, DS hires an AT Specialist 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. This initiative is feasible.

- ➢ *Describe Resources Needed:* Personnel and OPE totaling $46,719

- ➢ *List Possible Funding Sources:* general fund

- ➢ *ORG and PROG codes:* 540305 & 310000

- ➢ *Articulation with College's vision, mission, goals and President's/Board's 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.

#6 Initiative Title: Technical Support for Web Access

- ➢ *Describe Initiative:* This initiative involves technical support for the college webmaster to set up a method for text-only conversions of college-wide webpages. Currently, we do not have any consistency among faculty in creating webpages that are accessible to students and potential students who use screen reader programs due to visual, learning or other

disabilities. This initiative would allow the webmaster to utilize some technical support to expedite the development of a method by which the college could assure accessibility to all students. This initiative is feasible.

➢ *Describe Resources Needed:* $2000

➢ *List Possible Funding Sources:* Either TACT or Carl Perkins grant funds

➢ *ORG and PROG codes:* 540305 & 310000; other codes assigned through either the TACT or Carl Perkins funding approval process

➢ *Articulation with College's vision, mission, goals and President's/Board's 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.

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:
➢ What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

As many as 700 eligible students with disabilities are served by DS per year, as well as more than 100 additional students who have been seen by DS advisors for intake appointments but whose eligibility is still being determined. In order to be eligible for services with this department, these students must present documentation of a disabling condition that qualifies them for academic accommodations or services in a postsecondary education setting, according to the Americans with Disabilities Act and Sections 504 of the Rehabilitation Act. Additionally, this initiative would provide access for a vast number of other potential students who want to use Lane's websites and Distance Education webpages from afar.

➢ How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?
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 by providing funding for technical assistance so that Lane's webmaster can develop a method for converting Lane's webpages to an accessible format. Creating accessible webpages is essential for Lane in order to move into legal

compliance for those whose visual and learning impairments require them to use a screen reader program.

➢ Describe how this project might show collaboration with Lane County high schools

This initiative would allow high school students with disabilities who use screen reader programs (and all who work with them) to access Lane's websites.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:
➢ Category of request:
    o   Maintain existing technology
    X   Increase student access to technology
    o   New technology

➢ How does this request fit in with other unit or college technology plans?

This initiative would expand and enhance Lane's accessibility in all areas of the college that use webpages.

➢ Cost breakdown, including any unit resources being applied to the project (i.e., hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

$2000 for technical support to Lane's webmaster to set up a text-only conversion of all college-wide webpages

#7 Initiative Title: Department Reorganization: Phase 2

    ➢ *Describe Initiative:* This initiative would be activated in July 2005 and involves two additional positions for Disability Services to continue to improve effective and appropriate service delivery for students with disabilities:

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

        o **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.

➢ *Describe Resources Needed:* Total of $47,260

➢ *List Possible Funding Sources:* general fund

➢ *ORG and PROG codes:* 540305 & 310000

➢ *Articulation with College's vision, mission, goals and President's/Board's 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 expensive free lance interpreters). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

Chapter 6: Evaluation of Initiative Process

"Was your initiative(s) successful?" "How do you know?"

*This chapter is not relevant until next year when we have completed the first iteration of the planning cycle and can evaluate how it worked.

➢ Overall Effectiveness of the Program Plan

Significant Change # 1

      ➢ Planned (prior initiative) or Unplanned

      ➢ Costs/Benefits

      ➢ Future Actions

Significant Change # 2

      ➢ Planned (prior initiative) or Unplanned

      ➢ Costs/Benefits

      ➢ Future Actions

Appendix A

Lane's Core Values

Learning

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

Innovation

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

Collaboration and Partnership

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

Integrity

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

Accessibility

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

Appendix B

Strategic Directions

Continuing on the journey to become a learning college requires: Placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work. Therefore, to focus the college during the next 18 months, we need to implement the following four goals:

- Financial stability

- Building organizational infrastructure
    - Self-study
    - LASR
    - Mainstream innovation

- College climate
    - Human Resource Systems
    - Student Retention
    - Relationships

- Implementation of BWEL reorganization
    - Bring the conference center to profitability
    - Reinvigorate contract training and linking with Continuing Ed and linking Continuing Ed with credit units

Appendix C

Learning-Centered College Principles

1. Creates substantive change in the learners.

6. Success occurs when improved and expanded learning can be documented for the learner.