

# Unit Planning for Student Services Disability Services

For 2007-2008 Implementation

**Preamble: Planning parameters at the Institutional level**

**Example:**

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100
- \*\*\*\*\*

## Section I: Data Elements (Distributed on September 13<sup>th</sup>)

*This section will be completed by Student Services Directors in Summer 2006 and will be distributed at fall in-service department meetings.*

	2003-04	2004-05	2005-06
<b>Unit Effectiveness</b>			
<b><u>Enhances Student Engagement</u></b>			
<u>Service Contacts:</u>			
Front Desk In-person Contacts	8,485	7,530	7,878
Front Desk Phone Contacts	4,282	3,557	3,232
Total Front Desk Contacts	12,767	11,087	11,110
Total contacts % change from previous year	19% decrease	13% decrease	0.2% increase
<u>Unduplicated Data:</u>			
Active New and Returning Students	315	320	363
Completed eligibility but Inactive	108	96	86
End of year Pending Eligibility	116	49	36
End of Year Not Qualified/No doc	36	52	60
Total for the Current Year	575	517	545
Total Current Year % Change from previous year	-- decrease	10% decrease	5% increase
Rolling Active 2-year Total	638	510	538
Rolling Total Served	898	707	720
Returned from previous year (retention)	16	125	142
<u>Demographics of individuals served:</u>			
% of student PTE majors	35%	37%	30%
% Male	--	39%	44%
%Female	--	61%	56%
Other evidence of enhancing engagement			
<b><u>Enhances Student Learning</u></b>			
<u>CCSSE Benchmark-Supp for Learners-</u>			
<u>Accommodations Data:</u>			
Alt Format Books/materials/syllabi	370	328	277
Alt Format Production – Scanning pages	--	--	22480
Alt Format Production – Editing pages	--	--	890
Alt Format – Braille pages	--	--	1250
Alt Format – Enlarging Pages	--	--	5444
Assistive Tech (students-duplicated term to term)	6	42	65
Furniture (students-duplicated term to term )	--	166	138
Test Accomms (students-duplicated tm to tm/Tests)	137/527	104/306	122/329
Interpreter Hours	--	--	596
Computer Assisted Notetaking hours	--	--	689

*Unit Planning for Student Services*  
**Disability Services**

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
Enhanced student persistence*			
* Above accommodations data promotes persistence			
Other learning enhancement data			
<b>Enhances Student Satisfaction</b>			
<b><u>ACT</u> student satisfaction data:</b> <b>How often have you used Lane's Disability Services in the past year?</b>			
Often	21		12
Occasionally	36		25
Never	508		418
<b>If you have used Disability Services, how satisfied are you with the services you received?</b>			
Very Satisfied	26=56.5%		17=44.7%
Somewhat Satisfied	14=30.4%		12=31.6%
Somewhat Dissatisfied	5=10.9%		4=10.5%
Very Dissatisfied	1=2.2%		5=13.2%
Other evidence of enhancing satisfaction			
<b>Unit Efficiency</b>			
<u>Faculty/Staff to student ratios relative to benchmarks:</u> (Industry best practices: 1 FTE staff/<100 students) <u>Lane's DS ratios of staff FTE per students served range between:</u>			
Year Totals	1:230 to	1:207 to	1:218 to
Rolling Totals	1:359	1:283	1:288
<u>Demand/capacity analysis:</u>			
Appointment wait time to see an advisor	Up to 6 weeks	Up to 6 weeks	By spring term, 2-4 wks
Documentation Review wait time	Up to 10 wks	Up to 10 wks	Up to 4 weeks
<u>Total general fund budget:</u>			
Allocated Budget	366,162	482,661	631,357
Actual Spent	542,910	605,457	703,165
<u>Budget from other sources:</u>			
Carl Perkins	33,537	20,545	21,124
Tech Fee	6,485	7,077	2,795
Tech Fee Contingency Requests	325	2,675	26,598
Other evidence of efficient use of resources			
<b>Unit Essentialness</b>			
Essential to completing a business process with students**			
Essential to an effective educational experience**			
Legally mandated**			
Other evidence of essential service <b>** See Comments</b>			

## *Unit Planning for Student Services Disability Services*

### Comments/Clarifications to Student Services Data Elements

#### **1. Unit Effectiveness**

##### **a. Engagement:**

- Total Front Desk Contacts stats dropped in 03-04 from an all-time high in 02-03, and dropped further in 04-05, but rose in 05-06. Similarly, the total of new and returning students, eligible inactive, pending and not qualified students dropped in 03-04 from 02-03, dropped again in 04-05, but is on the rise in 05-06. This trend may reflect the effects of the budget reductions of 01-02, and recent recovery of programs and services since then.
- We are now using a combination of annual data collection and a rolling 2 year total of active students to add on to the other annual stats for a more accurate reflection of the students we are serving. For instance, we often hear from students who were actively receiving services the previous year and need to provide them with advising, consultation or administrative support, but they are not reactivated in the sense of receiving accommodations because they may have dropped out of school or moved on to another institution or simply chosen not to use services. These statistics provide better methods of comparison with other institutions. Eventually, we anticipate that there will be some national guidelines developed, which could further adjust our data collection categories.
- We've had a trend toward a slight decrease in numbers of students who became eligible but are not registered for classes or were not using accommodations by the end of the year... hard to tell what this may reflect. There is also a trend toward a decrease in numbers of students who are in process and pending eligibility, which we think may be a reflection of improved speed with which we are able to review documentation.
- While our New and Returning Students numbers reflect any student who was previously eligible for services who has returned to DS, we now have a new category for those who returned from the previous year, which may provide some specific retention data. That number has increased during the 3 years, despite an increase each year in graduates with disabilities.
- Demographics data has been limited in past years to Professional Technical majors and gender. Past efforts to maintain statistics regarding type of disability have been hampered by the complexities of how to reflect multiple disabilities per person, but we hope to come up with a practical statistical approach this coming year. In 05-06, those disability categories included: ADHD, Brain Injury, Deafness, Blindness, Developmental, Hearing Learning, Other Health, Physical, Psychiatric, Speech/Language, Visual disabilities. We also plan to expand our collection of data in coming years to include other categories, such as age, financial aid recipients, level of education completed, degrees/majors/focus of studies at Lane, etc.

##### **b. Learning**

(See DS Accommodation Totals Attachment for more details)

Disability Services enhances learning by providing support for learners through accommodations, advising, strategies, advocacy, facilitating communication between students and faculty/staff, providing education to faculty and staff, etc. Statistics shown in Section 1 describe specific accommodations data over 3 years.

## *Unit Planning for Student Services*

### *Disability Services*

Comments about the Disability Services Accommodation Data:

- Alternate format has changed and expanded drastically over the past year due to national trends related to equipment and processes, having a dramatic affect on all colleges. As anticipated last year, audio cassettes are no longer being manufactured. While we are still converting text to audio, it is currently accomplished as part of the electronic process, using Wynn software and AT&T Natural Voice software instead of hiring live readers who would record onto cassette tapes. The outcome has prompted the elimination of most of the related equipment (e.g., 4-track tape players) and procedures, resulting in increased reliance upon fast-growing electronic technology. IPODs, MP3 Players and increasingly sophisticated jump drives are now common tools in providing alternate format; CDs can sometimes be available in both audio and visual formats; high speed scanning is an essential part of production and the accompanying software has tremendous potential to reduce workloads and streamline procedures, potentially reducing editing time or allowing DS offices to electronically transfer material to Printing and Graphics for enlarging and binding. DS offices are also able to electronically transfer alternate format directly to students through internet resources, which is faster and simpler, but requires students to have more computer skills... and therefore requires more support from DS staff in gaining those skills. Students can now either download free reader software programs from the internet or purchase AT&T Natural Voice for under \$40 for their own computers, which further supports their independence and reduces their need to use our services. Additionally, students should have computers with updated processing systems in order to access alternate format. For some, this have proven to be a financial hardship, so DS staff have actively referred students to the Computer Reuse and Recycle Center where they have received free computers, which can help support their academic success. Additionally, during spring term, DS staff began assisting students in developing some autonomy by demonstrating how they can prepare their own materials for both audio and enlarged formats. These students now can function more independently and some no longer need our services. These and many more changes have created a significant transition for students and staff, but the results have further streamlined Alternate Format production, in some cases reducing time delays and the need for as many staff. Additionally, a few publishers are gradually becoming more compliant with the legal requirements specifying that they provide colleges and students with usable alternate formats, which will eventually further reduce demands for colleges to do this extensive, expensive work.
- As a result of all of the above, some statistics in 05-06 are beginning to reflect these changes... books and materials being converted to audio format decreased that year, while scanning production and enlarging increased. We will certainly continue to see an increase in electronic format and in some cases enlarged print since fewer (legally) blind individuals are either learning or using Braille. This results in most using electronic format along with a screen reading or magnification software, while others are using more hardcopy enlargements, relying on the limited vision they still have.
- Assistive Technology support requests are on the rise since more students have a growing awareness of their right to ask for this support. Plus, there is dramatic growth in the development of AT resources, equipment, software... this technology is a great example of the "bleeding edge" that no one can even begin to keep up with... Lane is also working with students to assist them in gaining autonomy and independence by providing scanning and screen reading capabilities in the Library for students who want to do their own scanning.
- Furniture requests have decreased in 05-06 from 04-05, which may be a reflection of furniture improvements on campus. Additionally, students may not see the need to request

## *Unit Planning for Student Services*

### *Disability Services*

accommodation furniture if a chair is already there as an accommodation intended for another student taking a course in that classroom at a different time.

- Test Accommodations show a huge drop from 03-04 to 04-05, however this is primarily related to our changing the method of tracking TA requests, and may be only slightly related to budget cut impact in DS students. Another factor in that time period, was the procedure of having a test proctor sit in on each exam due to a series of incidents where the student was seen or suspected of cheating during the exam. We are aware that some students chose not to request test accommodations once we instituted this procedure.
- The demand for interpreters has increased but the availability of interpreters is dwindling, creating a serious problem for Lane's DS Department.
- Demands for Computer Assisted Notetakers and other in-class service providers have also increased, which is a constantly unpredictable factor in this line of work.
- Persistence is supported through accommodations, advising, advocacy and resource referral support. Data about graduation rates of students with disabilities is not able to be included in this report at this time, but it exists and shows an increase each year in graduation rates for those with disabilities..

#### **c. Satisfaction**

ACT Survey results indicate that there was an increase in students who were very dissatisfied with Disability Services in 05-06 (13.2%) compared with 03-04 (2.2%). We believe this may be a reflection of the following:

- Dramatic alternate format changes occurred that year during winter term and particularly during spring term, creating a difficult adjustment for some students. These changes required students who were very accustomed to certain procedures to have to learn new processes involving electronic format. Many students welcomed the changes and had a comfort level with computers that allowed them to make this transition very smoothly. We provided a lot of support and sometimes training to the limited number of students who seemed uncomfortable with these new procedures, but it is likely that some remained dissatisfied during that high learning curve transition period.
- Budget cuts required us to reduce DS office hours to the public, so we are now closed during lunch Monday through Thursday. This has proven to be problematic for both the students (who need to pick up equipment accommodations or resolve a problem with the help of our staff during their lunch breaks) and for staff (who cannot wrap up tasks and usher students out of the office and leave... since the idea is to save money by not paying Front Desk staff during the lunch hour). This also has had a spin-off effect of interrupting other staff in the office during that hour when someone has a crisis and Front Desk staff members are not available to screen, assist or refer the student to appropriate support.
- Some people may find our waiting time for appointments and documentation review to be problematic. These wait times have decreased notably by spring term of 05-06 due to the redesign of our eligibility process, which now involves group orientations and has made our advisors more available to students. However, there may be folks who find even these shorter waiting periods too long.

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### *Disability Services*

- Each year, we end up working with a few students who are not satisfied with services, either because they would like to have additional accommodations for which we have not found them to be eligible, or because their disability interferes with their understanding of or ability to follow through with DS procedures, or because we are unable to provide certain (expensive and non-mandated) services (e.g., diagnostic testing) that would be of great help to them. We always encourage students to let us know if they are uncomfortable or dissatisfied so that we can explore options to provide services and support that may be the most effective for them... but this is not always possible. This may also be related to the fact that we are seeing a notable increase in students with psychiatric disabilities who have time-intensive, complicated concerns and needs, but may lack the patience or sometimes rational thinking ability to work with us in problem-solving efforts.
- Our department has begun a process of distributing student satisfaction surveys at the beginning of each term and after a problem has been resolved. We hope that this feedback will help us analyze any dissatisfaction with more accuracy and improve our ability to meet students' needs.

#### **2. Unit Efficiency**

- The DS ratio of staff FTE to students in 05-06 is in a range from 1:218 to 1:288. We calculated this based on the varying numbers of students needing assistance in our office each year. This number (as well as the previous years' ratios) far exceeds the nationally recommended best practice ration of 1 staff to less than 100 students. Those best practices recommendations incorporate the realization that nature of the needs of these students with disabilities tends to be volatile, time-intensive, high demand and very complex. We believe this is regularly proving to be true.
- The Demand Capacity Analysis shows the wait times for students being able to see an advisor for a scheduled appointment, and the time it has taken for documentation to be reviewed and analyzed for eligibility. These wait times decreased significantly in spring of 05-06, which is when we redesigned our intake and eligibility processes in order to process things more quickly and have advisors be more readily available to see students on a drop-in, problem-solving basis. We are still analyzing whether our new procedures are creating some problems that inhibit students from proceeding to complete their eligibility process... and we are implementing some outreach procedures to invite people to work with us who have not followed through after a span of time.
- Historically, DS has routinely overspent our grossly inadequate allocated budget (by 33% in 03-04 and by 20% in 04-05). However, a more appropriate budget was allocated beginning in 05-06, so the overdraft to cover unpredictable accommodation needs was only 10%).
- Carl Perkins funds granted to DS were reduced from 03-04 to 04-05, with the intention of eliminating funding to the department for ongoing accommodations so that the general fund would take over those expenses. This created notable confusion about what DS could expect in terms of predicting funding needs. However, in the face of budget reductions last year, it was determined that CP funds would continue to be allocated to DS at a similar rate as in the past... DS requests CP funds for non-computer needs that can be predicted (accommodation equipment repairs and upgrades, service provider costs). Carl Perkins money has also occasionally been available on an emergency basis for unexpected, urgent non-computer accommodation needs.

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### ***Disability Services***

- Technology Fee funds have been granted to DS for critical computer-related accommodation needs or accommodation production needs. DS has also been able to obtain computer-related emergency accommodations through Tech Fee contingency funds.
- 3. Unit Essentialness**
- Disability Services is primarily responsible for assuring that the college complies with federal regulations regarding disability issues, including:
  - Section 504, Subpart E of the Rehabilitation Act of 1973, which is a program access statute that requires public or private postsecondary education institutions (that receive federal funding) to 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, which essentially says that all public and most private entities (whether receiving federal funds or not) may not discriminate on the basis of disability. There are five titles within the Act, and Title II and III are the primary areas of the ADA that impact the accessibility of college programs and the services provided by DS.
  - Section 508 of the Rehabilitation Act of 1973, which was expanded in 1998 to say the federal government is responsible for providing electronic and information technology that is accessible and usable by people with disabilities, as well as comparable to that provided to individuals without disabilities. (This refers to software, videotapes, audiotapes and other technology that must be accessible...)
- Disability Services often serves as a consultant with other departments, whether Student Services (Financial Aid, Counseling, TRiO, Enrollment Services, Public Safety, Complaint process, Facilities, Instructional Divisions). Each term, DS facilitates a dozen or more problem-solving meeting with faculty, staff, students, sometimes a parent or other agency professional, etc. DS also regularly works with the college's ADA/504 Compliance Officers in resolving complaints.
- Receiving accommodations and support from Disability Services is an essential element for students with disabilities in order for them to have equal access as well as an effective educational experience.

(Add any detailed reports and narrative to support the previous Excel spreadsheet data.)

- Attachment: DS Accommodation Totals 05-06

## *Unit Planning for Student Services Disability Services*

### **Section II: Program Analysis (Discussed September 13<sup>th</sup>)**

*This section will be compiled by Student Services Directors in Summer 2006 and will be distributed for discussion at fall in-service department meetings.*

*Key Question: Please review the planning initiatives that were identified in your annual planning cycle. Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.*

#### **1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?**

##### 04-05 Initiatives and Outcomes:

- Alternate Format Specialist .75 FTE (funded in full)
- Dept Stability Through Budget Revision \$59, 520 (funded in full: \$60,000)
- Carl Perkins Non-Computer-Related Accommodations \$8670 M&S; \$26,245 Timesheet staff (M&S funded in full; Timesheet staff request was partially funded at about half)
- Tech Fee Computer-Related Accommodations \$2795 (funded in full)
- Department Stability through Reorganization: Phase 1 for 06-07:
  - 1.0 DS Advisor-2 (not funded)
  - 1.0 Testing and Assessment (Front Desk) Specialist (not funded)
  - 1.0 AT Technician-campus wide role (approved at .5 but not funded after budget cuts began)
- Department Stability through Reorganization: Phase 2 for 07-08:
  - 1.0 DS Advisor-2 (not funded)
  - .5 Test Accommodation Specialist (not funded)
  - .5 Interpreter (not funded)

##### 05-06 Initiatives and Outcomes:

- 0.5 DS Advisor-2 for Eligibility (not funded)
- 1.0 DS Advisor-2 (not funded)
- 1.0 Testing and Assessment (Front Desk) Specialist (not funded)
- Carl Perkins Non-Computer-Related Accommodations 7819 M&S; \$28,040 Timesheet staff (M&S funded in full; Timesheet staff request partially funded at less than half)
- Technology Fee Computer-Related Accommodations \$20,040 (funded in full)

##### See Attachment: ISSM Work Accomplished Report 05-06

##### **Highlights:**

- Redesigned hiring process and classification of timesheet staff by developing a competitive hiring process for a pool of highly qualified, diverse timesheet staff with multiple skills; improved monitoring system of timesheet staff work hours/time management
- Streamlined the DS eligibility process by creating a more efficient Letter of Accommodation (LOA), developing a DS orientation for new students (reducing student wait time for appts), creating a new and more efficient application for Disability Services, cross-training advisors to share some of the documentation review tasks
- Improved efficiencies by training & transitioning all staff to use Groupwise calendar system for all dept appointments, meetings, room use



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### ***Disability Services***

- Represented Lane as a member of the international AHEAD Board of Directors, various AHEAD Councils and Special Interest Groups, committees
- Developed more sustainable practices used by all staff in the DS Dept (cloth cleaning rags, recycling battery chargers and plastics such as CDs & cassettes, reusing printed paper, etc)
- Improved accessibility on campus for those with disabilities by arranging an accessible lower counter at the DS front desk; working with Enrollment Services to improve lobby access in Bldg 1; assisting Facilities Management in determining Areas of Rescue across campus and improving signage for evacuation and safety of those with disabilities
- Conducted annual Transition Academy for high school students with disabilities, their parents and professionals; continued to provide consultation about transition to college and disability issues to school districts statewide and nationally
- Collaborated with other departments: CES re: scholarships for students with disabilities, Health Center and Counseling for clinical issues, Counseling to jointly provide an Art workshop about disability issues
- Provided an AT demonstration to CIT students
- Created resource handouts for students, faculty/staff, community
- Collaborated extensively with instructional departments at Lane (Auto Tech, Foreign Language, Massage, Math, Co-op Ed, Cont Ed, etc)
- Expanded collaborative activities for high school students transitioning to college

#### **2. 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 2005-2006?

- Disability Services attempts to manage all resources as efficiently and effectively as possible, within the restraints of legal mandates, unpredictable needs and constantly variable costs (which change from the time we put in a funding request to the time we are able to complete the purchase). While we do have an understanding with the college that we will need to proceed to hire timesheet staff in order to proceed with legal accommodations, problems still occur related to workload issues and staff/student ratios... all of which impair efficiency.
- Disability Services has historically functioned at or beyond capacity in terms of exceeding its budget, exceeding recommended staff/student ratios, lengthy wait times, inadequate staffing of various areas in the department (timesheet staff should not be in essential, required positions such as front desk; college-wide AT Technician; Lead worker for Furniture, In-class and Test Accommodations; and the additional necessary hours for the Advisor for Eligibility... who should be 1.0 FTE, not .5). While wait times have been a serious problem in the past, they were improved by the end of 05-06 and should continue to be watched for ongoing efforts toward further reduction. The inadequate budget concerns were finally addressed by the college last year, which was an enormous help in creating stability for the department. Additionally, one of our advisors was out on medical leave for a year, requiring a new person to learn the job on an interim basis until the role was permanently filled. This situation created some confusion in the department as we all waited in limbo about the status of the DS team. We are now a stable unit and students have more clarity about the continuity of support for them from our team of DS advisors.
- Methods of Assessment:

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### *Disability Services*

- Anecdotal surveys and communication with students and staff
- ACT surveys
- Focus on improving speed and quality of services at lower cost
- Reduction of complaints
- Faster problem-solving efforts
- Tracked spending records and returned fund that were not needed for accommodations as anticipated

#### **3. 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 2005-2006?

Disability Services extensively utilizes technology in the process of providing accommodations to students with disabilities. The hardware, software and other equipment DS uses tends to be highly sophisticated since this department must maximize access to the rapid changes, dramatic advances and continuous changes affecting technology. For details, see Section 1, Comments/Clarifications for Unit Effectiveness, b. Enhances Student Learning: Comments about the Disability Services Accommodation Data.

#### **4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?**

See **Program Analysis ISSM Work Accomplished Report 05-06]**

See [ISSM Work Accomplished Report 05-06](#)

#### **5. Overall, what challenges do you believe your unit faced in 2005-2006?**

- Severe Interpreter shortage nationally, regionally, statewide and in Lane county is a serious problem for Lane CC. We have had to hire expensive freelance or agency interpreters since there are so few others.
- The DS database has become increasingly inadequate; efforts to develop a system on Banner for our department have proven to be disappointing, time consuming, very limited in terms of meeting dept needs
- Disability Services has been in a constant state of flux during the past year related to changes in our eligibility process, alternate format systems, new equipment/new technology. This required an important learning curve during months of experimentation, changes in national trends, changes in procedures& protocols, etc.
- Budget Cuts: reduction in Front Desk staff hours/closure during the lunch hour has proven to be problematic for students and staff; AT Technician position that was approved by ET was no longer viable since funding cuts eliminated other departments' resources for this shared position. Other department closures have had an affect on students with disabilities, as well as staff. Budget cuts also affected our ability to proceed to hire a campus wide AT Technician.
- A DS advisor's year-long medical leave created confusion and instability for the department staff and some students. We now have hired someone to replace that worker.
- Inadequate Test Accommodation space on campus has become an increasing problem
- Inadequate staffing for Front Desk, Test/Furniture accommodations, Advisor for Eligibility, AT Technician, additional advisors, etc.
- Dept reorganization happened so quickly that it created challenges
- Personnel issues developed that took time to resolve
- Image problems regarding tendency to be seen as legalistic, difficult to qualify for and not user-friendly

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### *Disability Services*

- Loss of the Learning and Practice Lab hours has had a negative impact on some students.
- Reduced communication between IT (now TSS) and our AT Tech has duplicated work and created other problems.

#### **6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?**

Disability Services needs:

- Video Remote Interpreting (VRI) is being purchased and implemented soon to help address the shortage of sign language interpreters in Oregon. It will be installed in a variety of classrooms to accommodate students who are deaf.
- We will be arranging to revise the pay schedule to a more competitive level and also revise the classification for interpreters as we look at ways to attract them to work at Lane CC.
- New Database software will be piloted this year. It is from OSU and is critical to the process of revising our system for internal referrals and the student accommodation request process.; This will allow us to create more pertinent reports that capture and assess efficiencies.
- Continue to allow the department to develop stability despite living with continuous change... through teambuilding activities and professional development.
- Consider adding back the lunch hour closure if it proves to be too problematic...Promote added communication about other closures in order to provide sufficient support to students. Advocate for reinstating the plan to hire a campus wide AT Technician.
- Explore a collaborative problem-solving approach with the Testing Office to see if we can share space for Test Accommodations.
- Continue to come up with creative ways to cope with inadequate staffing... combining tasks between employees, advocating for awareness about dept needs, if possible...not completing some tasks due to workload issues. Continue to keep staffing needs on the college's radar so that when funding improves, we can work on meeting these needs.
- Try to slow down reorganization attempts to a more reasonable pace.
- Continue to implement and assess efforts that oversee timesheet employee hours.
- Adjust the department's approach, presentations, mission, services, website and other language so that the department seems more user-friendly.
- Explore what it would take to eventually reinstate the LAP Lab or something similar.
- Continue to promote and support that our AT Tech be included in TSS communication and planning.

<b>DISABILITY SERVICES ACCOMMODATION TOTALS</b>					
<b>2005-2006</b>					
	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Year End Total</b>
<b>FURNITURE</b>					
Students Served	18	36	43	41	<b>138</b>
Tables	5	17	19	22	<b>63</b>
Adj Table for Wheelchairs	5	8	7	5	<b>25</b>
Padded Chairs	16	48	46	34	<b>144</b>
Padded Chairs with Arms	0	0	0	6	<b>6</b>

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**Disability Services**

<b>DISABILITY SERVICES ACCOMMODATION TOTALS</b>					
<b>2005-2006</b>					
	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Year End Total</b>
Ergo Adjustable Chairs	17	30	56	50	<b>153</b>
Ergo Adjustable Chairs with Arms	4	17	22	24	<b>67</b>
Extra Chairs for Service Providers	0	0	0	0	<b>0</b>
Communication/Problem Forms	1	11	13	8	<b>33</b>
<b>SERVICE PROVIDERS</b>					
ASNT Hours	24	200	263	202	<b>689</b>
ASNT Students	1	3	4	5	<b>13</b>
ASNT Service Providers	1	4	6	7	<b>18</b>
Aide/Reader/Scribe Hours	40	544	392	214	<b>1190</b>
Aide/Reader/Scribe Students	2	11	8	2	<b>23</b>
Aide/Reader/Scribe Service Providers	3	10	10	3	<b>26</b>
Communication/Problem Forms	0	0	0	0	<b>0</b>
<b>TEST ACOMMODATIONS</b>					
Student Served	19	36	35	32	<b>122</b>
Service Providers	6	10	16	10	<b>42</b>
Service Providers Hours	82	185	187.5	169	<b>623.5</b>
Tests	52	89	107	81	<b>329</b>
Communication/Problem Forms	0	2	2	4	<b>8</b>
<b>SERVICE PROVIDERS</b>					
CBCN Hours	30	157	150	351.5	<b>688.5</b>
CBCN Students	1	2	1	3	<b>7</b>
CBCN Service Providers	2	2	3	5	<b>12</b>
Real Time Captioning Hours	0	0	0	0	<b>0</b>
Real Time Captioning Students	0	0	0	0	<b>0</b>
Real Time Captioning Providers	0	0	0	0	<b>0</b>
Interpreter Hours	0	202	280	114	<b>596</b>
Interpreter Students	0	3	2	4	<b>9</b>
Interpreter Service Providers	0	4	5	32	<b>41</b>
Communication/Problem Forms	0	8	2	6	<b>16</b>

*Unit Planning for Student Services*  
*Disability Services*

<b>DISABILITY SERVICES ACCOMMODATION TOTALS</b>					
<b>2005-2006</b>					
	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Year End Total</b>
<b>ALTERNATE FORMAT</b>					
<b>Audio</b>					
Students Served	8	21	26	28	<b>83</b>
Books, Material, Syllabi	32	83	68	94	<b>277</b>
Pages Read in House	586	4165	0	0	<b>4751</b>
Readers	3	4	0	0	<b>7</b>
<b>Electronic</b>					
Files used from Publishers	0	8	8	0	16
<b>Scanning</b>					
Students Served	2	9	23	23	<b>57</b>
Books, Material, Syllabi	12	56	60	52	<b>180</b>
Pages	355	3843	4686	13,596	<b>22480</b>
Service Providers	3	7	7	4	<b>21</b>
Scanning Hours	3.75	88.25	74.25	66.25	<b>232.5</b>
<b>Editing</b>					
Students Served	2	8	22	12	<b>44</b>
Books, Material, Syllabi	6	49	65	17	<b>137</b>
Pages	263	2595	3847	2199	<b>8904</b>
Service Providers	5	13	10	10	<b>38</b>
Editing Hours	0	0	0	0	<b>0</b>
<b>Braille</b>					
Students Served	0	1	2	2	<b>5</b>
Books, Materials, Syllabi	0	27	21	5	<b>53</b>
Pages	0	647	258	345	<b>1250</b>
Brailleing hours	0	204.5	159.5	21.5	<b>385.5</b>
Services Providers	0	1	2	2	<b>5</b>
<b>Enlarging</b>					
Students Served	1	8	9	7	<b>25</b>
Books, Materials, Syllabi	1	23	32	12	<b>68</b>
Original Pages	4	2043	3185	212	<b>5444</b>
Service Providers	1	5	6	3	<b>15</b>
Enlarging Hours	0.25	30	82.25	3.25	<b>115.75</b>
Book Maintenance, P&G	0	0	0	9	<b>9</b>
Electronic Transfer	0	0	0	6	<b>6</b>

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<b>DISABILITY SERVICES ACCOMMODATION TOTALS</b>					
<b>2005-2006</b>					
	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Year End Total</b>
Communication/Problem Forms	2	18	33	25	<b>78</b>
<b>ASSISTIVE TECHNOLOGY</b>					
Students Served	5	18	27	15	<b>65</b>
Time Taken	7	10	11	9	<b>37</b>
Communication/Problem Forms	1	0	0	0	<b>1</b>

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<u>Unit's Accomplishments</u>	<u>Strategic Direction s Goals: 1—8</u>	<u>Learning Plan Goals: 1—26</u>	<u>Student Affairs Plan Goals: 1—14</u>
<u>Noted increase in number of students served (720 were served in some way; 363 students were new or returning active students in 05-06; 86 students became eligible but did not yet use accommodations; 36 were midway through eligibility process by end of year; 60 attempted to qualify but never did; 175 returned from previous year for inactive assistance)</u>	<u>1</u>	<u>3</u>	<u>10, 11</u>
<u>Noted increase in number of requests for phone or in-person assistance from our front desk staff (11,110)</u>	<u>1</u>	<u>3</u>	<u>10, 11</u>
<u>Increased Assistive Technology for students with disabilities (e.g., more seats or upgrades of JAWS, WYNN software, 21" monitor, MP3 file use for alternate format, PC Anywhere for hearing loss, creative use of Instant Messaging when interpreters are not available, etc.)</u>	<u>1</u>	<u>1</u>	<u>9, 10, 12</u>
<u>Increased opportunities for student independence by making technology and training available on campus, allowing students to scan and either listen to or enlarge the print of their own materials on campus or at home</u>	<u>1, 3, 6</u>	<u>1, 8</u>	<u>7, 9, 10, 12</u>

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<u>Improved provision of timely services at reduced cost and with increased electronic access for students with disabilities by purchasing technology upgrades (Hi Speed Doc Scanner, Embosser/Printer &amp; software, WYNN Reader &amp; Spanish conversion software, Scientific Notebook software, ATT Natural Voice software)</u>	<u>1, 4, 6, 7</u>	<u>1</u>	<u>5, 7, 9, 12</u>
<u>Assessed DS Dept needs and researched other college DS office processes, resulting in major revisions in procedures/practices, particularly related to Alternate Format</u>	<u>2</u>	<u>10</u>	<u>2, 9, 10</u>
<u>Improved utilization and tracking of DS Communication Forms and our department's problem solving response process</u>	<u>2</u>	<u>10</u>	<u>2, 5, 7, 9, 10</u>
<u>Increased collaborations with state and local entities</u>	<u>3</u>	<u>8</u>	<u>9</u>
<u>Expanded collaborative activities for high school students transitioning to college</u>	<u>3</u>	<u>8</u>	<u>6, 9, 10, 11</u>
<u>Collaborated extensively with instructional departments at Lane (Auto Tech, For Lang, Massage, Math, Co-op Ed, Cont Ed, etc)</u>	<u>4</u>	<u>1, 10</u>	<u>10, 14</u>
<u>Created resource handouts for students, faculty/staff, community</u>	<u>4</u>	<u>10</u>	<u>7, 10</u>
<u>Provided an AT demonstration to CIT students</u>	<u>4</u>	<u>1</u>	<u>9, 10</u>
<u>Collaborated with other departments: CES re: scholarships for students with disabilities, Health Center and Counseling for clinical issues, Counseling to jointly provide an Art workshop about disability issues</u>	<u>4</u>	<u>1</u>	<u>7, 9, 10, 12</u>



*Unit Planning for Student Services*  
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<u>Conducted annual Transition Academy for high school students with disabilities, their parents and professionals; continued to provide consultation about transition to college and disability issues to school districts statewide and nationally</u>	<u>4</u>	<u>1, 8</u>	<u>6, 11</u>
<u>Continued to provide disability awareness and information through DS Awareness Tips and through dept presentations</u>	<u>4</u>	<u>1</u>	<u>7, 9</u>
<u>Maintained and expanded collaborative relationships with companies that provide AT and support</u>	<u>4</u>		<u>9</u>
<u>Collaborated with other institutions and agencies regionally and nationally re: gaining insights and developing effective systems for serving students with disabilities</u>	<u>4</u>		<u>6, 9, 13</u>
<u>Improved accessibility on campus for those with disabilities by arranging an accessible lower counter at the DS front desk; working with Enrollment Services to improve lobby access in Bldg 1; assisting Facilities Management in determining Areas of Rescue across campus and improving signage for evacuation and safety of those with disabilities</u>	<u>5</u>	<u>3</u>	<u>7, 9, 10, 11</u>
<u>Obtained a more appropriate budget allocation for DS</u>	<u>6</u>		<u>12</u>
<u>Identified funding and obtained approval from ET for a 0.5 FTE AT Technician position, which will provide shared services between DS, HR, Library, CIT, ALS, IT</u>	<u>4, 6</u>		<u>8, 9, 12</u>
<u>Developed more sustainable practices used by all staff in the DS Dept (cloth cleaning rags, recycling battery chargers and plastics such as CDs &amp; cassettes, reusing printed paper, etc)</u>	<u>6</u>	<u>10</u>	<u>12</u>

*Unit Planning for Student Services*  
*Disability Services*

<u>Streamlined the DS eligibility process by creating a more efficient Letter of Accommodation (LOA), developing a DS orientation for new students (reducing student wait time for appts), creating a new and more efficient application for Disability Services, cross-training advisors to share some of the documentation review tasks</u>	<u>1, 2, 7</u>	<u>1, 10</u>	<u>2, 5, 6, 7, 9, 10</u>
<u>Trained &amp; transitioned all staff to use Groupwise calendar system for all dept appointments, meetings, room use</u>	<u>7</u>		<u>9</u>
<u>Developed a competitive hiring process for a pool of highly qualified, diverse timesheet staff with multiple skills; improved monitoring system of timesheet staff work hours/time mngmt</u>	<u>7</u>	<u>10, 12</u>	<u>1, 5, 6, 9</u>
<u>Began development of a new DS database using Banner</u>	<u>7</u>		<u>6</u>
<u>Promoted professional growth and development among staff</u>	<u>8</u>		<u>8</u>
<u>Represented Lane as a member of the international AHEAD Board of Directors, various AHEAD Councils and Special Interest Groups, committees</u>	<u>8</u>		<u>8</u>
<u>Provided training regionally and nationally, particularly on the foundational background and professional/program standards of the field of disability services, and on transition from high school to college issues</u>	<u>8</u>		<u>8, 9</u>