

Disability Support Services Program Review 2007-2013

College Strategic Goals	DSS Program Goals
<ol style="list-style-type: none"> 1. Improve student success in program completion and graduation rates. 2. Ensure institutional excellence in teaching, programs and services. 3. Engage and support diverse communities and respond to their diverse needs. 	<ol style="list-style-type: none"> 1. Offer additional support activities to boost completion and graduation rates for students with disabilities such as workshops to address study skills, time management strategies, test taking strategies, or use of assistive technology. 2. Work closely with institutional research to develop an annual assessment plan measuring (1) student satisfaction with our services (2) student participation and services usage rates, and (3) student academic performance 3. Update and improve DSS website to accessible format for all DSS students. Explore technology options to expand effective communication support for the WNC DAF student population within existing staff and budget resources. Utilize NSHE and other higher education and commercial collaborative resources to streamline alternate media production and delivery.

Unique Characteristics

Postsecondary institutions are prohibited from discriminating against individuals on the basis of

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Disability Support Services provides accommodations and support services to students with disabilities enrolled in credit-bearing courses, community education classes, high school equivalency preparation courses, and events sponsored by the college. It is impossible to predict the entire range of individual accommodation needs of the WNC student community, however, the WNC DSS program will always strive to be proactive in providing effective support for equal access, and prepared to adapt and innovate as rapidly and efficiently as possible in unexpected circumstances. The office is required by law to offer reasonable accommodations in a timely manner while at the same time using state dollars responsibly.

Concerns and Trends

Transition from high school to postsecondary education can pose additional challenges for students with disabilities, especially if those students are not prepared for the legal and functional changes. If students want disability related services at the postsecondary level, they are responsible to self-identify, provide required documentation and request accommodations. While the WNC DSS office works diligently both independently and in collaboration with area high school disability support programs to provide transition information for high school students in its service area, every semester some eligible students indicate they were not aware of WNC disability related services or did not know how to request them.

A related challenge for DSS is providing reasonable and timely services to students who do not initially disclose their need for accommodations. Some students choose not to disclose their disability even when they are aware of available services. A postsecondary student is not obligated to inform a school that he or she has a disability; however, in order for the WNC DSS office to provide academic adjustments, the student must identify as a person with a disability. This can be problematic for students

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Northern Nevada, many work during the day for school districts and are only available at postsecondary institutions in the evening hours.

Continuing lack of awareness among some faculty members regarding legal requirements for supporting students with disabilities is another challenge. The majority of faculty members at WNC understand their obligation to support students with disabilities, but some are resistant to provide certain accommodations (such as permitting the use of audio recording devices for lectures). Further, some faculty members have not had experience teaching students with disabilities and do not

Rachel Adair (cont'd)

Associates of Arts degree in Deaf Studies; 12/17/2011

Associates of Arts degree, general; 05/21/2011

Certifications in:

- x Creating Accessible PDF Documents
- x Alternate Media Workflow Strategies
- x Dragon Naturally Speaking 12
- x Advanced Dragon Naturally Speaking 12
- x Notetaking Accommodations with Livescribe SmartPens
- x Alternate Media for eBook Readers
- x Transcribing with Duxbury 11.1
- x Advanced Duxbury 11.1
- x Introduction to Reading Braille

Evidence of Effectiveness

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Percentage of instructors who incorporate elements of training in the physical classroom			
Percentage of instructors who incorporate elements of training in an online environment			
Percentage of instructors who incorporate elements of training in			

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teaching: Never, Rarely, Sometimes, Frequently, Always”			
Percentage of instructors who are able to provide specific examples of materials or lessons in which they have incorporated training			
Percentage of instructors who are observed applying their training in a teaching/instructional setting			
INSTRUCTIONAL LOCATION DATA			
Percentage of instructors who incorporate elements of training in the physical classroom			
Percentage of instructors who incorporate elements of training in an online environment			
Percentage of instructors who incorporate elements of training in other educational settings, such as office hours, tutoring, and learning centers or labs			

BASELINE DATA (for all students)

Description	607	677	Comments
rate at which students with documented disabilities complete courses taught by faculty trained in project activities, and			rate at which other students complete these
STUDENT DIAGNOSIS DATA			
Number of students with conventional LD	80	81	
Number of students with attention disorders, AD/HD	15	17	
	12	14	Spectrum Disorders are under the same code in SIS
Number of students with Autism Spectrum Disorders			
Number of students without any of the above documented diagnoses	5,109	5,282	

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COURSE COMPLETION DATA FOR STUDENTS WITH A DIAGNOSIS (FROM THE ROWS ABOVE)

	236	253	
Number of courses	69	65	
	22	12	
	0	0	

COURSE COMPLETION DATA FOR ALL STUDENTS AT SITE

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COURSE COMPLETION DATA FOR STUDENTS WITH A DIAGNOSIS (FROM THE ROWS ABOVE)

The above three tables reflect data from the 2010 CCSSE survey for frequency, satisfaction, and importance related to Disability Support Services.

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The DSS office at WNC conducts orientation sessions prior to Fall and Spring semesters for new and returning students who utilize services. Participation in orientation is voluntary; at this particular session, 27 students attended. Below are survey results

DISABILITY SUPPORT SERVICES ORIENTATION SURVEY FALL 2009-3

Q1 I found the orientation helpful.

- 18 Strongly Agree
- 9 Agree

Q2 I would recommend this orientation to a friend.

- 17 Strongly Agree
- 10 Agree

Q3 What is your age?

- | | | | |
|---|---------------|---|-------------|
| 3 | 19 or younger | 6 | 40-49 |
| 8 | 20-29 | 7 | 50-59 |
| 2 | 30-39 | 1 | 60 and over |

Q4 What is your ethnicity?

- | | | | |
|---|-------------------------|----|--------------------|
| 1 | American Indian/Alaskan | 2 | Hispanic |
| 2 | Asian/Pacific Islander | 22 | White Non-Hispanic |
| 3 | Black Non-Hispanic | 1 | Other |

Q5 What is your gender?

- | | | | |
|----|------|----|--------|
| 15 | Male | 12 | Female |
|----|------|----|--------|

Q6 I plan to enroll in

- | | | | |
|---|--------------------|----|---------------------|
| 5 | 12 or more credits | 8 | 6-8 credits |
| 3 | 9-11 credits | 11 | less than 6 credits |

Q7 What disability accommodations will you use this semester? (Check all that apply.)

- 16 Extra time on exams
- 7 Note taker or copy of PowerPoint presentation
- 0 Sign language interpreter, CART, or Typewell
- 5 Text books in alternate format
- 1 FM listening systems
- 1. Enlarged books or exams
- 14 Tutoring (one-on-one) if necessary
- 2 Exam can be read or scribed
- 6 Student may use computer (word processor) with spell check for essay exams
- 6 Recorded lectures

- Other 8

Q8 COMMENTS: Please include what you liked best and least about the orientation as well as any other comments you may have for improvement.

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DISABILITY SUPPORT SERVICES ORIENTATION SURVEY FALL 2009-3

Q1 I found the orientation helpful.

67% Strongly Agree
33% Agree
0% No Opinion
0% Disagree
0% Strongly Disagree

Q7 What disability accommodations will you use this semester? (Check all that apply.)

Q2 I would recommend this orientation to a friend.

63% Strongly Agree
37% Agree
0% No Opinion
0% Disagree
0% Strongly Disagree

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Q5 What is your gender?

56% Male

44% Female

Q6 I plan to enroll in

20% 12 or more credits

32% 6-8 credits

12% 9-11 credits

36% less than 6 credits

Comments from Q8:

- x Much valuable information which will be very helpful.
- x I enjoyed all of the orientation.
- x
to hear someone will be here for you for whatever reason.
- x
- x Fun, Reassuring!
- x As a parent I think something like this is wonderful. Maybe a couple more throughout the semester to see how things are going.
- x
- x Very informative very nice and helpful.
- x Great information concerning vocational rehabilitation.
- x I liked the comments about Vocational Rehabilitation.

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Q4 What services would you like to see the Disability Support Office provide that we do not presently offer?

- x I work in this
- x great; however there were students who questioned what services were
- x Perhaps the option for students to meet outside of class with interpreters for tutoring, etc. sometimes students request th

Q5 Please list three examples of how the Disability Support Office can improve our service

- x
- x
- x Provide
- x

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Fall Semester 2007

- x 237 students requested services
- x 220 students provided documentation of their disability, were registered for Fall 2007 classes, and were provided accommodations.
 - Carson Campus: 163
 - Douglas Campus: 23
 - Fallon Campus: 27
 - Fernley Campus: 1
 - Web classes only: 6

Disability	Number of Students	Percentage
ADD/ADHD	17	7%

Addicted substance

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Spring Semester 2008

- x 251 students requested services
- x 225 students provided documentation of their disability, were registered for Spring 2008 classes, and were provided accommodations.
 - Carson Campus: 172
 - Douglas Campus: 25
 - Fallon Campus: 20
 - Fernley: 1
 - Hawthorne: 1
 - Web classes only: 6

Disability	Number of Students	Percentage
ADD/ADHD	14	6%
Addicted Substance	1	>1%
Aspergers Syndrome/Autism	10	4%
Cognitive	12	5%
Developmental	5	2%
Hearing/Deaf	18	8%
Learning Disability	78	35%
Other Health Related	12	5%
Physical Disability	29	13%
Psychological	28	12%

Speech

Temporary

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Temporary	2	<1%
Visual Impairment/Blind	14	4%
Total # of Students & %	307	100%

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Physical Disability	44	14%
Psychological	45	14%
Speech	5	2%
Temporary	0	0%
Visual Impairment/Blind	12	4%

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Physical Disability	59	18%
Psychological	49	15%
Speech	2	1%

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Spring Semester 201

312 = Total # of students that provided documentation of their disability, were registered Spring classes, 201, and were provided accommodations.

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	29	9%
Cognitive	14	4%
Developmental	5	2%
Hearing/Deaf	22	

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Fall Semester 2012

277= Total # of students that provided documentation of their disability, were registered in classes, 2012, and were provided accommodations.

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	30	11%
Cognitive	5	2%
Developmental	3	1%
Hearing/Deaf	21	7%

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Spring Semester 2013

284 = Total # of students that provided documentation of their disability, were registered in Spring classes, 2013, and were provided accommodations.

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	29	10%
Cognitive	10	4%
Developmental	2	1%
Hearing/Deaf	16	6%
Learning Disability	92	32%
Other Health Related	27	10%
Physical Disability	31	11%
Psychological	61	21%
Speech	3	1%
Substance abuse	1	<1%
Visual Impairment/Blind	12	4%
Total # of Students & %	284	100%

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Fall Semester 2013

281 = Total # of students that provided documentation of their disability, were registered in classes, 2013, and were provided accommodations.

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	31	11%
Cognitive	7	2%
Developmental	3	1%
Hearing/Deaf	16	6%
Learning Disability	84	30%
Other Health Related	28	10%
Physical Disability	34	

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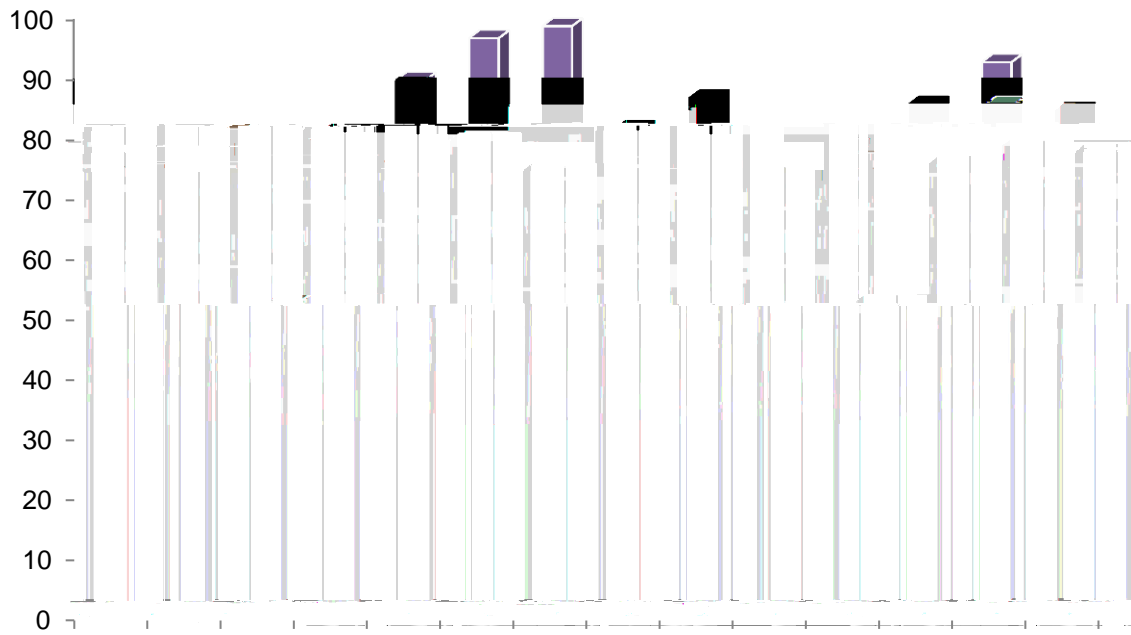
Types of Services Offered (2007)

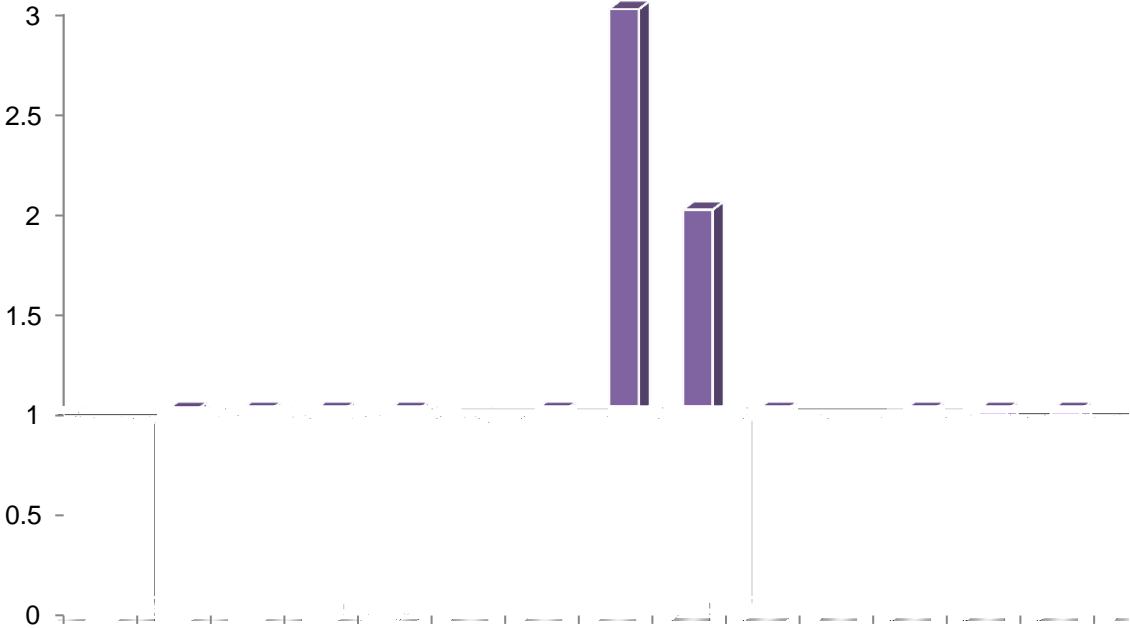
- x Disability Counseling
- x Liaison with:
 - Faculty
 - Staff
 - High Schools
 - Referring agencies and other colleges
 - NSHE Disability Service providers
- x Adaptive Equipment/Technology
 - Chairs
 - Wheelchair tables
 - Ergonomic Keyboards
 - Roller Balls/Ergonomic mouse
 - Extra Large Computer Monitors
 - Kurzweil and JAWS Screen Reader Programs
 - Readplease/Free Screen Reader Program
 - Dragon Naturally Speaking/Voice Recognition Software
 - Magnifiers Zoomtext, Optelec, and portables

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Appendices Explanations

Appendix A:

WNC partnered with Landmark College Institute for Research and Training for two grants, one funded by the Department of Education and the second by the National Science Foundation

Appendix A:

Advanced Technological Education (ATE)
Needs Assessment at Western Nevada College

The needs assessment process is designed to facilitate the identification of strengths, needs, barriers,

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2. Lack of student preparedness in the areas of Reading, Writing, and Mathematics Discussions surrounding academicding,

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Assistive Technology and Learning Strategies

As more -3h6 T7Dol

Appendix B: DSS Faculty Handbook (available online)

Disability Support Services

Background

Disability and the Laws

Section 504 of the Rehabilitation Act of 1973 and the *Americans with Disabilities Act of 1990* are Civil Rights laws. They affirm that people with disabilities should have access to the social, economic, educational and cultural aspects of national life. Their impetus is the assertion by people with disabilities of their inalienable right to be treated as equals. The Americans with Disabilities Amendment Act has been proposed but not yet finalized, once final, updates will be posted.

The first Civil Rights law in the world for people with disabilities was passed in 1968. It was known as the *Architectural Barriers Act*. It required Federal facilities to be physically accessible for wheelchair users and others with mobility limitations. Its true significance, however, was to redefine disability in a civil rights context. Thus, disability now had to be considered, not as a medical problem, but as a social problem. The law acknowledged that barriers in federal buildings denied entrance arbitrarily to citizens who experienced significant mobility limitations, such as wheelchair users.

Section 504-Rehabilitation Act of 1973

In 1973, Congress passed Section 504 of the Rehabilitation Act of 1973 (Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states:

The Office of Civil Rights in the U. S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. Section 504 regulation applies to all recipients of this funding, including colleges, universities, and post-secondary vocational education and adult education programs. Failure by higher education schools to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504.

Section 504 requires that we inform faculty, administration, and staff of the following:

1. They can exclude no student from any course, major, or program solely based on a disability.
2. This law mandates that certain academic adjustments, commonly called accommodations, be employed, especially regarding the provision of alternative testing and evaluation methods for measuring student mastery, unless such an alternation would result in a modification to course objectives.

What is meant by otherwise qualified?

In short, Section 504 and Title II of the Americans with Disabilities Act (ADA) prohibit discrimination against students with disabilities who are otherwise qualified, and that when appropriate, such students must be provided reasonable accommodations.

In other words, students have a right to access upon meeting the qualifications. Once qualifications are met, it is illegal to arbitrarily eliminate students with disabilities solely on the basis of their physical or mental condition. To do so would be discrimination. Failure to remove program barriers by refusing or denying reasonable accommodation would also be a form of illegal discrimination. The law does not mean that students get special considerations, but that they should enjoy a level playing field in which to compete, succeed and thrive.

Violation of Section 504 carries with it the threat of loss of Federal funds, including Federal research grants and student financial aid.

What is a Disability?

How does DSS verify a disability?

Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder

DSS requires current documentation (within the last five years). Consideration will be given for older

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second, identify other campus and community services that may be appropriate and refer students to them. DSS gives students some possible designs as well as the tools needed to build a level playing field for them. In the end, the access a student builds, in concert with DSS and faculty, is their own.

Student is Responsible for:

- x identifying themselves
- x requesting reasonable accommodations given their disability in reasonable time
- x meeting the academic standards expected of all students

Ultimately, responsibility lies with the student. They must contact DSS and faculty with questions and concerns. Through the cooperation of all parties, timely reasonable accommodations are provided.

Faculty is responsible for:

- x being open to accommodating
- x providing program access
- x meeting with the student to discuss needs
- x implementing reasonable accommodations
- x maintaining confidentiality

Faculty has a responsibility to assist in the provision of accommodations as described in the Notice of Accommodation letter. Universal design of courses affords equal access to all students with or without disabilities.

Everyone is responsible for:

- x problem-solving issues/concerns
- x maintaining academic standards for course and degree program

Accommodating Students with Disabilities Check List

This checklist is provided to assist faculty in building an accessible learning environment based on universal design in their courses. Universal design is holistic in nature emphasizing the provision of a multisensory approach to teaching so that more students benefit.

Include a statement on the syllabus regarding services. See 2 examples below:

*If you have a disability for which you will need to request accommodations, please contact the Disability Support Services office (Bristlecone building, Room 103) as soon as possible to arrange for appropriate accommodations.

*WNC supports providing equal access for students with disabilities. Susan Trist (DSS coordinator) is available to discuss appropriate academic accommodations that students may require. Please contact Susan at 326-4455 at your earliest convenience.

What is a reasonable accommodation?

Reasonable accommodations are changes in the learning environment that allow students with disabilities equal access.

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Section 504, the federal government has never allowed a post-secondary institution to claim undue financial hardship as a legitimate refusal to provide auxiliary aids or services.

- **PERSONAL SERVICE:** If a request for an accommodation falls under the definition of a personal service, the College is not responsible for providing the request. Personal services are those that a person with a disability must use regardless of attendance at the College. In addition, personal services are those for which no correlation between the disability's functional limitation and program access can be established. The College, for instance, does not purchase wheelchairs or other assistive technologies used in every setting to compensate for a mobility disability. Other examples of personal services may include independent living, mental health, rehabilitation, remediation, tutoring and personal care attendant.

Academic Adjustments

The following is a descriptive list of typical academic accommodations available to students with disabilities. Determination of the appropriateness of any given accommodation is done by DSS prior to implementation by faculty.

Alternative Textbook Format

Students with visual or learning disabilities may arrange to order digital copies of textbooks from Recordings for the Blind and Dyslexic (RFB&

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- Assist with evacuation, if needed

Special Note: M0 11(7 Du4C>-3(am1(pTJEopot)10TJE w)-3ho C>

Visual Impairment: Any deviation from the accepted norm that affects peripheral vision, central vision, binocular vision or color vision.

Useful tips for working with a student who is visually impaired or blind

- Use verbal cues
- Be descriptive in giving directions (“The chair is about two steps to your left”.)

Do not be embarrassed to use such phrases as “Do you see what I mean?”

- Do not shout
- Offer assistance in an emergency or in evacuation if needed
- Do not take the person’s arm. Let the student grasp your left arm, usually above the elbow.
- Do not pet the student’s guide dog.

Possible reasonable accommodation

- Provide handouts, reading list or syllabi in advance so that the student can transfer into alternate formats (Computer disk or printed material can be helpful)
- Face the class when speaking
- Convey in words whatever is on the board, overhead or video monitor
- Coordination of reader, note taker and scribe may be necessary
- Use of black markers with white boards, avoid colors
- Screen enlargers/magnifiers
- Text readers/scanners or Books on Tape
- Enlarged text exams
- Talking calculators
- Tape recorded lectures
- Braille devices

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Common characteristics

- Inability to Focus
- Impulsivity
- Distractibility
- Inattentiveness
- Hyperactivity
- Inappropriate behaviors in social settings
- Reduced ability to follow instructions and/or complete tasks
- Anxiety
- Memory Problems
- Restlessness

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Possible Reasonable Accommodations

- Occasional absences may be unavoidable due to severe pain, extreme fatigue or other health related concerns.
- Testing may need to be flexible to allow students to work during optimal times of the day.
- Progression of an illness may be unpredictable. Extended deadlines or “incomplete” grades should be considered if the work is delayed due to illness or disability issues.
- Tape recorded lectures and or texts
- Note takers or scribes
- Flexibility with exam accommodations such as scheduling proctors, and computer assisted exams.

Other concerns

- Chronic health problems may create secondary disabilities such as depression and anxiety.
- Periodic remissions may allow for added energy and euphoria, while exacerbations may result in a secondary disability.

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- Physical symptoms
- Learning difficulties

Possible reasonable accommodations

- Academic counseling for a reduced course load
- Exam accommodations (quiet room, extended time, assistive technology)
- Note takers or tape recorded lectures
- Be willing to clarify assignments and performance expectations

Even with the

Appendix C:

[DSS STUDENT Handbook \(available online\)](#)

INTRODUCTION

The Disability

WNC

5. Academic Accommodations:

Students who wish to request accommodations on the basis of their disability must initiate that request with the WNC DSS coordinator. While later correspondence may be conducted by phone or e-mail, initial requests for accommodation(s) must be made in person. Such requests should be made as early as possible before the semester begins to insure that the appropriate documentation is submitted and that necessary arrangements can be made in a timely manner.

•

4. Testing accommodations include but are not limited to readers, scribes, enlarged texts, extended times, and quiet environments. All accommodations are assigned on an individual basis when documentation is presented. All exams will be proctored.

5. Students granted testing accommodations must present the Notification of

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- Tape recorders and assistive listening devices are available for loan to students that qualify for student use as a class room accommodation. Students are required to complete the Equipment Loan Agreement.

All equipment must be returned to the DSS coordinator when a class is dropped or at the end of the semester. If equipment is not returned, registration and transcript. If the equipment is damaged, the student will have the opportunity to explain the damage to the DSS coordinator when the equipment is returned.

While the equipment is in his/her care, the student is responsible for a4 Tm -0.1bAMCID 884(he[(r)-3(e)14(c)6(o)14(r)8(d4 BT

- y, a note taker may be necessary. In most cases, the DSS coordinator will arrange for a peer (student currently enrolled in same course) to share a copy of lecture notes with student after class. Additionally, the DSS office hires hourly note takers when a peer cannot be identified.

- The DSS coordinator sponsors a project supporting peer mentoring services for students registered with the DSS office. Peer mentors are available to support students who have questions regarding academics, organizational skills, time management, etc. Peer mentors are available to meet with students individually and in small groups.

- Other accommodations may be assigned on a case-by-case basis and procedures for receiving those accommodations will be arranged with the student. If a student provides a valid Notification of Accommodation 0 1 5033] TJETE

Confidentiality:

WNC recognizes that information regarding a disability is highly confidential in nature. WNC establishes the following guidelines regarding the management of disability-related documentation and information in keeping with our respect for the privacy of persons with disabilities after having reviewed relevant federal and state statutes.

The DSS office will have the responsibility of holding documentation of disability presented by students in support of their eligibility for protection/service under the law. Such

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Service Animals: (See College Policy #13 -2-2)

According to federal disability laws, such as the Americans with Disabilities Act, a service animal is defined as an animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items

Service animals will (or) be permitted to accompany a person with a disability everywhere on campus or off campus as the activity (e.g. internship, field work, etc.,) pertains to the curriculum. If there are any questions as to whether an animal qualifies as a service animal, a determination

Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of a service animal. For instance, daily grooming and occasional baths should keep dog odor to a minimum, and adequate preventative measures should

To fully evaluate requests for accommodations, WNC requires documentation of the disability that includes an evaluation by an appropriate professional describing the current impact of the disability as it relates to a request for responsibility to provide the appropriate documentation of the disability.

All contact information and documentation received is kept in separate, confidential files within the DSS office. Information concerning accommodations or the documentation provided is not being released signature on the Consent and Release form.

Documentation provided is used by the DSS coordinator to evaluate requests for accommodations. The evaluation process includes a review of the documentation itself and, in the context of documentation, the fundamental goals and essential standards of the program, course, service, or benefit in question. The evaluation process generates a list of potentially reasonable accommodations that is reviewed based on probable effectiveness, preferences of the requester, maximum level of integration, and the potential for an undue financial or administrative burden.

The following documentation guidelines were developed to assist students who are working with treating professional(s) to prepare evaluations required to document a disability. These guidelines are only guidelines; the information identified is not exhaustive, and in some cases it may be necessary for a student to provide additional or more current information. Anyone with questions after reading these guidelines is asked to call or e-mail the DSS coordinator.

For Individuals Who Have Recently Been Receiving Services From a Public School System:

The information required may be contained in the Psycho-Educational Evaluation of the most recent assessment/evaluation review. Some of the information may also be contained in an IEP, 504 Plan, or Transition Plan. This information must be requested separately from high school transcripts.

For Individuals Who Are or Have Been Recently Receiving Services From a State Rehabilitation

Agency:

Much of the required information will be contained in the most recent eligibility evaluation and/or vocational plan.

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For Individuals Transferring From Another College:
Information related

4.
The

WNC Disability Support Services Program Reviewer Report

External Reviewer: Joan Steinman, Ed.D Director of Retention and Support Services, TMCC

Date: November 12, 2014

This review is based on the 2013 Council for the Advancement of Standards in Higher Education (CAS) for Disability Resources and Services (DRS).

CAS standards indicate that Disability Support Services must perform three duties:

1. Provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship
2. Collaborate with partners to identify and remove barriers to foster an all-inclusive campus
- 3.

WNC DSS has well trained, caring and committed staff. Program staff are active in the community and have been effective leaders in bringing disability awareness and training to the WNC community. Student satisfaction surveys data indicates students are receiving the services they need. Employees indicate they feel supported and that the program is operating effectively. Program staff are knowledgeable and work in a collaborative manner with WNC faculty and community partners in providing services for students.

Program Weaknesses

While not a weakness, an area of consideration may be capacity to effectively meet the challenges identified by the WNC DSS staff in the program review. Two primary areas of concern are providing services for students with low-incidence disabilities or specialized needs such as ASL interpreter services and faculty training. WNC DSS staff are aware of and working on those areas and will benefit from administrative support in addressing those issues.

Commendations

1. Staffing – WNC DSS staff provide excellent service to the WNC community.
2. Collaboration – WNC DSS staff have been effective in reaching out to WNC and community partners to provide services, training, awareness and advocacy for students with disabilities.
3. Student satisfaction – students consistently express a high level of satisfaction with the WNC DSS program and staff.

Recommendations for Quality Enhancement

1. CAS recommends that DRS departments assess student learning outcomes in order to assess changes in student understanding in addition to the student satisfaction data already collected.
2. CAS also recommends that DRS departments collect data on student persistence and success as part of their evaluation processes. WNC DSS provide this data from the Landmark grant project and it was very helpful to see the impact of the faculty training on the success of the students as evidence by a decrease in the percentage of students who earned F's or withdrew from classes.
3. WNC gained valuable information from the ATE needs assessment. It may be helpful for the WNC DSS to institute a formal process to identify barriers and solutions for students with disabilities. Some campus's institute committees comprised of students, faculty, and staff to identify potential barriers and solutions. It is helpful to have members from facilities and IT involved as they are often aware of issues as well as solutions.

Sincerely,

Joan Steinman, Ed.D.

Director of Retention and Support Services

Truckee Meadows Community College

jsteinman@tmcc.edu

775-673-7997