Western Nevada College

Disability Support Services

Administrative Program Review – 2007-2013

Disability Support Services

Administrative Program Review Report

2007-2013

Administrative Department

Student Services

Program Name

Disability Support Services

Program Review Period

2007-2013

Date of Previous Program Review

2004-2006; Completed February 28, 2006

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Program Description

College Mission	Program Mission
Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.	The primary mission of the Disability Support Services (DSS) office at WNC is to provide leadership and facilitate equal access to all institutional events for students with disabilities. To accomplish this mission, DSS must: • Provide institution-wide advisement, consultation, and training on disability-related topics. • Collaborate with partners to identify and remove physical, technological, communication, and interactional barriers to foster an all-inclusive campus. • Provide individual appropriate and reasonable services and facilitate effective and functional accommodations to students with disabilities.

College Strategic Goals	DSS Program Goals
1. Improve student success in program completion and graduation rates. 2. Ensure institutional excellence in teaching, programs and services. 3. Embrace our college's many communities and respond to their diverse needs.	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 in accessible format for all DSS students. Explore technology options to expand effective communication support for the WNC Deaf 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 disability under two federal laws. Section 504 of the Rehabilitation Act of 1973 (Rehabilitation Act) prohibits entities that receive federal dollars from discriminating against otherwise qualified individuals with disabilities. The Americans with Disabilities Act of 1990 (ADA) also protects individuals with disabilities from discrimination. The Rehabilitation Act and ADA define individuals with disabilities as an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. The ADA Amendments Act (2009) rejected several Supreme Court decisions which had narrowed the definition of an individual with disabilities. In addition, the ADA Amendments Act set out guidelines for determining who qualifies as an individual with disabilities and provided a non-exhaustive list of "major life activities," which includes learning, reading, communicating, concentrating, and thinking.

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 post-secondary 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 who delay disclosure until they are behind academically, or need immediate adjustments or support. Some students with “hidden” disabilities, such as learning disabilities are especially reluctant to disclose because they initially believe they can function academically without accommodation, or they want a fresh start in higher education without the label of having a disability.

Another challenge faced by DSS is acquiring qualified program staff to provide support services that involve specialized knowledge or credentials. One prime example is securing certified American Sign Language interpreters to provide communication service for our deaf population. The DSS program must remain compliant with NSHE LOA guidelines—employment not to exceed 19.5 hours per week; while also coordinating with sister institutions (UNR and TMCC) to share available qualified staff. To further complicate the hiring situation, there are very few truly “free-lance” credentialed interpreters in

Northern Nevada, many work during the day for school districts and are only available to 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 may not be knowledgeable about instructional techniques or technologies that can assist them. Continuing to offer professional development sessions or workshops about disability related requirements and expectations, universal teaching and learning techniques, and adaptive/assistive technology is critical.

The needs of emerging populations of students with disabilities can present challenges to the WNC DSS office regarding the best way of offering support. Students with autism, psychological disabilities, and chronic medical conditions are enrolling in increasing numbers. DSS staff, faculty, and administration will need increased training in appropriate responses and techniques to support students in these populations.

There is an expectation of even more veterans with major physical and psychological combat-related disabilities enrolling in WNC. The need for accommodation or specialized support may not become apparent until the veteran is in the classroom. Further, veterans may be reluctant to disclose a disability because they may think that they should handle their needs without asking for assistance, that other veterans with more severe impairments need more help, or that disclosing will impact their military or future civilian career. Continuing to remain connected with the WNC Veterans Resource Center to ensure that veterans are aware and comfortable in requesting disability-related services is critical.

Significant Changes or Needs

Challenges for DSS departments within institutions of higher education are numerous. They can include:

- Retrofitting and adapting poorly designed services, programs, and offerings where accessibility by all students was not a consideration initially. Such as, accessible science lab space for students in wheelchairs.
- Adapting to a new and growing population of students with disabilities, such as wounded warriors who do not self-identify as disabled but need support and accommodation.
- Adjusting to the growing number of students with psychiatric disorders who may require additional monitoring for behavioral and social challenges while on campus.
- Adapting to the rapidly changing world of technology, in particular technology designed for access by persons with disabilities. As part of the college strategic plan: "Ensure institutional excellence in teaching, programs and services", it is crucial that WNC remain current with available classroom and

personal adaptive and assistive technology to serve students with various disabilities and to "ensure institutional excellence".

- Securing or promoting use of accessible instructional materials and universal design for learning course content and physical space.
- Equal access in online course management systems and accessible online course content: WNC must look to developing accessible online learning for students with visual, hearing, and physical impairments.
- Educating campus staff regarding shared institutional responsibility of creating equitable and usable environments through the elimination of barriers in any and all areas of the academic experience.

Niches in the community the program serves

The department sponsors disability awareness events on an annual basis. Events hosted at WNC during the program review period:

2013	Steven Browne	Local author; "How to Raise a Rocket Scientist"
2012	Grant Korgan	Extreme athlete and author of "Two Feet Back"
2011	John McGovern	Consultant; Recreation Accessibility
2010	John Register	Veteran and Paralympian
2009	Quad Rugby athletes	Discussed the game and their experiences
2009	Alan Fruzetti	Author and professor; Mental Illness and families
2008	Fred Frese	Veteran; personal experience with mental illness

The above events were sponsored in part by the Disability Awareness Coalition. The WNC DSS coordinator has been an active member since 2006.

The DSS office communicates on a regular basis with the Department of Vocational Rehabilitation offices in its service area (Carson City office and Fallon) and collaborates with counselors in these offices to ensure Vocational Rehabilitation (VR) clients are following VR guidelines and receiving needed supports from both WNC and VR.

The DSS coordinator connects with Special Education contacts from High Schools (HS) in our service area and attends scheduled Individual Education Plans (IEP) meetings when appropriate.

Quality of Disability Support Services Program

Faculty and staff information

Rachel Adair, Administrative Assistant III

Rachel is responsible for ensuring various DSS accommodations are coordinated and delivered in a timely manner. Further responsibilities include:

- Communication with faculty, students, and other offices on campus to ensure smooth delivery of and proctoring of alternative exams.
- Contact publishers to request specific textbook titles for students with print disabilities.
- Oversee and manage the process of converting electronic files into text and MP3 formats in a timely manner.
- Provide assistive technology support to students as needed.
- Auxiliary aid coordination and inventory support.
- Create schedules for interpreters, readers, scribes, transcribers, and all LOA employees within the DSS department.
- Ensure accurate scheduling with no time conflicts; solving time conflicts to ensure adequate coverage.
- Ensure DSS equipment records are current and accurate and order supplies when necessary.
- Generate notices to students who are delinquent in returning borrowed inventory items.
- Supervise DSS work study students.
- Generate and monitor schedules for student employees.
- Delegate tasks to students or other DSS employees.
- Provide personal assistance via telephone, or on a “walk-in” basis to students, parents, faculty and staff or outside agency personnel.
- Assist with notices of accommodation, update DSS data, and provide general clerical and reception support to Counseling and DSS.
- Order and maintain supplies and materials for the department.
- Review and request timesheets from LOA and student employees bi-monthly.
- Generate new LOA contracts.
- Assist DSS coordinator with annual budget.

Rachel Adair (cont'd)

Associates of Arts degree in Deaf Studies; 12/17/2011
Associates of Arts degree, general; 05/21/2011
Certifications in:

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

Susan Trist—Coordinator of Disability Services

Since 2005, provide counseling and academic advising services to WNC students with disabilities. Susan's responsibilities include:

- Coordinate and facilitate the delivery of a broad range of services for students with disabilities.
- Serve as consultant for college-wide needs regarding local, state and federal disability laws and regulations.
- Serve as the college advocate for concerns regarding individuals with disabilities.
- Facilitate strong working relationships between educational, private, state, and/or community-based disability organizations.
- Provide information and training opportunities to college faculty, administrators and staff to increase the likelihood of success for students with disabilities.
- Co-chair of the behavioral intervention team and member of the Academic Standards committee.
- Coordinated WNC's involvement in two national grants together with Landmark College. One funded by the Department of Education "Ensuring students with disabilities receive a quality higher education" and the second funded by the National Science Foundation: "Improving Access to Technological Education Programs and Careers for Community College Students with Learning Disabilities".
- Active member of the Disability awareness Coalition since 2006.
- Prior to employment with WNC, Susan spent 18 years working in private sector worker's compensation as a vocational rehabilitation counselor.

Master of Arts degree in Clinical Psychology-- West Chester University in Pennsylvania; 1987

Bachelor of Arts degree in Psychology-- Bloomsburg University in Pennsylvania; 1985

Certified Rehabilitation Counselor since 1992 (CRC # 00010000)

Other personnel employed by the Disability Support Services office as Letter of Appointment (LOA) or part time, temporary:

Administrative Aide

Instructional Aides

Tutor(s)

Certified ASL interpreters

Note takers (work study and LOA)

Mentors

Evidence of Effectiveness

Through a grant awarded by the Department of Education's 'Demonstration Project to Ensure Students with Disabilities Receive a Quality Higher Education' Program, a cohort of six two-year colleges partnered to share and develop best practices for supporting students with LD and/or AD/HD in the community college setting. WNC was selected to be one of the six colleges for this national grant. WNC was further honored to participate as a partner in a subsequent grant funded through the National Science Foundation (Appendix A). Below please find data related to the Demonstration grant which began in 2005:

Landmark Grant Data

Data Collection Needs for Year Two Baseline

Project Reporting Requirement #1

"The difference between the **rate** at which students with documented disabilities complete courses taught by faculty trained in project activities, and the **rate** at which other students complete these courses." (*Note: For Year Two, these data reflect baseline data for **ALL** faculty. In Year Three and Year Four, these data will reflect data for faculty trained in project activities.*)

1) We need data for "students with documented disabilities." Because there is no universally-accepted definition for learning disabilities, we are defining these students as "those who have a diagnosis in at least one of the following categories: conventional LD (such as dyslexia, NVLD, etc.), attention disorders (such as AD/HD, issues caused by TBI), Asperger's Syndrome, and/or autism spectrum disorders." We need the following data for EACH session that fell within the 2006-2007 academic year:

- Number of students with LD (NVLD, dyslexia, etc.)
- Number of students with attention disorders/AD/HD
- Number of students with Asperger's Syndrome
- Number of students with Autism Spectrum Disorders

2) For comparison purposes, we also need the following data for EACH session that fell within the 2006-2007 academic year:

- Number of students without any of the above documented diagnoses

3) We need data that reflect the number of students who "complete courses," which is defined as the "number of students who complete a course with anything other than a 'W' or 'F' grade." We need the following data for EACH session that fell within the 2006-2007 academic year, **divided into two categories – *students who have a diagnosis* (listed in 1, above)** and ***all students***:

- Number of courses finished with passing grade ('A' through 'D,' or 'P,' or 'S')
- Number of courses finished with a 'W'
- Number of courses finished with a 'F'

- Number of courses finished with an 'Incomplete'

4) We need data that reflect the number of "faculty trained in project activities," which is defined as "instructors who have received some kind of instruction in our program (online, on-site workshop, off-site workshop)." We need the following data for EACH session that fell within the 2006-2007 academic year (including mini-sessions, summer sessions):

- Number of full-time instructors at your site
- Number of part-time instructors at your site

Project Reporting Requirement #2

"The percentage of faculty [see definition in bullet #4, above] trained in project activities that incorporate elements of training into their classroom teaching."

5) Faculty who "incorporate elements of training" are "instructors who exhibit evidence of applying their training through self-ratings, student ratings, observations, and samples of materials and lessons." We will need data starting in Fall 2007:

- Percentage of instructors who rate themselves with at least "Sometimes" in response to an email/print survey question of "How often I incorporate elements of my training in my teaching: Never, Rarely, Sometimes, Frequently, Always"
- Percentage of students who rate their instructors with at least "Sometimes" in response to an email/print survey question of "How often my instructor does the following [trained method] in her/his 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

6) "Classroom teaching" is defined as "any activity that occurs with the instructor to receive course information or serve to validate learning, regardless of physical location." We will need data starting in Fall 2007:

- 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

Data Collection Sheet

College name: **Western Nevada College**

Description	Fall '06	Spring '07	Comments, Clarifications
Requirement #1: "The difference between the **rate** at which students with documented disabilities complete courses taught by faculty trained in project activities, and the **rate** at which other students complete these courses"			
STUDENT DIAGNOSIS DATA			
Number of students with conventional LD	23	15	
Number of students with attention disorders, AD/HD	6	2	
Number of students with Asperger's Syndrome			Asperger's Syndrome and Autism Spectrum Disorders are under the same code in SIS
Number of students with Autism Spectrum Disorders	1	1	
Number of students without any of the above documented diagnoses	754	709	
COURSE COMPLETION DATA FOR STUDENTS WITH A DIAGNOSIS (FROM THE ROWS ABOVE)			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	32	12	Duplicated Headcount
Number of courses finished with a 'W'	9	7	
Number of courses finished with a 'F'	1	1	
Number of courses finished with 'Incomplete'	0	1	
COURSE COMPLETION DATA FOR ALL STUDENTS AT SITE			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	656	567	Duplicated Headcount
Number of courses finished with a 'W'	253	205	
Number of courses finished with a 'F'	38	35	
Number of courses finished with 'Incomplete'	0	0	
FACULTY DATA			
Number of full-time instructors at site	9	9	
Number of part-time (adjunct) instructors at site			
Requirement #2: "The percentage of faculty trained in project activities that incorporate elements of training into their classroom teaching."			
TRAINING INCORPORATION DATA			
Percentage of instructors who rate themselves with at least "Sometimes" in response to an email/print survey question of "How often I incorporate elements of my training in my teaching: Never, Rarely, Sometimes, Frequently, Always"			
Percentage of students who rate their instructors with at least "Sometimes" in response to an email/print survey question of "How often my instructor does the following [trained method] in her/his 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			

Data Collection Sheet

This table may facilitate the process of collecting data for your site.

College name: **WESTERN NEVADA COLLEGE**
Specific site: _____

Description	Fall '08	Spring '09	Comments, Clarifications
Requirement #1: "The difference between the **rate** at which students with documented disabilities complete courses taught by faculty trained in project activities, and the **rate** at which other students complete these courses"			
STUDENT DIAGNOSIS DATA			
Number of students with conventional LD	30	30	
Number of students with attention disorders, AD/HD	5	6	
Number of students with Asperger's Syndrome			Asperger's and Autism Spectrum Disorder are under same code in SIS
Number of students with Autism Spectrum Disorders	2	5	
Number of students without any of the above documented diagnoses	1,231	1,254	
COURSE COMPLETION DATA FOR STUDENTS WITH A DIAGNOSIS (FROM THE ROWS ABOVE)			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	34	38	Duplicated Headcount
Number of courses finished with a 'W'	16	15	
Number of courses finished with a 'F'	4	2	
Number of courses finished with 'Incomplete'	1	0	
COURSE COMPLETION DATA FOR ALL STUDENTS AT SITE			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	1,172	1,074	Duplicated Headcount
Number of courses finished with a 'W'	353	389	
Number of courses finished with a 'F'	102	84	
Number of courses finished with 'Incomplete'	1	3	
FACULTY DATA			
Number of full-time instructors at site	13	13	
Number of part-time (adjunct) instructors at site	2	2	
Requirement #2: "The percentage of faculty trained in project activities that incorporate elements of training into their classroom teaching."			
TRAINING INCORPORATION DATA			
Percentage of instructors who rate themselves with at least "Sometimes" in response to an email/print survey question of "How often I incorporate elements of my training in my teaching: Never, Rarely, Sometimes, Frequently, Always"			
Percentage of students who rate their instructors with at least "Sometimes" in response to an email/print survey question of "How often my instructor does the following [trained method] in her/his			

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	Fall '08	Spring '09	Comments
Data needed to calculate "The difference between the **rate** at which students with documented disabilities complete courses taught by faculty trained in project activities, and the **rate** at which other students complete these courses"			
STUDENT DIAGNOSIS DATA			
Number of students with conventional LD	80	81	
Number of students with attention disorders, AD/HD	15	17	
Number of students with Asperger's Syndrome	12	14	Asperger's Syndrome and Autism 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	

COURSE COMPLETION DATA FOR STUDENTS WITH A DIAGNOSIS (FROM THE ROWS ABOVE)			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	236	253	
Number of courses finished with a 'W'	69	65	
Number of courses finished with a 'F'	22	12	
Number of courses finished with 'Incomplete'	0	0	
COURSE COMPLETION DATA FOR ALL STUDENTS AT SITE			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	9,348	9,948	
Number of courses finished with a 'W'	2,413	2,138	
Number of courses finished with a 'F'	431	392	
Number of courses finished with 'Incomplete'	1	19	
FACULTY DATA			
Number of full-time instructors at site	70	70	
Number of part-time (adjunct) instructors at site	221	246	

PROJECT DATA (for students in classes taught by trained faculty/staff)

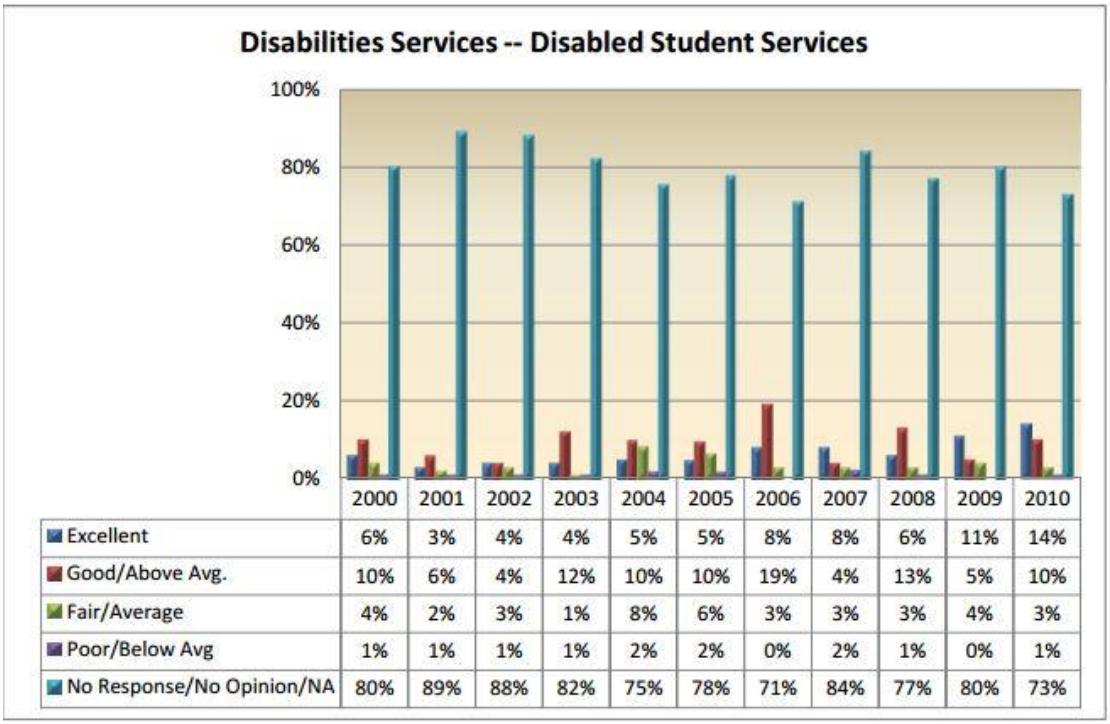
Description	Fall '08	Spring '09	Comments
Data needed to calculate "The difference between the **rate** at which students with documented disabilities complete courses taught by faculty **trained in project activities**, and the **rate** at which other students complete these courses"			
STUDENT DIAGNOSIS DATA			
Number of students with conventional LD	34	36	
Number of students with attention disorders, AD/HD	8	8	
Number of students with Asperger's Syndrome	3	5	Asperger's Syndrome and Autism 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	1,313	1,372	

COURSE COMPLETION DATA FOR STUDENTS WITH A DIAGNOSIS (FROM THE ROWS ABOVE)			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	42	48	
Number of courses finished with a 'W'	19	16	
Number of courses finished with a 'F'	4	3	
Number of courses finished with 'Incomplete'	0	0	
COURSE COMPLETION DATA FOR ALL STUDENTS AT SITE			
Number of courses finished with passing grade ('A' through 'D,' 'P,' or 'S')	1,257	1199	
Number of courses finished with a 'W'	391	421	
Number of courses finished with a 'F'	106	91	
Number of courses finished with 'Incomplete'	0	0	
FACULTY DATA			
Number of full-time instructors *trained in project activities*	14	14	
Number of part-time (adjunct) instructors *trained in project activities*	4	5	

During the 5 year grant cycle, full-time and part-time faculty at WNC participated in "best practices" training to improve education for students with learning disabilities in higher education. The data collected reflects student's rate of completion taught by faculty trained as part of the grant completed courses at a higher percentage than those taught by other faculty members. In Fall 08, course completion rate for all students with learning disabilities was 62% vs 65% for those taught by faculty trained. In Spring 09, the rates were 69% vs 72%.

Evidence of Satisfaction

Recent Graduate Survey 2000-2010



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Excellent	6%	3%	4%	4%	5%	5%	8%	8%	6%	11%	14%
Good/Above Avg.	10%	6%	4%	12%	10%	10%	19%	4%	13%	5%	10%
Fair/Average	4%	2%	3%	1%	8%	6%	3%	3%	3%	4%	3%
Poor/Below Avg	1%	1%	1%	1%	2%	2%	0%	2%	1%	0%	1%
No Response/No Opinion/NA	80%	89%	88%	82%	75%	78%	71%	84%	77%	80%	73%

ORS #2270

This survey reflects data from 2000-2010 of recent graduates specifically for Disability Support Services. Of the respondents who utilized DSS services, 75% rated DSS services either "good" or "excellent" in 2007; in 2008, the rating was 82%; in 2009, 80%; and in 2010, 88%.

Community College Survey of Student Engagement

2010 Frequency Distributions - Western Nevada College

Less than Full-time

Item		Your College		Medium Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1g . Frequency: Financial aid advising	Do not know/not applicable	99	35.2	6974	25.0	26389	25.1
	Rarely/never	87	31.0	8970	32.1	34858	33.1
	Sometimes	63	22.4	7319	26.2	27202	25.8
	Often	32	11.4	4663	16.7	16835	16.0
	Total	281	100.0	27926	100.0	105284	100.0
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	96	33.9	4768	17.0	17823	16.9
	Rarely/never	81	28.6	7607	27.2	29120	27.6
	Sometimes	47	16.6	8162	29.2	30586	29.0
	Often	59	20.8	7453	26.6	27959	26.5
	Total	283	100.0	27990	100.0	105488	100.0
13.1i . Frequency: Student organizations	Do not know/not applicable	139	50.0	12010	43.2	44775	42.8
	Rarely/never	116	41.7	12375	44.6	46925	44.8
	Sometimes	15	5.4	2476	8.9	9484	9.1
	Often	8	2.9	912	3.3	3478	3.3
	Total	278	100.0	27773	100.0	104662	100.0
13.1j . Frequency: Transfer credit assistance	Do not know/not applicable	122	43.4	10615	37.9	39397	37.3
	Rarely/never	96	34.2	10318	36.8	39368	37.3
	Sometimes	52	18.5	5363	19.2	20285	19.2
	Often	11	3.9	1705	6.1	6506	6.2
	Total	281	100.0	28001	100.0	105556	100.0
13.1k . Frequency: Services for people with disabilities	Do not know/not applicable	172	61.4	16752	59.7	62722	59.3
	Rarely/never	83	29.6	9188	32.8	35125	33.2
	Sometimes	7	2.5	1161	4.1	4340	4.1
	Often	18	6.4	946	3.4	3575	3.4
	Total	280	100.0	28047	100.0	105762	100.0
13.2a . Satisfaction: Academic advising/planning	Not applicable	86	31.2	5900	21.4	22237	21.4
	Not at all	28	10.1	2775	10.1	10376	10.0
	Somewhat	105	38.0	11442	41.5	43600	42.0
	Very	57	20.7	7437	27.0	27609	26.6
	Total	276	100.0	27554	100.0	103822	100.0
13.2b . Satisfaction: Career Counseling	Not applicable	116	42.5	12195	44.8	45438	44.2

Community College Survey of Student Engagement

2010 Frequency Distributions - Western Nevada College

Less than Full-time

Item		Your College		Medium Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.2k . Satisfaction: Services for people with disabilities	Not applicable	205	76.5	20513	76.3	77253	76.4
	Not at all	19	7.1	2069	7.7	7575	7.5
	Somewhat	17	6.3	2281	8.5	8807	8.7
	Very	27	10.1	2013	7.5	7443	7.4
	Total	268	100.0	26876	100.0	101078	100.0
13.3a . Importance: Academic advising/planning	Not at all	68	24.9	3238	11.8	12082	11.7
	Somewhat	58	21.2	7380	26.9	27811	27.0
	Very	147	53.8	16769	61.2	63237	61.3
	Total	273	100.0	27387	100.0	103130	100.0
13.3b . Importance: Career counseling	Not at all	81	29.9	6158	22.8	22883	22.5
	Somewhat	67	24.7	7414	27.5	28128	27.6
	Very	123	45.4	13419	49.7	50778	49.9

Less than Full-time

Item		Your College		Medium Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
.3i . Importance: Student organizations	Not at all	136	52.9	11702	44.6	44038	44.5
	Somewhat	75	29.2	8734	33.3	32826	33.1
	Very	46	17.9	5827	22.2	22184	22.4
	Total	257	100.0	26263	100.0	99048	100.0
.3j . Importance: Transfer credit assistance	Not at all	93	35.4	7828	29.4	29344	29.2
	Somewhat	42	16.0	5712	21.4	21431	21.3
	Very	128	48.7	13104	49.2	49626	49.4
	Total	263	100.0	26644	100.0	100401	100.0
.3k . Importance: Services for people with disabilities	Not at all	124	47.3	11168	42.0	42447	42.4
	Somewhat	34	13.0	3901	14.7	14793	14.8
	Very	104	39.7	11502	43.3	42814	42.8
	Total	262	100.0	26571	100.0	100054	100.0
la . Working full-time	Not Likely	128	44.4	11265	39.3	42017	38.8
	Somewhat Likely	46	16.0	6185	21.6	23393	21.6
	Likely	45	15.6	5183	18.1	19699	18.2

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

Satisfaction #'s: 17 of 268 surveyed indicated "somewhat" satisfied; 27 of 268 indicated "very" satisfied.

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

8 20-29

2 30-39

6 40-49

7 50-59

1 60 and over

Q4 What is your ethnicity?

1 American Indian/Alaskan

2. Asian/Pacific Islander

3. Black Non-Hispanic

2 Hispanic

22 White Non-Hispanic

1 Other

Q5 What is your gender?

15 Male

12 Female

Q6 I plan to enroll in

5 12 or more credits

3 9-11 credits

8 6-8 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.

22

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

Q2 I would recommend this orientation to a friend.

63% Strongly Agree

37% Agree

0% No Opinion

0% Disagree

0% Strongly Disagree

Q3 What is your age?

11% 19 or younger

30% 20-29

7% 30-39

22% 40-49

26% 50-59

4% 60 and over

Q4 What is your ethnicity?

4% American Indian/Alaskan

0% Asian/Pacific Islander

0% Black Non-Hispanic

8% Hispanic

85% White Non-Hispanic

4% Other

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

76% Extra time on exams

33% Note taker or copy of PowerPoint presentation

0% Sign language interpreter, CART, or Typewell

24% Text books in alternate format

5% FM listening systems

0% Enlarged books or exams

67% Tutoring (one-on-one) if necessary

10% Exam can be read or scribed

29% Student may *use* computer (word processor) with spell check for essay *exams*

29% Recorded lectures

Other *100%*

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

100%

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:

- Much valuable information which will be very helpful.
- I enjoyed all of the orientation.
- I like the fact that you can go up to the instructor and talk to them if you are vague about something. It's real cool to hear someone will be here for you for whatever reason.
- Wish there would have been note it was seminar first, not just open house. Enjoyed Susan and Diane's talk.
- Fun, Reassuring!
- As a parent I think something like this is wonderful-maybe a couple more through-out the semester to see how things are going.
- I didn't know about Vocational Rehabilitation before this meeting.
- Very informative very nice and helpful.
- Great information concerning vocational rehabilitation.
- I liked the comments about Vocational Rehabilitation.

As mentioned in the "Quality of Program, Faculty and Staff" section above, WNC DSS office staff were evaluated by part time LOA employees to determine satisfaction with our services from an employee perspective. Below are the results of this assessment:

DISABILITY SUPPORT SERVICES STAFF EVALUATION *Data from 2010*

Thank you for taking the time to complete this survey so that we can ensure quality services to WNC students.

Results of this survey will be kept confidential. IR takes its responsibility for the confidentiality of data very seriously and adheres to the Association of Institutional Research Code of Ethics, Section III, Confidentiality: <http://www.airweb.org/page.asp?page=140>

Q1 **Indicate your level of agreement with the following statements regarding the Disability Support Services Office:**

	Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*	*Not Applicable*
Staff members listen well.	12 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Staff are professional.	10 (83%)	2 (17%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Staff are helpful in resolving problems.	11 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Staff respond to my requests in a timely manner.	11 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Q2 **Please rate your degree of satisfaction with the Disability Support Services Office in the following areas:**

	Very Satisfied	*Satisfied*	*No Opinion*	*Dissatisfied*	*Very Dissatisfied*	*Not Applicable*
Accessibility.	12 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Efficiency of service.	12 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Accuracy of information or advice.	11 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Usefulness of information or advice.	10 (83%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	1 (8%)
Responsiveness to requests and other inquiries.	11 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Communication about services offered.	9 (75%)	0 (0%)	0 (0%)	1 (8%)	0 (0%)	2 (17%)

Q3 **Indicate your level of agreement with the following statements regarding the Disability Support Office:**

	Strongly Agree	*Agree*	*No Opinion*	*Disagree*	*Strongly Disagree*	*Not Applicable*
This department supports teamwork and collaboration across the college community.	11 (92%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)
This department's hours of operation are adequate to meet my needs.	9 (75%)	2 (17%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)
Overall, this department provides quality customer service.	12 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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

- "I am truly impressed with how the office runs. I am very thankful I work in this department."
- "Services are great; however there were students who questioned what services were available to whom."
- "Perhaps the option for students to meet outside of class with interpreters for tutoring, etc. sometimes students request this and DSS has provided support services."

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

- "I can't think of 3 things that need to be done in this department."
- "list all services available"
- "Provide a handbook to new providers detailing what should be expected from us."
- "Make available any info on any emergency action plan that exists detailing exactly what should be done for students who have a disability in an actual emergency (i.e. hearing impaired during a lock down drill, blind students during fire drill, etc.)"
- "Adhere to RID and EIPA professional standards when hiring interpreters for deaf students"
- "Continue educating instructors on the proper use of interpreters in the classroom, especially what to expect the first day of classes."
- "Notify interpreters of class cancellations initiated by a teacher."
- "Every time I work with them services have been top notch."

Q6 **Comments or suggestions regarding the Disability Support Office.**

- "We as employees are treated with respect. The staff is kind, helpful and considerate of our needs."
- "I had a great experience, only wish I could do it again as I learned a lot on how to help disabled students."
- "Great job-really enjoy working with you!"
- "The staff in the DSS are exceptional! I have always felt 100% supported and informed; they truly care about people they serve. Thank you, DSS for all you do."
- "staff is extremely friendly and committed to providing quality customer service"
- The employees of the DSS excellently represent WNC."
- "In my association with the office, I have seen a very high level of professional service with respect to myself as a contract worker and those afforded to my students."

In the past, the number of students with disabilities at institutions of higher education in Nevada was tied to "formula funding". The NSHE system office would request the total number of students served by WNC's DSS office annually. Presently, this information is no longer tied to "formula funding" and has not been requested by the NSHE system office for several years, but WNC DSS has continued to track the total number of students served as well as their primary disability category. Below are tables and graphs that depict total number of students served by semester and by primary disability.

DSS Yearly data 2007-2013

Spring Semester 2007

Western Nevada Community College provides disability support services to individuals with documented disabilities who seek to participate in college programs or services and request accommodations.

- 201 students requested services
- 187 students provided documentation of their disability, were registered for Spring 2007 classes, and were provided accommodations.
    - Carson Campus: 137
    - Douglas Campus: 19
    - Fallon Campus: 21
    - Web classes only: 10

Disability	Number of Students	Percentage
ADD/ADHD	14	7%
Alcohol Dependence	0	0%
Aspergers Syndrome/Autism	8	4%
Deaf/Hearing Impaired	16	8%
Learning Disabled	52	27%
Medical Disability	17	9%
Mental Retardation/DD	0	0%
Neurological	10	5%
Orthopedic	31	16%
Psychological	22	11%
Traumatic Brain Injury	5	2%
Visual Impairment/Blind	12	6%

Fall Semester 2007

- **237** students requested services
- **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	1	0%
Aspergers Syndrome/Autism	10	4%
Cognitive	12	5%
Developmental	6	3%
Hearing/Deaf	23	10%
Learning Disability	75	34%
Other Health Related	16	7%
Physical Disability	25	11%
Psychological	21	9%
Temporary	1	0%
Visual Impairment/Blind	13	6%

Disability categories have changed since the last reporting period to remain consistent with NSHE disability reporting categories. While some students have multiple disabilities, only their primary disability is recorded.

Spring Semester 2008

- **251** students requested services

- **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	1	>1%
Temporary	1	>1%
Visual Impairment/Blind	16	7%

Fall Semester 2008

243 = Total # of students that provided documentation of their disability, were registered for fall classes, 2008, and were provided accommodations.

Broken Down per Campuses:

Campuses	Number of Students	Percentage
Carson City Campus	187	77%
Douglas Campus	18	7%
Fallon Campus	22	9%
Fernley Campus	1	<1%
Hawthorne	1	<1%
Web	14	5%
Total # of Students & %	**243**	**100%**

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	10	4%
Addicted Substance	1	<1%
Aspergers Syndrome/Autism	13	5%
Cognitive	10	4%
Developmental	2	1%
Hearing/Deaf	19	8%
Learning Disability	77	31%
Other Health Related	19	8%
Physical Disability	42	17%
Psychological	33	13%
Speech	2	>1%

Temporary	1	<1%
Visual Impairment/Blind	14	6%
Total # of Students & %	**243**	**100%**

Spring Semester 2009

266 = Total # of students that provided documentation of their disability, were registered for spring classes, 2009, and were provided accommodations.

Broken Down per Campuses:

Campuses	Number of Students	Percentage
Carson City Campus	212	80%
Douglas Campus	16	5%
Fallon Campus	25	9%
Fernley Campus	1	<1%
Lovelock Campus	1	<1%
Prison	1	<1%
Yerington Campus	1	<1%
Web	9	2%
Total # of Students & %	**266**	**100%**

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	16	6%
Addicted Substance	1	<1%
Aspergers Syndrome/Autism	13	5%
Cognitive	11	4%
Developmental	6	2%
Hearing/Deaf	23	9%
Learning Disability	89	33%
Other Health Related	19	7%
Physical Disability	40	15%

Psychological	31	12%
Speech	3	<1%
Visual Impairment/Blind	14	5%
Total # of Students & %	**266**	**100%**

Fall Semester 2009

307 = Total # of students that provided documentation of their disability, and registered for fall classes, 2009.

Broken Down per Campus:

Campuses	Number of Students	Percentage
Carson City Campus	238	77%
Douglas Campus	22	7%
Fallon Campus	31	10%
Fernley Campus	2	<1%
Hawthorne	2	<1%
Prison	2	1%
Web	10	3%
Total # of Students & %	**307**	**100%**

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	21	7%
Aspergers Syndrome/Autism	18	6%
Cognitive	13	4%
Developmental	5	2%
Hearing/Deaf	19	6%
Learning Disability	96	31%
Other Health Related	32	10%
Physical Disability	48	16%
Psychological	37	12%
Speech	2	<1%

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

Spring Semester 2010

314 = Total # of students that provided documentation of their disability, were registered for spring classes, 2010, and were provided accommodations.

Broken Down per Campus:

Campuses	Number of Students	Percentage
Carson City Campus	223	71%
Douglas Campus	25	8%
Fallon Campus	37	12%
Fernley Campus	3	1%
Hawthorne	1	0%
Lovelock	1	0%
Prison	1	0%
Web	21	7%
Yerington	2	1%
Total # of Students & %	**314**	**100%**

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	25	8%
Addictive Substances	1	0%
Aspergers Syndrome/Autism	15	5%
Cognitive	14	4%
Developmental	7	2%
Hearing/Deaf	18	6%
Learning Disability	98	31%
Other Health Related	30	10%

Physical Disability	44	14%
Psychological	45	14%
Speech	5	2%
Temporary	0	0%
Visual Impairment/Blind	12	4%
Total # of Students & %	**314**	**100%**

Fall Semester 2010

357 students served during Fall 2010 semester

319 = Total # of students that provided documentation of their disability, were registered for Fall 2010, and upon request were provided accommodations.

Broken Down per Campus:

Campuses	Number of Students	Percentage
Carson City Campus	229	72%
Douglas Campus	22	7%
Fallon Campus	37	11%
Fernley Campus	6	2%
Hawthorne	1	>1%
Lovelock	1	>1%
Prison	1	>1%
Web	22	7%
Total # of Students & %	**319**	**100%**

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	27	8%
Addictive Substances	3	1%
Aspergers Syndrome/Autism	12	4%
Cognitive	14	4%
Developmental	3	1%
Hearing/Deaf	20	6%
Learning Disability	81	25%
Other Health Related	32	10%

Physical Disability	59	18%
Psychological	49	15%
Speech	2	1%
Temporary	5	2%
Visual Impairment/Blind	12	4%
Total # of Students & %	**319**	**100%**

Spring Semester 2011

312 = Total # of students that provided documentation of their disability, were registered for Spring classes, 2011, 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	7%
Learning Disability	86	28%
Other Health Related	29	9%
Physical Disability	45	14%
Psychological	61	20%
Speech	2	1%
Substance abuse	2	1%
Visual Impairment/Blind	17	5%
Total # of Students & %	**312**	**100%**

Fall Semester 2011

305 = Total # of students that provided documentation of their disability, were registered for Fall classes, 2011, and were provided accommodations.

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	31	10%
Cognitive	10	3%
Developmental	3	1%
Hearing/Deaf	22	7%
Learning Disability	79	26%
Other Health Related	34	11%
Physical Disability	45	15%
Psychological	63	21%
Speech	3	1%
Substance abuse	1	<1%
Visual Impairment/Blind	14	5%
Total # of Students & %	**305**	**100%**

Spring Semester 2012

269 = Total # of students that provided documentation of their disability, were registered for Spring classes, 2012, and were provided accommodations.

Broken Down per Disability:

Disability	Number of Students	Percentage
ADD/ADHD	24	9%
Cognitive	7	3%
Developmental	2	1%
Hearing/Deaf	23	8%
Learning Disability	74	27%
Other Health Related	29	11%
Physical Disability	37	14%
Psychological	58	22%
Speech	1	<1%
Substance Abuse	1	<1%
Visual Impairment/Blind	13	5%
Total # of Students & %	**269**	**100%**

Fall Semester 2012

277= Total # of students that provided documentation of their disability, were registered for Fall 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%
Learning Disability	85	31%
Other Health Related	25	9%
Physical Disability	34	12%
Psychological	62	22%
Speech	2	1%
Visual Impairment/Blind	10	4%
Total # of Students & %	**277**	**100%**

Spring Semester 2013

284 = Total # of students that provided documentation of their disability, were registered for 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%**

Fall Semester 2013

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

Broken Down per Disability:

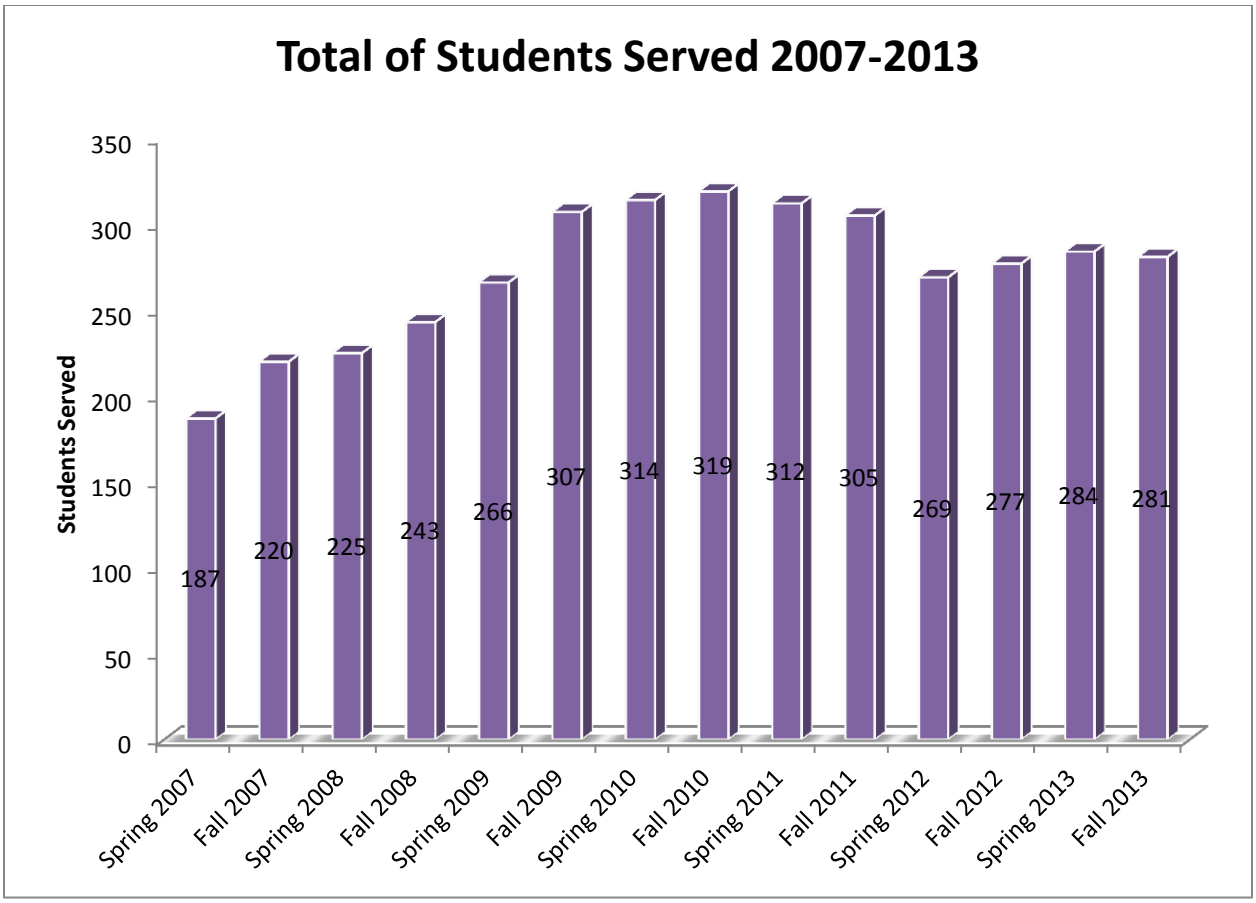
Disability	Number of Students	Percentage
ADD/ADHD	31	11%
Cognitive	7	2%
Developmental	3	1%
Hearing/Deaf	16	6%
Learning Disability	84	30%
Other Health Related	28	10%
Physical Disability	34	12%
Psychological	61	22%
Speech	3	1%
Substance abuse	1	<1%
Visual Impairment/Blind	13	5%
Total # of Students & %	**281**	**100%**

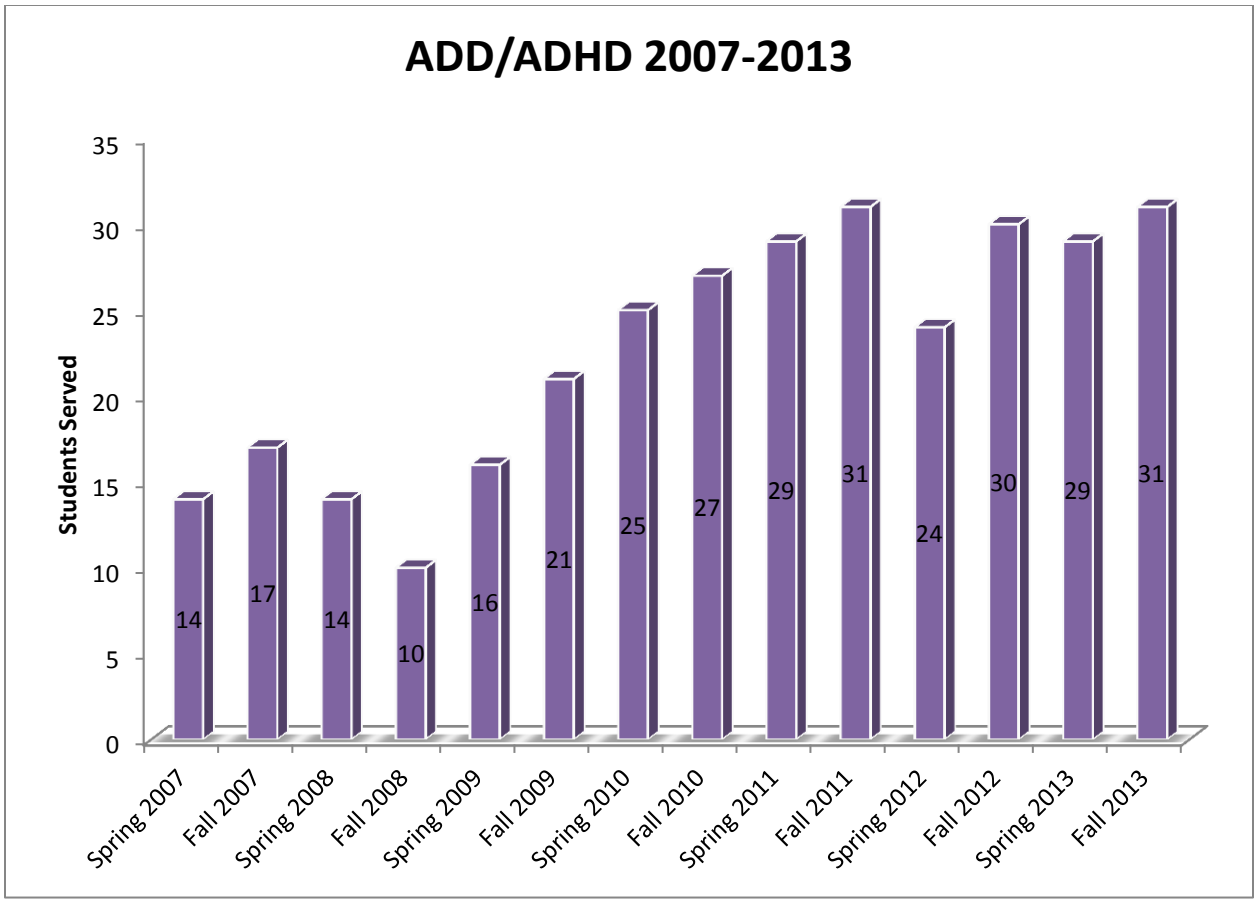
Types of Services Offered (in 2007)

- Disability Counseling
- Liaison with:
    - Faculty
    - Staff
    - High Schools
    - Referring agencies and other colleges
    - NSHE Disability Service providers
- 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
    - Franklin Spellers
    - Talking Calculators
    - Tape Recorders with and without Voice Activated capability
    - FM Listening Systems
    - Books on tape and CD Rom
    - Victor Classic and Victor Vibe portable CD players
- Interpreter Services
    - ASL Interpreters
    - Captioners, Real-time Reporters
- NCR Paper
- Note takers, Instructional Aids, Proctors, Readers, Scribes
- Referrals made to:
    - Academic counseling/advisement
    - Bureau of Services for the Blind
    - Bureau of Vocational Rehabilitation
    - Financial Aid
    - Mental Health agencies
    - Testing facilities and psychologists
    - Tutoring- Academic Skills Centers
    - GED/ABE Center
- Room Accommodations
- Test-taking Accommodations
    - Distraction free room
    - More time on exams

Types of Services Offered (in 2013)

- Disability Counseling
- Liaison with:
    - Faculty
    - Staff
    - High Schools
    - Referring agencies and other colleges
    - NSHE Disability Service providers
- Adaptive Equipment/Technology
    - Chairs
    - Wheelchair tables
    - Ergonomic Keyboards
    - Keyboard with guard and enlarged keys
    - Roller Balls- Ergonomic mouse/joystick mouse
    - Livescribe Echo pens
    - JAWS- Screen Reader Program- version 12
    - Premier tools
    - Dragon Naturally Speaking- Voice Recognition Software
    - Magnifiers- Zoomtext and portables
    - Franklin Spellers
    - Talking Calculators
    - Digital recorders
    - FM Listening Systems
    - Textbooks in PDF format for use with Premier
- Interpreter Services
    - ASL Interpreters
    - Captioners, Real-time Reporters; Typewell transcription
- NCR Paper
- Note takers, Instructional Aids, Proctors, Readers, Scribes
- Referrals made to:
    - Bureau of Services for the Blind
    - Bureau of Vocational Rehabilitation
    - Financial Aid
    - Mental Health agencies
    - Testing facilities and psychologists
    - Tutoring- Academic Skills Centers
    - Adult Literacy and Language office
- Room Accommodations
- Test-taking Accommodations
    - Distraction free room
    - More time on exams


Total of Students Served 2007-2013
Students Served
350
300
250
200
150
100
50
0
187
220
225
243
266
307
314
319
312
305
269
277
284
281
Spring 2007
Fall 2007
Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010
Spring 2011
Fall 2011
Spring 2012
Fall 2012
Spring 2013
Fall 2013


ADD/ADHD 2007-2013
Students Served
0
5
10
15
20
25
30
35
14
17
14
10
16
21
25
27
29
31
24
30
29
31
Spring 2007
Fall 2007
Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010
Spring 2011
Fall 2011
Spring 2012
Fall 2012
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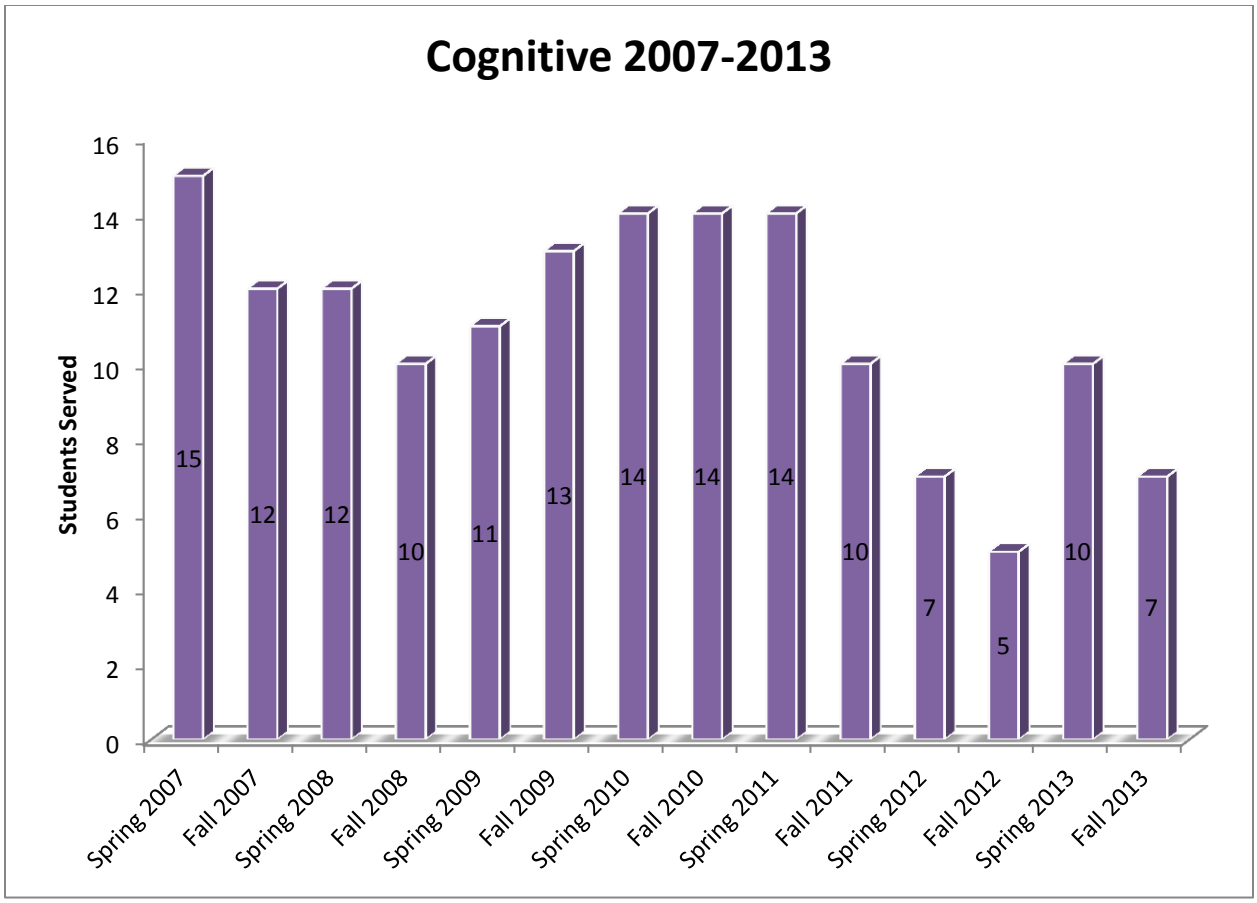
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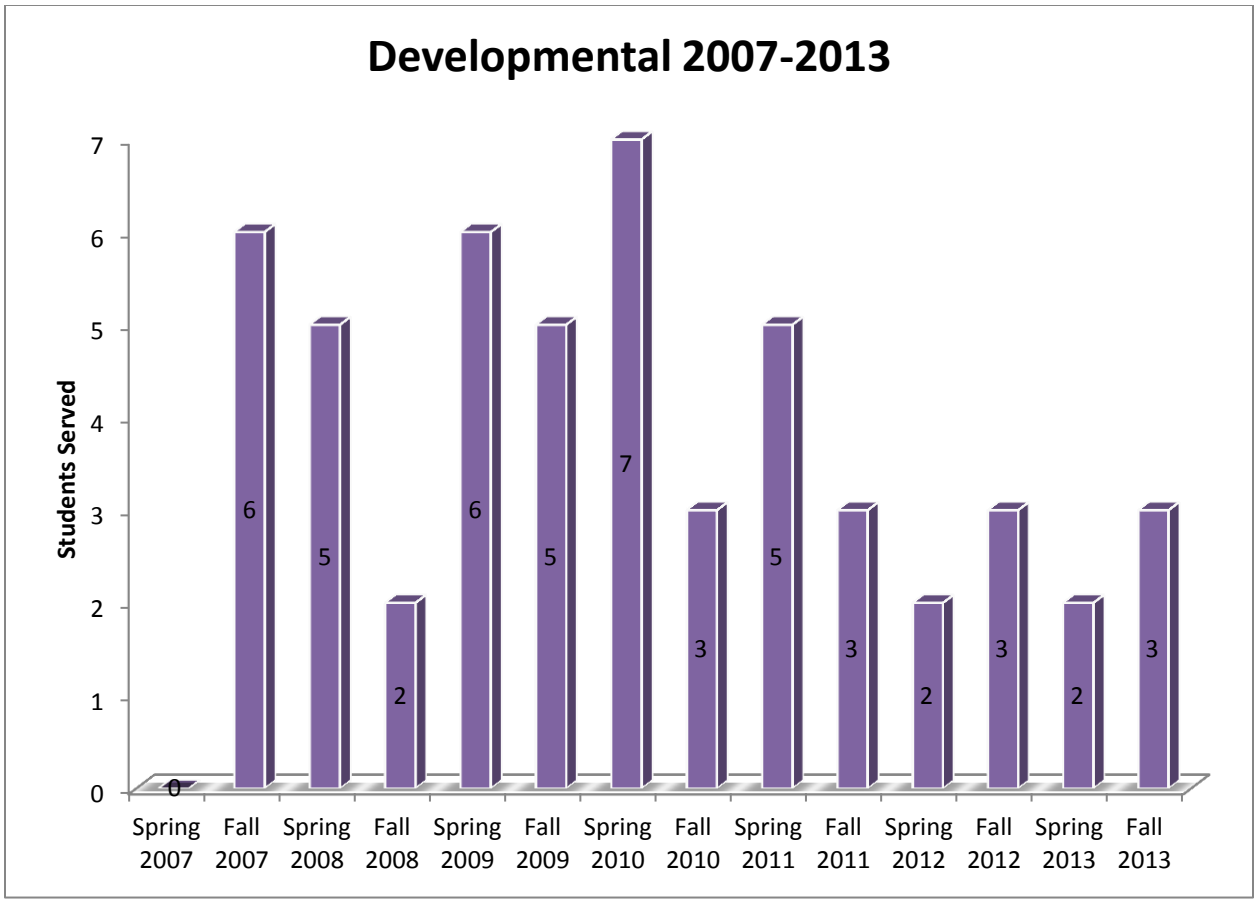
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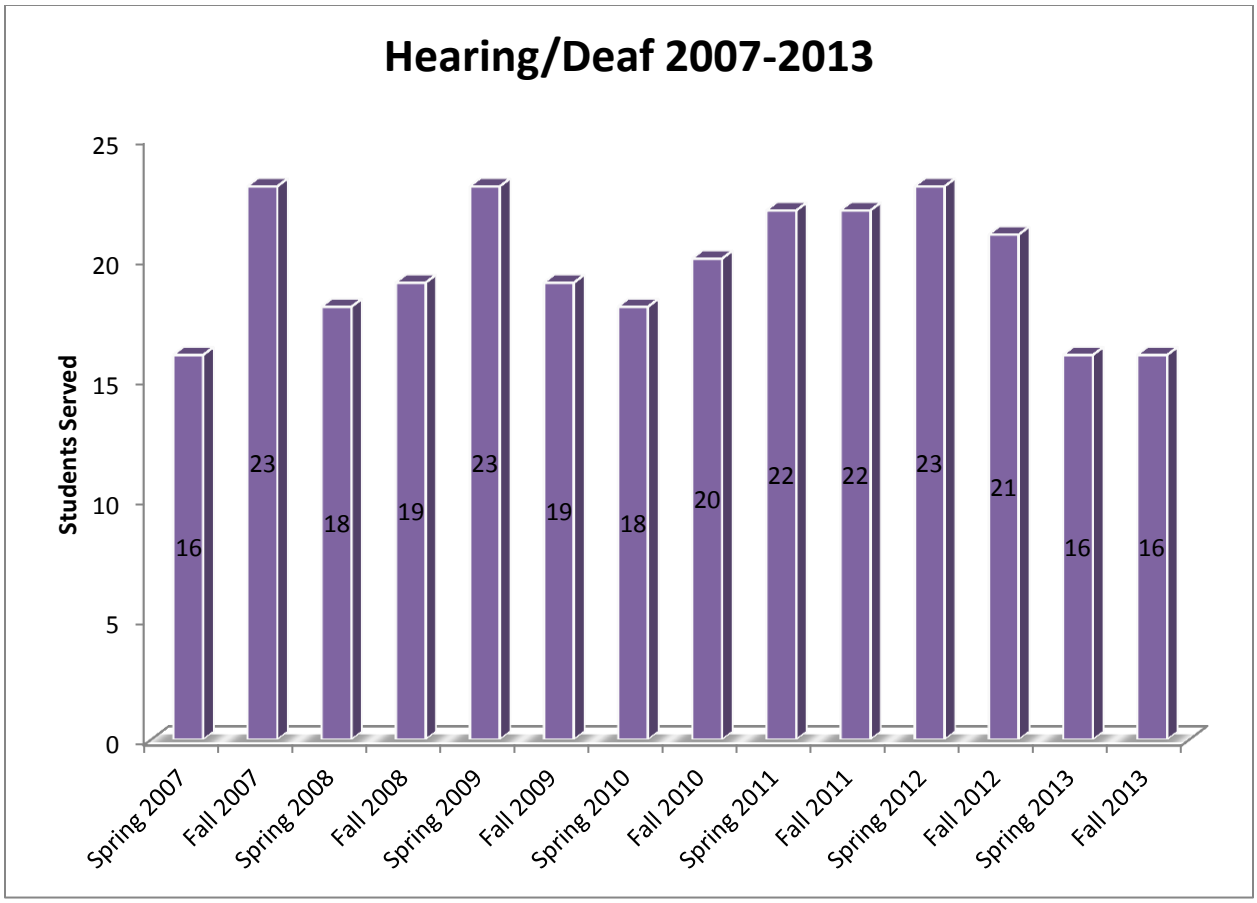
Hearing/Deaf 2007-2013
Students Served
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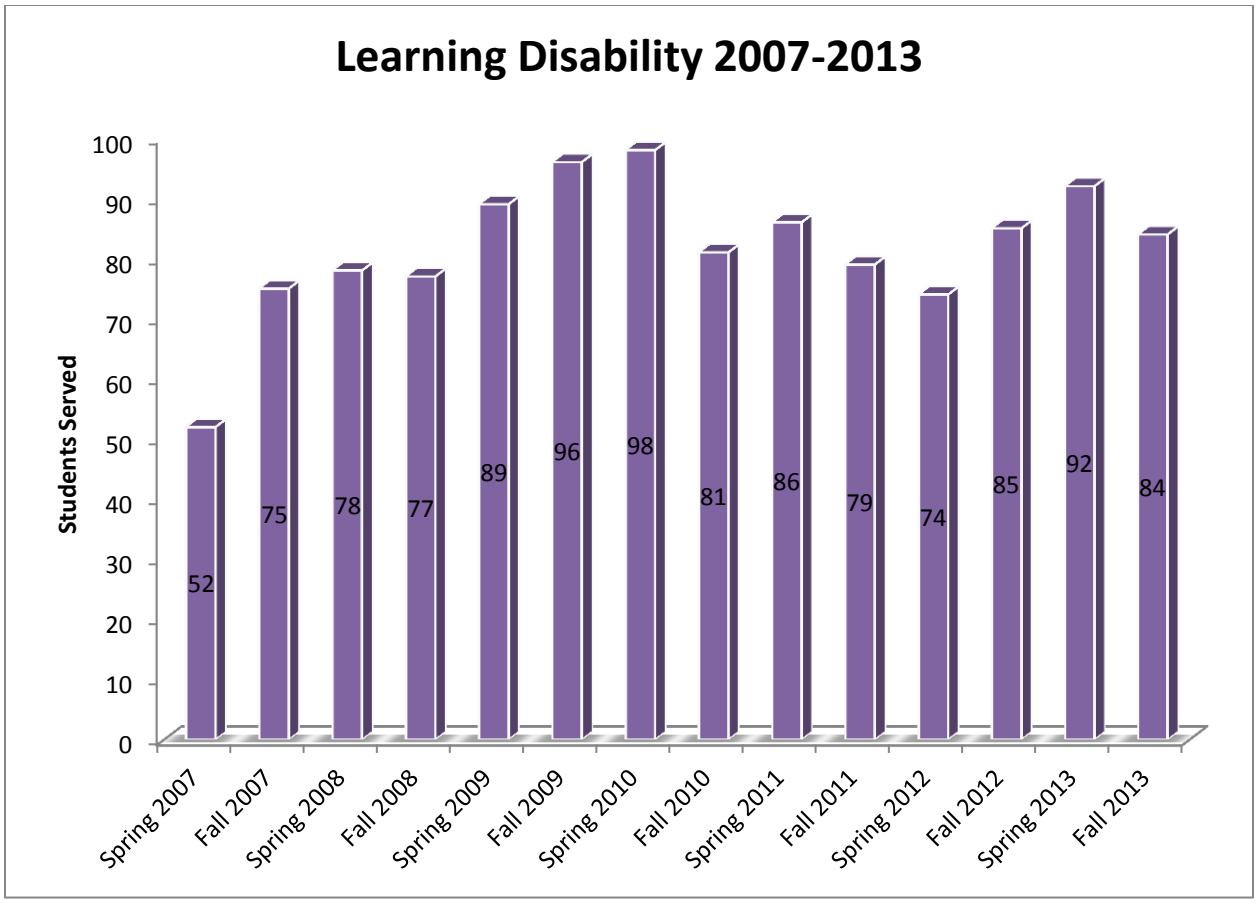
Learning Disability 2007-2013
Students Served
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96
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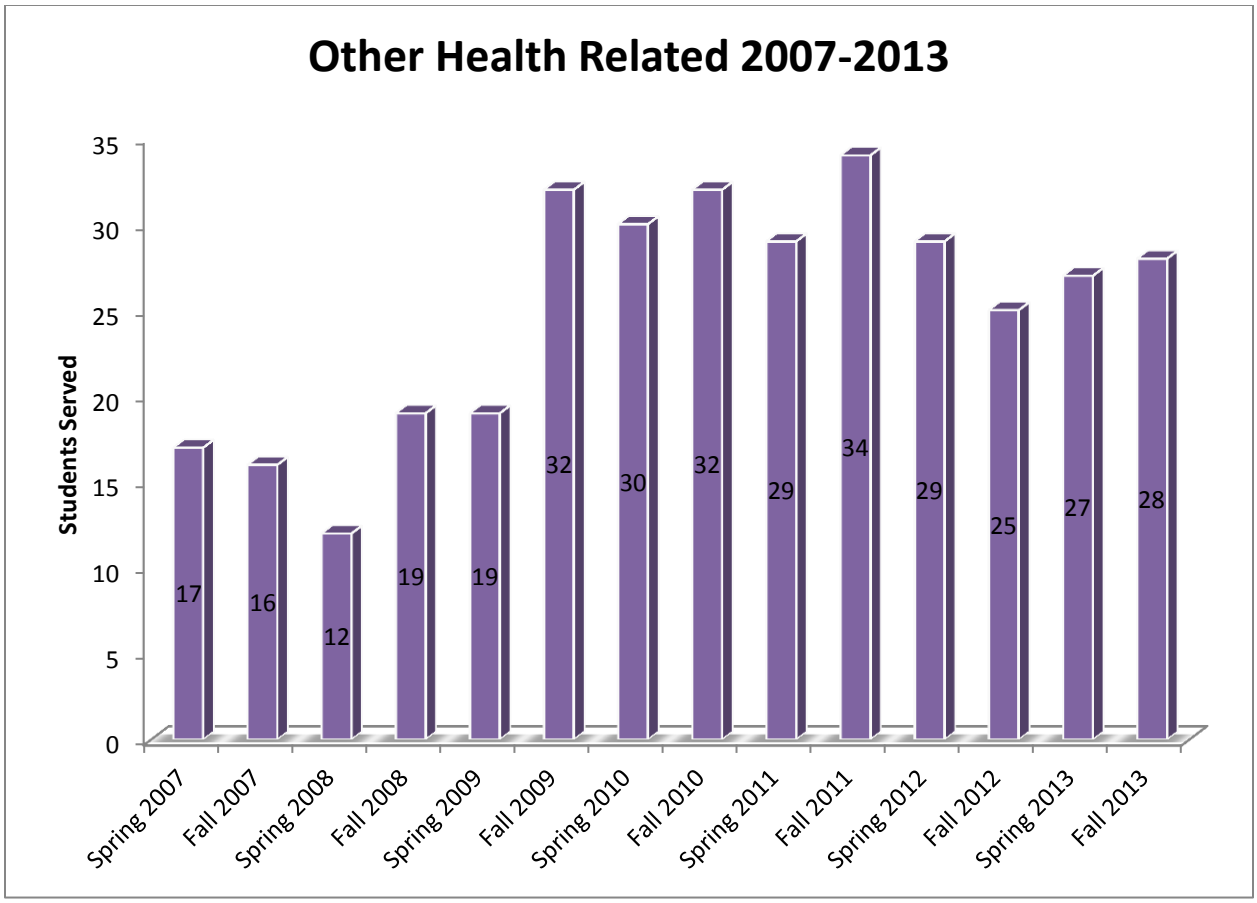
Other Health Related 2007-2013
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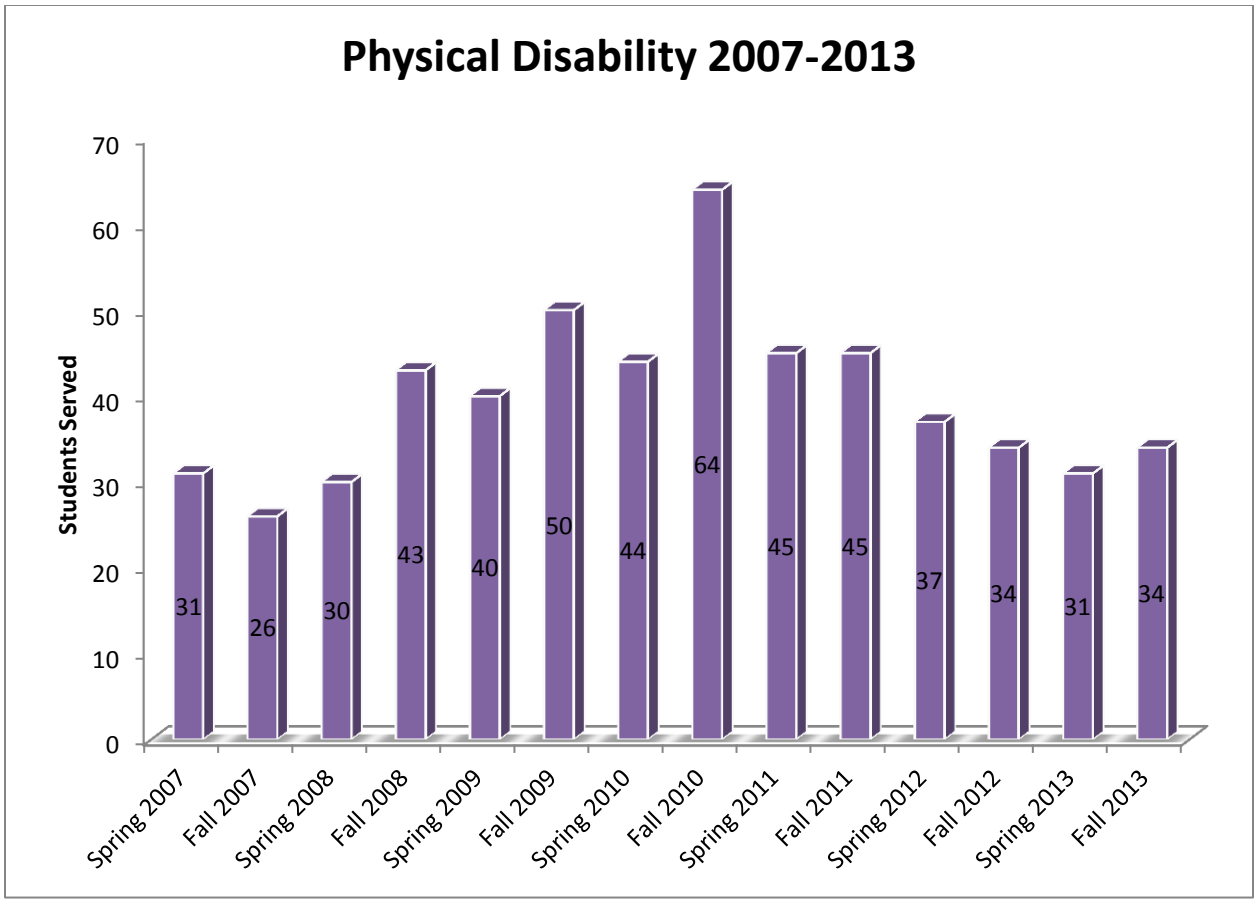
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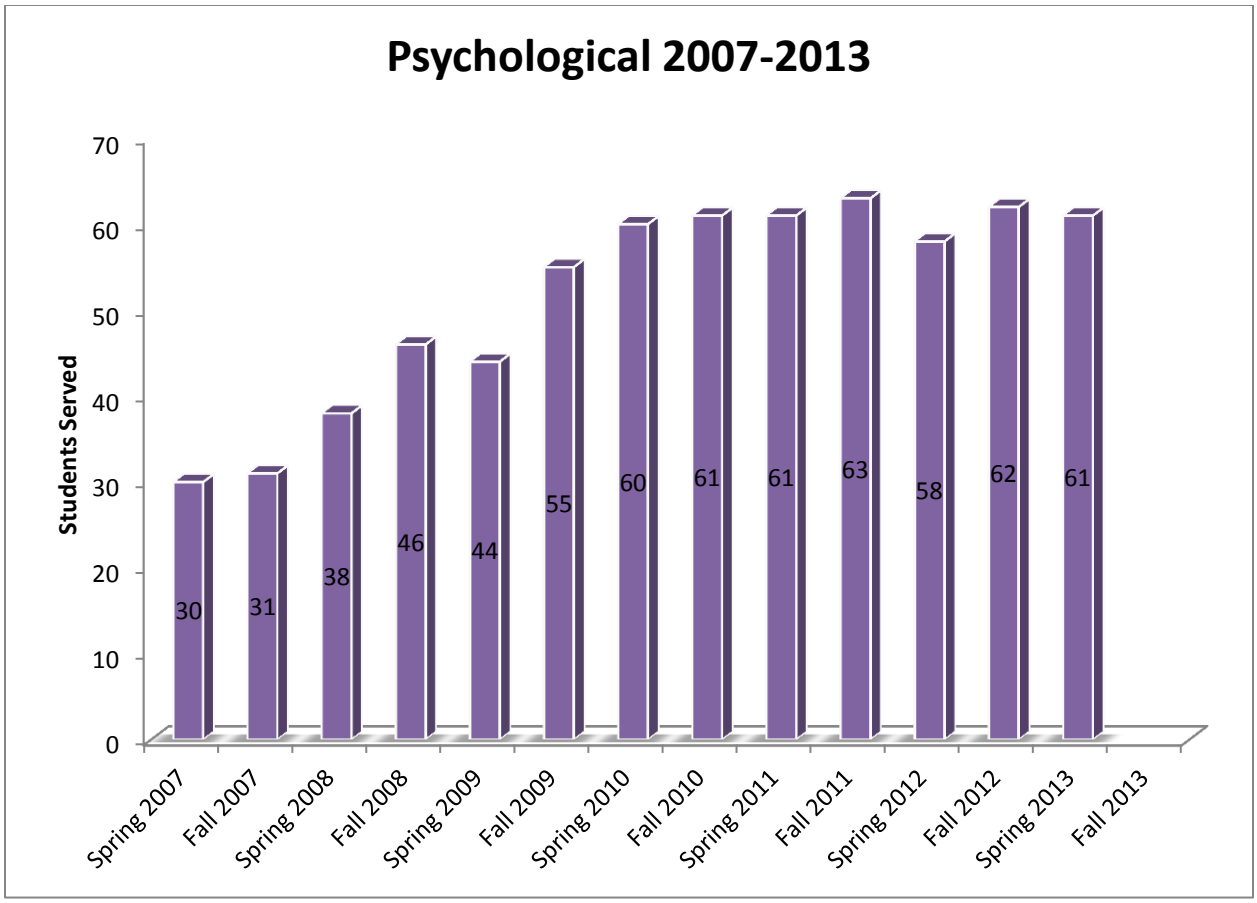
Psychological 2007-2013
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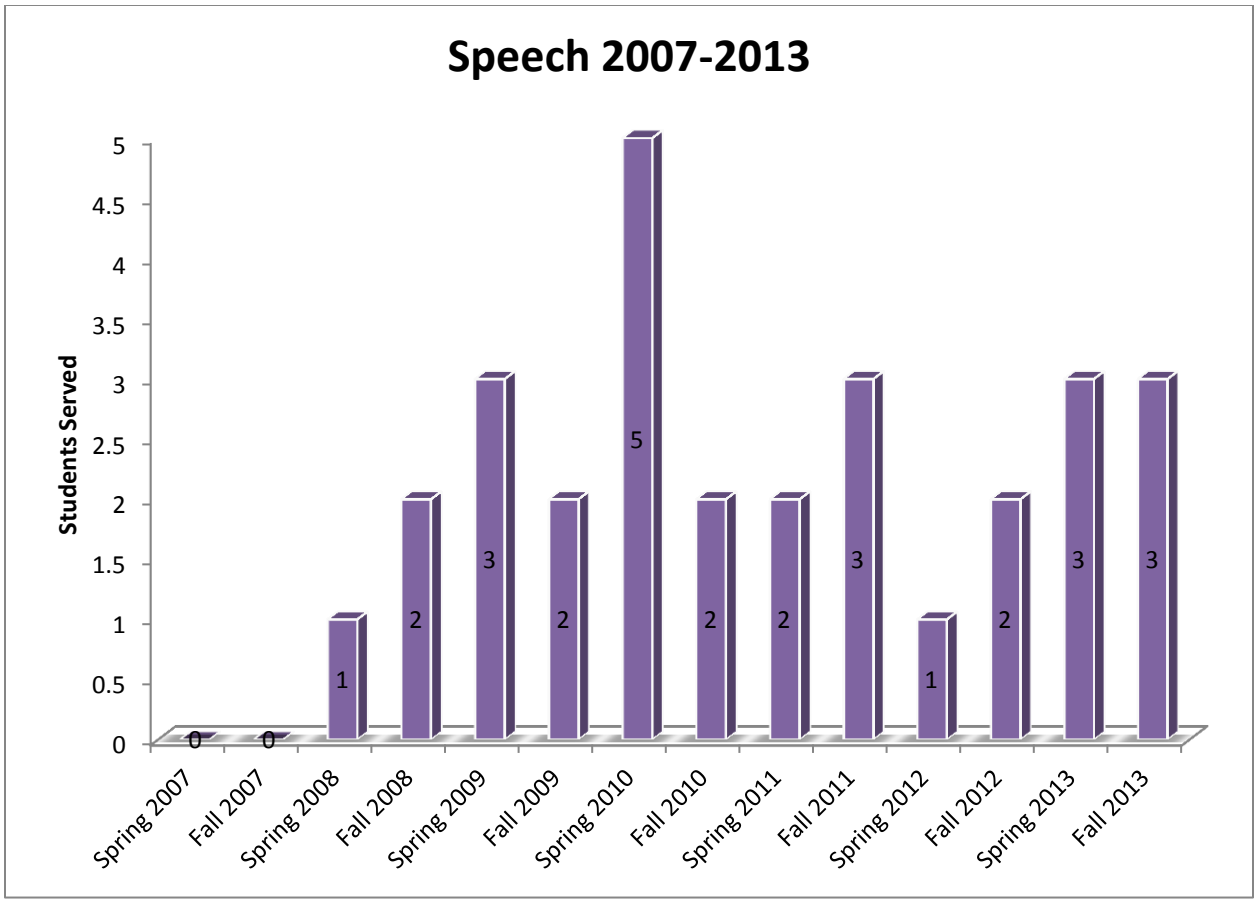
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Students Served
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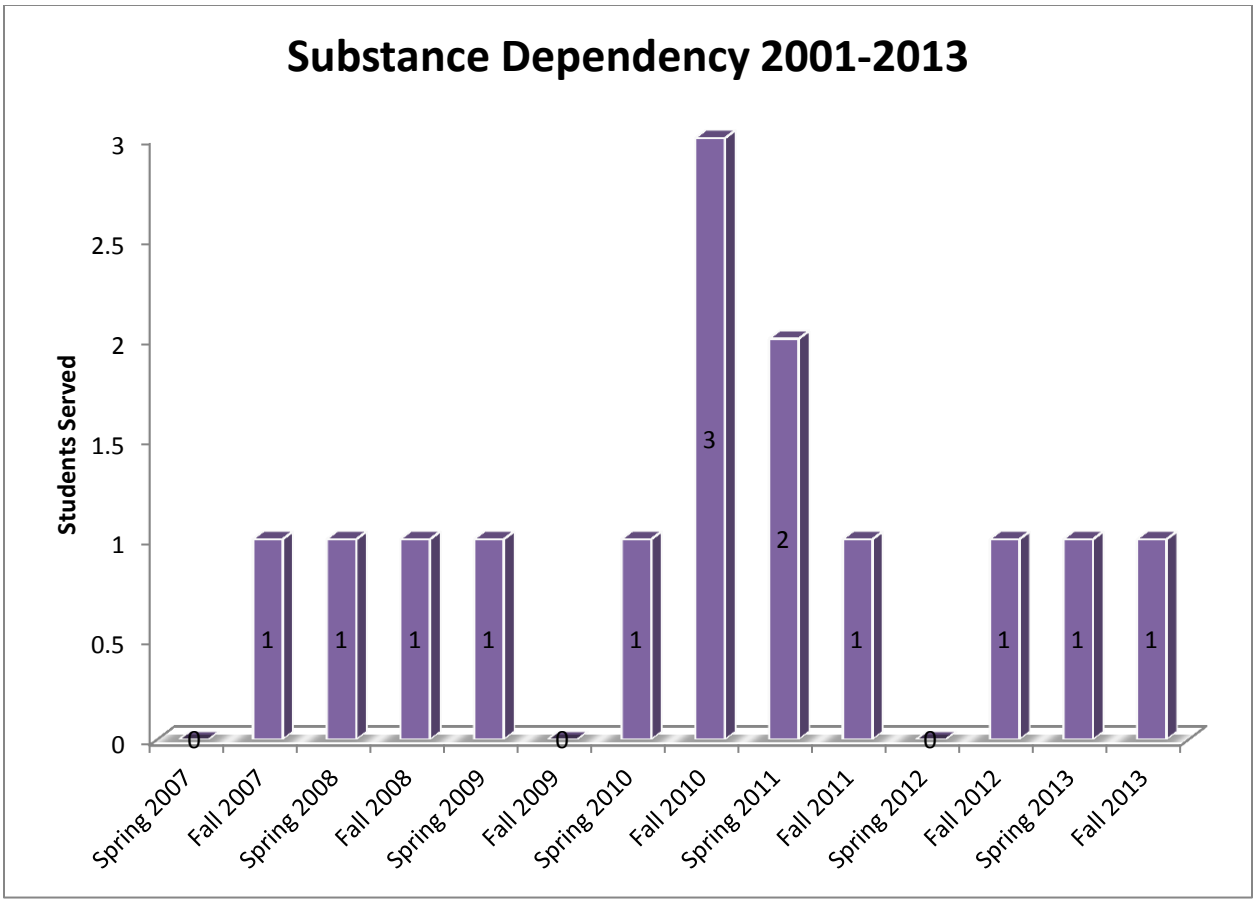
Substance Dependency 2001-2013
Students Served
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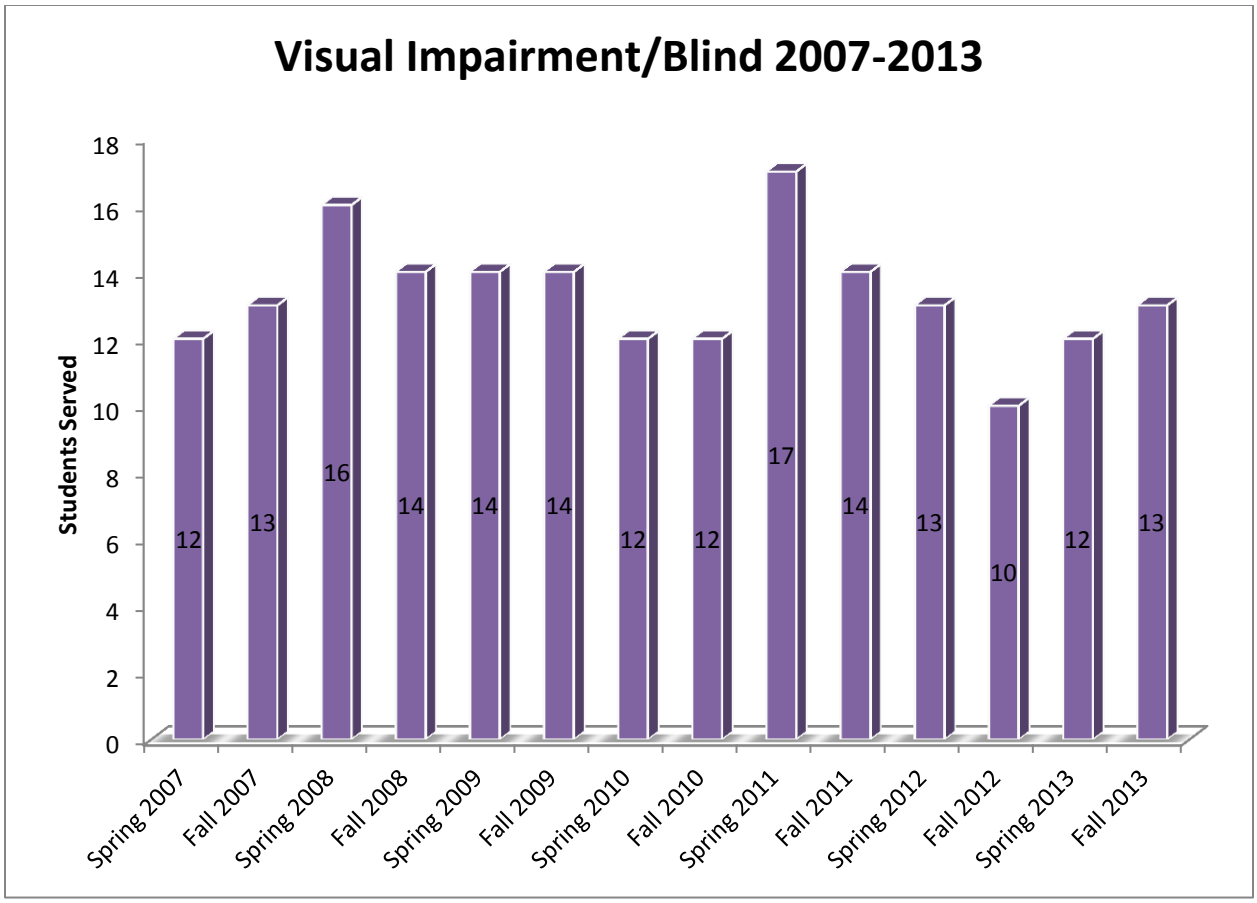
Visual Impairment/Blind 2007-2013
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Findings and Recommendations:

Action plan for 2014-2015:

- Update DSS Faculty Handbook and DSS Student Handbook to include revised policies and additional resources
- Update and enhance DSS website with assistance from WNC webmaster. Consider including “live” links for students, parents and faculty.
- Explore cost effectiveness and accessibility of remote ASL interpreting to reduce costs and enhance services for our students utilizing interpreting services.
- With assistance from Institutional Research, develop an annual assessment plan measuring student success rates and satisfaction with services.
- Enhanced workshop offerings for DSS students covering DSS processes and procedures and topics designed to promote academic success.

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 (NSF). The primary goal of the NSF program was to promote successful outcomes for students with LD who were enrolled or interested in technology programs. Positive outcomes are defined as improvements in student self-efficacy, academic performance, and future academic or career placements. A secondary goal of the program was to raise instructor awareness of the needs and capabilities of students with LD.

Two instructors from WNC participated (one from CIT and the other from GIS/GEOG) in a one-day (7-8 hour) workshop that introduced issues related to LD, universal design, and effective practices for engaging students in science and technology education. These instructors then participated in online activities and an unobtrusive classroom observation.

Students attending the instructors' courses participated by using online resources such as study guides, self-assessment activities, and assistive technology tools, as guided by their instructors as a part of their instruction.

Prior to instructor training, a needs assessment was conducted at WNC. The findings of the needs assessment are highlighted in Appendix A.

Appendix B:

The DSS instructor handbook is available online and includes useful tip sheets for faculty to refer to when encountering a student with a specific disability. In addition to the handbook, the DSS coordinator is available to consult with faculty regarding accommodations and to answer questions related to DSS student needs.

Appendix C:

The DSS student handbook is available online and includes important DSS policies and procedures for students as well as the responsibilities of students, DSS staff and faculty. It is a supplement to the DSS office intake process and a print resource for students to access.

Appendix A:

Advanced Technological Education (ATE)

Needs Assessment at Western Nevada College

Overview

The needs assessment process is designed to facilitate the identification of strengths, needs, barriers, and opportunities at educational institutions. This process is used to develop a better understanding of an institution's educational infrastructure ("ecology") as a whole, as well as to identify activities, professional development offerings, and research opportunities based on an institution's specific strengths and needs. Interviews were conducted with administrators, faculty, and staff who are directly involved with technological programs at Western Nevada College (WNC). This report provides an overview of the major issues, strengths, and needs identified at WNC as part of the Advanced Technological Education (ATE) effort.

Regional Employers

Following interviews with WNC administrators, faculty, and staff, the grant team conducted needs assessment interviews with technology employers and community-based organizations in Northwestern Nevada. These organizations currently employ or help place graduates of WNC technology programs, and were able to provide additional insight to the strengths and opportunities associated with WNC's technical programs from a workforce preparation standpoint. The data collected from employers and community organizations echoed many of the strengths and opportunities highlighted by WNC employees; therefore, the results of all interviews have been condensed into this single report.

Identified Needs

The needs assessment process helped the team identify issues and challenges that personnel at WNC must face in order to deliver services to all students. These issues are summarized in this section as five general themes.

1. ***Need for greater understanding of learning disabilities, including strategies and approaches***

   Interviews at WNC reveal a general lack of awareness surrounding learning disabilities including disability law, accommodations, and strategies and approaches for teaching all types of learners. Some faculty members confuse the cognitive profile of a student with learning disabilities for a student with low cognitive ability. Lack of awareness of rights and responsibilities under disability law among faculty has resulted in several faculty over- accommodating students in the classroom. Faculty are generally eager to understand and apply approaches and strategies that can benefit all students. As one faculty member reports, "I really need more hands on training for dealing with disabilities; I'd like more resources." Staff members, especially those on the front line working directly with students, also struggle with identifying and supporting the unique needs of special student populations.

2. **Lack of student preparedness in the areas of Reading, Writing, and Mathematics** Discussions surrounding academic preparedness reveal that many students are underprepared to perform college-level work because of a lack of basic skills in the areas of reading, writing, and mathematics. Interviewees report a high number of students placing into developmental English and mathematics courses. Technical and academic faculty indicate students struggle in the classroom with reading comprehension as well as writing and composition. These poor written communication skills carry over to the workplace where one employee complimented his two interns on their intelligence and high grade point averages, but added that "[their] writing skills are very poor, grammar is terrible, [and] spelling leaves a lot to be desired." Faculty and students both acknowledge students' difficulty in mastering basic math skills that enable students to gain access to college-level math courses, with one faculty member observing that "…one thing missing in math is the ability to communicate knowledge in writing. I shudder when I see something written from my students – it's usually in fragments."

3. Need for additional resources and professional development

Faculty and staff at WNC indicate a need for increased resources to support professional development opportunities. Interviewees report funds for professional development are limited and faculty generally spend these funds to attend professional development opportunities specific to their academic area. Faculty and staff acknowledge a need for professional development opportunities that address the needs of underprepared student populations. Several faculty members cited a recent general workshop on classroom management as an extremely helpful training. However, scheduling such trainings is difficult because of the variation in faculty teaching schedules.

4. **Need for additional resources to support students within advising and career services** Interviews at WNC revealed the need for additional resources in advising and career services to best support students as they earn their degrees and transition to the workforce. WNC's Counseling Services Office offers these services to over 6,000 students the college serves. The office provides "…mostly academic services" including evaluating course and degree options. Participants also discussed the need for stronger career services at WNC, specifically in the area of internships so students can gain workplace experience. Technical faculty, advisory boards, and staff currently work to identify potential internship and employment opportunities. One interviewee commented that "[career placement is] working from the counseling point of view. I'd like the faculty to take more responsibility for this. We are trying to increase faculty participation in career counseling." Feedback from faculty indicates that they "…will career counsel when a student is interested in the field." Efforts are currently underway to provide more formalized career services including a pilot program that involves faculty advising and networking groups.

5. Need for soft skills and employable skills among students

Faculty, staff, and community members at WNC express concerns that students do not possess the soft skills necessary to get and hold employment. Many students, especially those who have never been in the workforce, struggle with basic employable skills including teamwork, communications, time management, organization, and basic business etiquette.

WNC faculty report that they try to incorporate soft skills and employable skills in their

course curricula through projects to support the development of teamwork, time management, and task completion abilities. Employers also notice the lack of soft skills among recent graduates, especially in the area of critical thinking. As one employer observed, "We've lost a lot of our thinkers, students aren't being asked to think enough."

Identified Strengths

The needs assessment team observed a number of strengths at WNC and a brief description of each strength is provided below.

1. ***Strong community support for technical programs***
   Personnel at WNC indicate strong community support for technical programs. Regional employers demonstrate their commitment to technical programs in several ways including serving on program advisory boards and providing feedback on the abilities and skills of recent program graduates. The Nevada Department of Transportation offers engineering camps each summer to area middle/high school students in an effort to increase interest and enrollment. Community service organizations including vocational rehabilitation and career service providers support students in selecting, graduating from, and obtaining a job in technical occupations.

2. ***Development of strong relationships between colleges and area high schools***
   Faculty and staff at WNC demonstrate the desire to build strong relationships with area high schools to encourage prospective students into technical programs. Such programs include outreach to high school students through dual-enrollment opportunities, college application workshops, campus tours, and mentoring programs. Specifically, WNC is working with area high schools to form articulation agreements that support dual-enrollment programs.

3. **Absence of academic prerequisites in technical programs capture students interests** Although the technical programs at WNC do have requirements for completing academic courses, students may enroll in selected core technical courses before or while completing academic prerequisites. Faculty, staff, and students indicate that this is an asset to technical programs because it engages students who may otherwise be discouraged from these programs, taking only academic courses during their first semester. Students also reported that this exposure to technical courses afforded them a deeper understanding of the relevance of academic concepts to technical programs. Although not supported by quantitative data, interviewees indicated this approach, unique mainly to technical programs, increased retention and graduation rates among students in technical programs compared to academic programs.

4. ***Technical faculty have a strong desire to engage students and help them succeed***
   The actions and demeanor of technical faculty at WNC provide a welcoming and engaging atmosphere that promotes success among students. This atmosphere, which is supported by the applied, hands-on nature of technical programs, enables technical faculty to consistently engage with students in the classroom and create a more personal relationship. In addition to standard coursework discussions, faculty and students report using classroom interactions to get to know each other on an individual level. As one technical faculty member explains, "I am massively available and all my students know that; they can get a hold of me and they

do." Many technical faculty members use these interactions as opportunities to encourage students to engage in activities that may not be included in the classroom curriculum such as goal setting, workplace etiquette, and informal communications.

Professional Development Needs

The needs assessment process serves multiple objectives of the assessment team, including development of a better understanding of partner colleges, as well as identifying specific resources and professional development opportunities that may be appropriate for each college. Listed below are the professional development opportunities identified as relevant for the ATE community college partners.

Introduction to Learning Disabilities (LD)

Faculty, staff, and community service providers expressed an interest in learning more about LD, including the ability to assess whether one might be struggling with LD-related issues, and effective practices that faculty and service providers can use to support students with diverse learning profiles. This workshop may also be effective in exploring how employers can better leverage the strengths of their employees with LD.

Universal Design for Instruction (UDI)

Faculty, staff, community service providers, and employers can benefit from a review of the UDI philosophy, which incorporates a number of principles developed to ensure that teaching and instructional techniques encompass a wide range of learners with diverse abilities.

Understanding of At-risk Populations and Techniques for Instruction

Administrators, staff, instructors and community service providers identified various at-risk student populations that are struggling. This workshop would help instructors understand the kinds of issues faced by struggling students, and the kinds of instruction that can be used to promote learning of many struggling populations.

Mathematics Support

Several interviewees discussed the under-preparedness of students in the area of mathematics including developmental math and college-level math. This workshop would cover multimodal techniques and other practices that can be used to promote math learning among students with diverse learning profiles.

Reading Support

Faculty and community service providers reported reading difficulties among students, especially reading comprehension and information application. This workshop would present research-based best practices for improving reading comprehension among students.

Writing Support

Several instructors and employers reported that many students and graduates lack college- level writing and composition skills. This workshop would review best practices for teaching writing to struggling students as a process within the context of a universally designed classroom.

Assistive Technology and Learning Strategies

As more colleges invest in technologies and resources to support students, instructors are faced with the dilemma of having technology without an understanding of the specific learning strategies that can be used to improve instruction and learning using these technology resources. This workshop would provide faculty and staff with instruction in specific learning strategies, such as developing reading comprehension with text-to-speech software, note-taking strategies with technology assistance, and ways to use technology tools to support the writing process.

Accommodations and Disability Law

Faculty members reported relying on disability services personnel for information about rights and responsibilities under disability law. This workshop would provide a high-level overview of disability law in the postsecondary environment and provide specific instruction on providing accommodations in the classroom.

Transitions (post-graduate job skills)

Several instructors, community service providers, and employers identified a need for improved employable skills and soft skills among students entering the workforce. This workshop would provide faculty with strategies and approaches for teaching soft skills and help faculty identify areas in their curriculum that may be appropriate for incorporating such strategies.

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:

No otherwise qualified individual with a disability in the United States. . . shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. . . .

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?

Eligibility for protection under the ADA and Section 504 requires the applicant to meet one of the following three criteria:

1. Have a physical or mental condition that substantially limits one or more major life activity.
2. Have a record of such a physical or mental condition.
3. Be regarded as having such an impairment, whether actually having the impairment or not.

Examples of disabilities include, but are not limited to the following:

- attention deficit disorders
- blindness/low vision
- cerebral palsy
- communication/speech disorders
- deafness/hearing impairments
- emotional/psychological disabilities
- developmental disabilities
- muscular dystrophy
- seizure disorders
- specific learning disabilities
- spinal cord injuries
- temporary disabilities
- traumatic brain injuries and
- other health impairments.

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 diagnostic evaluations in particular cases. Documentation should include testing scores and a verifying statement from a school psychologist, clinical psychologist, neuropsychologist, or other qualified professional. This group of students comprises the largest population of students served by DSS. Learning disabilities affect the manner in which individuals acquire, integrate, and/or express knowledge. Learning disabilities may affect a student's performance in reading, writing, spoken language, mathematics, or orientation to space and time.

Students with Visual, Hearing, Physical, and Chronic Medical Condition Disabilities
DSS requires medical records for students with visual and/or hearing limitations and, in particular instances, may accept verification of disabilities from the Vocational Rehabilitation. Documentation must include narrative explanation for clarification and may include audiometric and/or optometric results. Documentation must include specific restrictions due to a physical disability and potential accommodations required.

Visual Disabilities
Visual disabilities can vary from total blindness to low vision. Students with visual disabilities may experience eye strain, sensitivity to light, and an inability to read printed material or to distinguish certain colors. Students who have been blind from birth have no visual memories. Their concepts of objects, space, and distance may be different from those persons who develop visual disabilities later in life. Mobility and orientation skills also vary due to numerous factors. Students with low vision may not have an apparent "visible" disability. Difficulty in performing in class readings, open book tests, locating lecture information, completing scantron forms, or viewing lecture notes may occur.

Hearing Disabilities
The age of onset of a hearing disability will have a great impact upon the student's English ability, both spoken and written. Generally, English is considered a second language for students with hearing disabilities when sign language is the dominant mode of communication. Providing all directions in writing, speaking to the student rather than the interpreter, using telecommunication relay services, and close captioned videos are appropriate requests.

Physical Disabilities
Physical access is one of the major concerns for students with orthopedic disabilities. Students may encounter unavoidable delays during inclement weather, heavy foot traffic times, and periods of construction. In order to fully participate in classroom activities requiring full use of hands and/or legs, educational assistants may be a required accommodation. When a course requires travel to alternative locations, those locations must be accessible.

Chronic Health Conditions
There are a number of chronic health conditions that may interfere with a student's academic work, concentration, and attendance. Some students may be in pain, or be taking medication with varying side effects, such as drowsiness. Students with seizure disorder may be affected at any time without warning. Some medication can

lessen or control seizures, but produce side effects such as slowed response and impaired coordination. Such medication makes it unlikely a seizure will occur in class. In the event of a seizure during class, remain calm. Although its manifestations may be intense, they are generally not painful to the individual. Do not restrain the student and clear the area of objects that may injure the student during the seizure. Help lower the person to the floor and place cushioning under the head. Loosen tight clothing. Do not force anything between the teeth. Do not try to restrain body movements. After a seizure, faculty should deal forthrightly with the concerns of the class in an effort to forestall whatever negative attitudes may develop.

Students with Psychological Disabilities

DSS requires a letter from a clinical psychologist, psychiatrist, LCSW, or counselor. Documentation needs to be current (within the past year) and may include diagnostic treatment information, and potential medication side effects. Psychological disabilities include, but are not limited to, depression, bipolar disorder (or manic depressive disorder), anxiety disorders, and schizophrenia. Determination of eligibility of services is based on severity, duration, and onset of the disorder. Some students undergoing treatment take prescription medication to help control symptoms. This medication may have side effects such as drowsiness or disorientation.

What are functional limitations?

A disability must limit functioning in one or more major life activities before one can receive an accommodation. The effect of a disability on program access is referred to as a functional limitation. A physical or mental condition, in and of itself, does not necessarily require accommodation. There must be a logical link between the functional limitation stemming from the disability and the accommodation requested. DSS staff first identifies functional limitations through discussion with the student and review of documentation and provides the student with information about the accommodations for which the student is eligible. Lastly, the student chooses the ones believed appropriate for a given situation.

Example: A student who is blind cannot see to read print in textbooks. The disability, blindness, causes the functional limitation, an inability to read printed text. Thus, the student may choose the accommodation of reading the text in an alternative format such as enlarged format, Braille, RFB&D/Daisy, or audio/MP3. On the other hand, blindness doesn't prevent one's ability to take notes during a course lecture when Braille and other electronic devices are available for this task. Therefore, a student who is blind may not be eligible for the accommodation of note-taking services because the functional limitations of blindness do not affect the ability to take notes using Braille or by electronic means.

What is the Responsibility of: DSS, Student with Disability, Faculty?

DSS is responsible for:

- verifying disabilities and need for accommodation
- recommending reasonable accommodations
- teaching students about their rights and responsibilities
- advocating for program access

DSS does not have either the right or the responsibility to look over the shoulders of students with disabilities. Students are ultimately responsible for themselves. DSS works with students and, when appropriate, with their instructors, to determine two things. First, which accommodations are reasonable and

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:

- identifying themselves
- requesting reasonable accommodations given their disability in reasonable time
- 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:

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

- problem-solving issues/concerns
- 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 (445-3268) at your earliest convenience.

• Grant reasonable accommodations. Accommodations are changes in the way things are done. They are reasonable so long as course standards aren't fundamentally altered and there is a logical link between the student's disability and the accommodation.
• Consult with the student. The student will initiate the discussion by providing an accommodation letter from DSS that details appropriate accommodations. Students are encouraged to set up appointments to discuss one-on-one needs.
• Verify the existence of the disability and need for accommodation. DSS will provide an accommodation letter that verifies the student's qualifications for services. Students not presenting a letter, but requesting accommodations can be referred to DSS so appropriateness of the request can be made.
• Permit students to use auxiliary aides and technologies which ensure access. Depending on the disability, students may use note takers, sign language interpreters, readers, scribes, and lab assistants. Others may use tape recorder/players, computers, adaptive software, assistive listening devices and other technologies for the same purpose.
• Grant testing accommodations. Depending on the particular needs of a student, it may be necessary to extend testing times to one and one-half or double time, provide a quiet environment, alternative testing formats, e.g., audio taping, reader, scribe, enlarged copy, or computer disk for screen reader software. DSS offers testing accommodation services for all of these when they cannot be provided by a department.
• Regard disability-related discussions and information with confidentiality. It is important not to violate student confidentiality in any way. Divulge only what a student gives written permission for, i.e., sometimes a student will allow identification to a classroom note taker. Take your cue from the students.

Anticipate that students with disabilities may potentially be in every course. It is not required, however, to anticipate every accommodation that any student with a disability might need prior to the request. Simply be prepared for the fact that some requests for accommodations will be made. And by all means, expect students with disabilities to successfully meet the requirements of your courses!

Professors' Rights when dealing with students registered with Disability Support Services

A professor has the right to:

• Determine course content and general methods of teaching.
• Make informed decisions about how best to adapt their teaching and assessment methods to accommodate all students.
• Ensure that the standards in their course are not lowered or compromised.
• Ensure that a student has demonstrated mastery of the essential requirements of their course in order to obtain an appropriate grade.
• Fail any student if he/she does not demonstrate mastery of essential course requirements.
• Question a specific accommodation request if it is either inappropriate for their course, or if the nature of the request would alter the essential requirements of a course.
• Determine through consultation with knowledgeable professionals the most appropriate ways to adapt their course to the needs of a particular student.
• Be treated respectfully by all students in their class.

What is a reasonable accommodation?

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

Examples include, but are not limited to:

- extended testing times
- note takers
- enlarged course material
- sign language interpreters
- adaptive computer software
- accessible classrooms
- alternative textbook format

DSS coordinates and provides reasonable accommodations to qualified students with disabilities. Accommodations are individualized to address specific functional limitations resulting from a disability. There must be a logical link between the functional limitation and the accommodation.

The Coordinator relies heavily on documentation of the disability when determining accommodations. Also, she draws the student into a discussion of limitations and possible strategies. Accommodations not requested by students will not be provided.

The bottom line is that students with disabilities must perform at satisfactory levels in their academic pursuits at Western Nevada College. If they do not request reasonable accommodations and perform poorly without them, their civil rights have not been violated. The student must then deal with the consequences of unsatisfactory academic progress.

Are these accommodations fair to other students?

This question is often asked of students with disabilities. The underlying assumption of the question is that fairness and equal treatment are synonymous with "the same" treatment. However, the same treatment doesn't always measure fairly.

First, these laws protect students with disabilities from being subjected to the arbitrary measure of what is best for others, except in cases of safety to others. Second, the assumption of the law is that modifying non-essential tasks should give the student with a disability an equal, or fair, chance to demonstrate their ability, minimizing their functional limitations to the greatest extent possible.

Example:
A student whose limitations in the physical task of writing or other fine motor manipulations may be an excellent writer even though they cannot print or type the letters and words. Thus, the physical act of writing is a non-essential task. The student's mastery of language and course material must not, under the law, be judged by their ability to manipulate a pencil or pen, or by use of a keyboard. Accommodating the student by providing a scribe to record the student's essay responses, for example, permits the student to show whether they can write effectively and whether they have acquired the information and critical skills the instructor wished to convey in the course.

A student whose limitations in the way they learn, learning disability, that involves eye hand coordination or thought processing may need accommodations that assist with their learning, i.e., books in alternate format, readers and scribes for tests, screen readers, help with marking scantron sheets, etc. Providing a reader and

a scribe may help with effectively expressing the knowledge of the course subjects.

Make a point to give case-by-case consideration as required under law. What one student receives does not necessarily mean all students with disabilities will receive. Fair and just as described in the dictionary means the students takes the same test as everyone else and just means each according to their need. The provision of accommodations is not an issue of fairness but justice.

First, the laws protect students with disabilities from being measured in an area that they cannot show their true level of abilities. Second, reasonable modification allows students with disabilities an equal opportunity to perform at a standard equivalent to students without a disability. While an accommodation may present an advantage to students without a disability, it isn't an advantage for a student with a disability, but an equalizer.

Arranging for Accommodations

Before Accommodations are Implemented
Students with disabilities meet with DSS staff confidentially as a first step in arranging accommodations.

The staff verifies the disability and determines how the disability affects academic work. This is accomplished through discussion with the student and review of documentation. Students with insufficient documentation may be referred to physicians, psychologists or other qualified diagnosticians at the student's expense, for complete assessment before accommodations are granted. On a case by case basis, temporary accommodations may be provided while the student is securing documentation.

Accommodation Process
After the disability and its functional limitations are verified, the student is provided information about the various reasonable accommodations which address the student's disability. The student then chooses the reasonable accommodations that best apply in a given course or semester.

1. Notice of Accommodation letters are hand carried to faculty by student.
2. Faculty member and student discuss implementation of accommodations.
3. DSS is contacted by faculty or student with any problems.

When are accommodations not provided?

WNC provides accommodations unless they fall under one of the following three categories:
• FUNDAMENTAL **ALTERATION:** If an accommodation reduces the academic standards of the College, its schools, departments, or its courses, the College denies the accommodation and deems it unreasonable. Academic standards are essential for any student. Determination of a fundamental alternation is made after discussion with faculty on the essential components of the course or major. Students with disabilities must acquire the same knowledge and skills as other students.

• UNDUE **HARDSHIP:** If an accommodation costs too much or is impossible to administer, the accommodation is deemed unreasonable. An undue administrative burden occurs when the College doesn't have enough time to respond to the request, or when it would be impossible or infeasible to administer. In every instance, the College reserves the right to offer other, equally effective accommodations. In twenty years of case law and findings under

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&D) through the DSS institutional membership. The student is responsible for informing the DSS office of books that they need in alternative format. DSS will provide alternative format for textbooks that are not available through RFB&D. Audio/MP3 formats may be available upon request.

Equipment Loan
Students may check out equipment for use in the classrooms.

Adaptive Equipment and Software
Adaptive equipment and software are available in the DSS office and some computer labs and classrooms.

FACULTY TIP SHEET

Teaching Students with Hearing Loss

Deafness or Hearing Impairments

More individuals in the United States have a hearing impairment than any other type of physical disability. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax People with acquired deafness may have excellent speech. Some students with hearing loss may use hearing aids and rely on lip reading. Many students learn communication through American Sign Language (ASL).

Hearing Impairment: Refers to any type or degree of auditory impairment.

Deafness: An inability to use hearing as a means of communication.

Useful Tips for working with students who are deaf or hard of hearing

• Don't talk with your back to the class when writing on the board. It destroys any chance of the student getting facial or speech reading cues.

• Make sure you have a deaf student's attention before speaking. A light touch on the arm, a wave or other visual signal will help.

Possible reasonable accommodations:

- Assistive listening devices, FM Systems
- Sign Language Interpreters
- Note Takers
- Captioning
- Front Row Seating
- Repeat the questions and remarks of other people in the room
- When speaking to the student speak directly to the student, not the interpreter
- Allow time to translate to another language i.e., sign language
- Use visual aids as much as possible
- Provide copies of overheads
- Provide videos and slides with captioning

- Assist with evacuation, if needed

Special Note: Many people who are deaf use American Sign Language (ASL).

They often view themselves as a cultural, linguistic minority. As with any cultural group, people who are deaf have their own values, social norms and traditions.

FACULTY TIP SHEET

Working with a Sign Language Interpreter in the

Classroom

Introduction

Students who are deaf or hard of hearing often require classroom accommodations so they can understand and learn the material presented. Some individuals who are deaf or hard of hearing prefer communicating through sign language as opposed to writing, lip reading, or if the individual possesses residual hearing, possibly using a device to amplify sounds.

When sign language is the preferred form of communication, the services of a sign language interpreter may be arranged for the student as a reasonable and useful classroom accommodation to help the student learn and understand course content. Therefore, it is important for both students who are deaf or hard of hearing and instructors who teach these students to know how to utilize the services of an interpreter effectively.

Effective use of interpreting services requires an accurate understanding of the interpreter's role and responsibilities as well as your own role and responsibilities as instructor when an interpreter is present in your classroom. Listed below is a brief definition of the interpreter's job, followed by suggested guidelines that can help make the teaching process go smoothly for you, the interpreter, and most importantly, for the student. For more information on interpreting in the classroom or on teaching students who are deaf or hard of hearing, please contact the Disability support Services office.

Description

A sign language interpreter is a trained professional who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact.

The interpreter is bound by a code of ethics, which includes keeping all material interpreted strictly confidential. In addition, interpreters are to maintain the integrity of the message, always conveying the content and spirit of the speaker. The interpreter's mission is to facilitate communication; he/she should neither add nor delete any information at any time. Because of the specific nature of the interpreter's role, it is important not to ask the interpreter for his/her opinion or to perform any tasks other than interpreting.

It is also important to keep in mind that sometimes, depending on the length of the class, more than one interpreter will be present. Typically, any class over two hours requires the services of two interpreters who will take turns interpreting, usually at 20-minute intervals.

FACULTY TIP SHEET

Blindness and Visual Impairments

Blindness: Anatomical and functional disturbances of the sense of vision to cause total loss of light perception.

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 of 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

FACULTY TIP SHEET

Attention Deficit/Hyperactivity Disorder combined type

AD/HD is a neurobiological disorder that interferes with a person's ability to sustain attention, focus on a task, or delay impulsive behavior.

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

Useful tips for interacting or assisting successfully with someone with AD/HD

• Pay attention to providing instructions that are clear and easy to follow

• Give assignments in written form as well as verbally

• Try to create a distraction reduced environment for interactions

• Often the social skills demonstrated by someone with AD/HD can be misconstrued as aloofness or rudeness. Be aware that the impaired social skills are a symptom of AD/HD and not necessarily a representation of the person's lack of interest or concern.

Possible reasonable accommodations

• Extended time of tests

• Separate quiet testing facility

• Tape recorded lectures

• Note taker

• Academic counseling for reduced course load

• Textbooks on tape or CD-ROM

• Use of wireless FM listening system

FACULTY TIP SHEET

Medical/Chronic Health Related Impairments

A wide range of conditions may interfere with stamina and mobility and affect academic functioning.

Common Conditions may include

• Asthma

• Auto Immune diseases

• Diabetes

• Cancer

• Chronic Fatigue Syndrome

• Fibromyalgia

• Multiple Sclerosis

• Muscular Dystrophy

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 require hospitalizations.

FACULTY TIP SHEET

Psychological or Psychiatric Impairments

Psychological disabilities cover a wide range, including depression, anxiety, and chronic mental illness. Students with psychiatric disabilities may require regular treatment or on occasion, hospitalization. Emotional concerns may manifest themselves in negative or apathetic attitudes and behavior. Remember that these students may have as little control over their disabilities as students with physical disability.

Common Characteristics

• Depression

• Poor concentration

• Irritability

• Fatigue

• Anxiety

• Apathy

• Perception problems

• 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

• Establish clear boundaries regarding your relationship with students and refer them to counseling if necessary.

• Student may have a relapse that requires hospitalization. "Incomplete" grade may be warranted if this is due to the psychiatric disability.

FACULTY TIP SHEET

Teaching Students with Medical/Mobility Impairments

Developed by Patricia Carlton and Jennifer Hertzfeld

The Ohio State University Partnership Grant Improving the Quality of Education for Students with Disabilities

Description

Mobility impairments are often due to conditions such as cerebral palsy, multiple sclerosis, muscular dystrophy, or spinal cord injury. Students may use crutches, braces, or a wheelchair, and in a few instances, may be accompanied to class by a Personal Care Attendant (PCA). Medical impairments are often invisible disabilities, caused by such conditions as arthritis, asthma, cancer, orthopedic limitations, post-surgery, Chronic Fatigue Syndrome, or seizure disorder. The student may have limited energy; difficulty walking, standing, or sitting for a long time; or other disabling characteristics, such as an inability to write.

Functional limitations may be episodic for some students who may experience dizziness, disorientation, and difficulty breathing during a recurrence. For example, with asthma or a seizure disorder, a student may have periods when they function without any accommodations, but at other times their functional limitations are quite severe.

Even with the same disability, students with mobility or medical impairments may have a wide variety of characteristics. For example, persons who have experienced a spinal cord injury are likely to show differing degrees of limitation. They may require different types of class accommodations or may need no accommodations, depending upon functional limitations.

CONTACT US

Disability Support Services

Phone: 775-445-3268

Fax: 775-445-3149

Mailing Address:
Western Nevada College
Disability Support Services
2201 West College Pkwy
Carson City, NV 89703

Office Hours:
Monday through Friday: 8 a.m. to 5 p.m.

Campus Location:
Bristlecone Building, Room 103

Questions or Comments:
E-mail: susan.trist@wnc.edu

Appendix C:

DSS STUDENT Handbook (available online)

INTRODUCTION

The Disability Support Services office was established to provide reasonable academic accommodations to students with documented disabilities and to insure equal access to all Western Nevada College sponsored courses and activities in compliance with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It is the responsibility
of this office to collect and maintain documentation for students with disabilities, who request services, and to coordinate and monitor all services and accommodations provided by WNC.

Academic accommodations are provided to students with disabilities based on the needs indicated by the documentation they provide. (See "Guidelines" beginning on page 13 of this handbook). When the needs of the students change, the documentation should be updated to reflect the changes.

The DSS coordinator's office is on the Carson City campus, in the Student Services area of Bristlecone Building, co-located within Counseling Services. The DSS coordinator works full-time to: coordinate academic accommodations for disabled students, answer any questions, or help solve any problems that may arise due to a documented disability. Additional resources for qualified disabled students include a variety of adaptive equipment to insure equal access to all WNC sponsored courses and activities.

All students receiving accommodations through the WNC DSS office are required to comply with certain policies and procedures. Students should refer to the "What Are My Responsibilities as a College Student," and "Policies and Procedures" portions of this handbook to familiarize themselves with responsibilities, policies, and procedures.

CONTACT INFORMATION

Susan Trist, Disability Support Services Coordinator Bristlecone Building, Room 103

775-445-3268 (direct)

775-445-3266 (scheduling)

WNC declares and reaffirms a policy of equal employment opportunity and equal educational opportunity, and reaffirms nondiscrimination in the provision of educational and other public services. (WNC Policy Manual: Policy 4-2-1)

WNC seeks to provide effective services and accommodations for qualified individuals with documented disabilities. The type of documentation will depend on the type of disability.

WNC is committed to compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990:

6. Section 504 of the Rehabilitation Act of 1973: "No other qualified, handicapped individual in the United States shall solely, by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

7. Section 202 of the Americans with Disability Act of 1990: "No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in or be denied the benefits of the services, programs or activities of any public entity, or be subject to discrimination by any such entity."

A "person with a disability" includes "any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment."

RESPONSIBILITIES

What are my Responsibilities as a College Student?

It is my responsibility to identify myself to the DSS coordinator and to provide professional documentation of my disability in order to qualify for academic accommodations.

After registration, I will meet with the disability coordinator each semester to make arrangements for academic accommodations that are specific to the courses I am enrolled in. I understand that planning ahead is very important, and that last minute requests may not be feasible.

It is my responsibility to present the Notification of Accommodation form to my instructors during the first week of each semester. This form will identify the accommodations that I am entitled to for each of my classes.

I am expected to adhere to the same academic, attendance, and code-of-conduct standards required of all students.

Academic accommodations for a disability are not intended to alter the fundamental nature of a course or program. I must be able to comprehend the course material and communicate my understanding back to the instructor in one form or another during the semester. Accommodations will give me equal access and the opportunity to achieve this outcome.

INFORMATION

Student's rights and responsibilities:
U.S. Department of Education Office for Civil Rights web site
http://www.ed.gov/ocr/transition.html

What are the ADA/DSS Coordinator's Responsibilities?

The DSS coordinator located at the Carson City campus processes all requests for disability services and accommodations for all WNC campus sites. The DSS coordinator is responsible for arranging and coordinating academic accommodations for satellite campuses and rural locations. The DSS coordinator meets with each student who applies for academic accommodations. She evaluates the documentation presented to determine eligibility, verify the disability and the need for equal access, and then provides a Notification of Accommodation specific to the student's needs for each enrolled course.

All disability-related information is kept confidential. The student will be asked to sign a Consent and Release form so that the DSS coordinator can discuss the student's education with other professionals who have a legitimate need to know.

The DSS coordinator determines appropriate accommodations and coordination of services based on current academic standards and requirements to ensure and uphold academic integrity.

POLICIES&PROCEDURES

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.

- ***Testing:***

4. Testing accommodations include but are not limited to readers, scribers, 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 Accommodation form to their instructor at the start of each semester. When a test is scheduled for a class, the student must schedule a time for the exam with the DSS coordinator.

6. Exams are administered Monday through Friday in the Counseling Services office on the Carson City campus, the tutoring center/library on the Fallon campus, and on a case-by-case basis at the Douglas campus. The student is responsible for taking the test at the scheduled time. If the student misses a test, the student must reschedule the test upon approval from the instructor. If the student misses the test due to his or her disability, the student must provide documentation relating to the absence to the DSS coordinator who will consult with the instructor to reschedule the test.

7. If a scheduling conflict occurs, it is the student's responsibility to contact the DSS coordinator to make alternate arrangements prior to the scheduled test.

- ***Sign Language Interpretation:***

• A student who desires an interpreter must request this service through the DSS coordinator ***at least two weeks prior to the start of each semester.***

• Any change in the student's schedule (including withdrawals) must be provided to the DSS coordinator immediately.

• If the student is unable to attend class, the student must notify the DSS coordinator in advance of the absence. If the student fails to show up for class, the interpreter will notify the DSS coordinator of the unexcused absence. After one unexcused absence from class, use of the interpreter may be temporarily suspended. Prior to reinstatement, the student must meet with the DSS coordinator to discuss his/her responsibilities relative to class attendance and notice of any unexpected absences.

- ***Equipment Loans:***

• 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, a hold will be placed on the student's 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 all repairs needed if the equipment is damaged. The student will be billed for the cost of all repairs done by a service center authorized by WNC.

- ***Texts in Alternate Format (CD, Enlarged, Braille)***

1. The student must contact the DSS coordinator, provide a copy of his/her schedule, and complete the "Alternate Test Request" form. Also, the student should submit a copy of his/her course syllabus as soon as it is available to facilitate the alterations of the texts in the order of which they will be needed. Students needing assignments or handouts altered should submit their requests with seven days' notice.

2. The student must obtain the textbooks and submit them to the DSS office as far in advance as possible. A minimum of seven days' notice is required for any individual assignment. DSS will notify the student when the texts have been altered.

3. Textbooks will be returned to the student when the text alterations have been completed. In exchange, the student must return all altered materials at the end of each semester.

4. If a student fails to return the altered materials at the end of each semester, a hold may be placed on the student's registration or transcript.

5. Once a request is made to the DSS office, the coordinator will contact Recording for the Blind & Dyslexic to determine if that particular text is available on CD. If it is not available through this service, the DSS coordinator will contact the publisher requesting the alternate format. If either source is not available, students are advised that texts are read onto tape/CD by computer-assisted programs, volunteers, student workers, and other readers without the availability of a professional recording studio.

- ***Note Takers***

Based on the functional impact of a student's disability, 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.

- ***Peer Mentors***

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***

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 form to an instructor but finds that the accommodations are not provided in the agreed upon manner, it is the student's responsibility to notify the DSS coordinator immediately.
WNC, with its faculty and staff, will take the necessary steps to assure the integrity of the accommodation process, but it is the student's responsibility to initiate such an investigation/action if problems arise, by informing the DSS coordinator in writing.

2. Grievances:

If equal access is denied or believed to be denied, the student must inform the DSS office in writing about his/her concern or problem immediately. The DSS coordinator will investigate the allegation to determine if equal access was denied, and will serve as the student's advocate to resolve the problem/situation.

If resolution cannot be reached, the student should follow the WNC Student Grievance Procedure in the WNC online catalog, under the heading of Rules and Sanctions. A grievance must be filed in writing to the appropriate dean within 30 instructional days of the alleged infraction. Formal grievance procedures are initiated only after informal attempts have been found unsatisfactory in reaching a just solution.

Members of a grievance committee will be selected by the appropriate dean. The student and involved parties will be given the opportunity to present their cases in a formal hearing to the selected grievance committee. The committee will then recommend a course of action to the vice president for Academic and Student Affairs.

The student will receive written notification of the final decision from the vice president for Academic and Student Affairs.

3. 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 statues.

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 files will be considered highly confidential and shall be protected appropriately.

Students with disabilities have a right to access the information in their files with the exception of information sent directly from an outside professional for the purposes of providing documentation of a disability and which is specifically marked as "not to be shared." Students may request that the disability coordinator help in explaining relevant information from those files to other members of the campus community.

Information regarding a student's disability status/documentation will be shared on a need- to-know basis only within the campus community. In this context, a "need-to-know" is defined as having a need for such information because there is action needed on the part of the individual in response to that information.

Every effort will be made to see that detailed information regarding a student's disability is not left in open files or where it might be seen by accident.

4. High School Students:

WNC accepts the responsibility for providing academic accommodations to disabled high school students who are enrolled in college course work at WNC for dual credit or through the Fast Track program. These students must meet with the DSS coordinator to establish a file as a student with a documented disability. Students under age 18 must be accompanied by a parent or guardian to establish a file.

5. Full-time Enrollment Equivalency: (See College Policy # 3-3-8)

All students with disabilities are eligible to apply for full-time enrollment equivalency status, which, if approved, allows them to take a reduced course load while maintaining full-time status (no less than six credits.) The approval of a reduced course load with full-time status is not permanent status; students are not automatically eligible for this accommodation each semester. The request must be submitted and evaluated each semester to determine the impact of the student's disability in terms of the demands of his/her proposed course schedule.

1. Requests for full-time enrollment equivalency are to be submitted to the DSS coordinator along with supporting documentation. Documentation must include a diagnostic evaluation from an appropriate professional (i.e., medical doctor, psychiatrist, psychologist, audiologist, physiatrist, or other qualified professional,) which is recent enough (no more than three to five years for learning disabilities, three years for ADHD, and six months for psychiatric/psychological disorders) to evaluate the current impact of the disability.

2. The DSS coordinator evaluates the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule, and any recommendations or concerns on the part of any department.

3. If the request is denied, the student may appeal the coordinator's decision through the standard accommodation grievance procedures.

4. If approved, the DSS coordinator will submit a recommendation for full-time enrollment equivalency along with complete documentation to the dean of Student Services for final action.

5. Students awarded full-time enrollment equivalencies who have been awarded a scholarship may continue to receive funding with the approval of the donor.

6. Approval of full-time enrollment equivalency may result in an adjusted federal financial aid package in accordance with regulations. If aid has been disbursed prior to the reduced course load approval, consultation between the DSS coordinator and the director of Financial Assistance will determine whether a credit deficiency exists.

7. A decision to allow a student to be designated full-time with less than the standard full-time load shall allow the student all benefits and privileges assigned to full-time students at the college, including but not limited to, eligibility for Dean's List, participation in extracurricular activities, athletics (subject to approval of NJCAA), and verification of student status for insurance purposes.

6. Personal Care Attendants: (See College Policy #13-2-1)

A Personal Care Attendant is defined as an individual who attends to the physical needs of people who are disabled or otherwise unable to take care of themselves, including tasks such as bathing, management of bodily functions, and cooking.

Responsibility of the College

It is the responsibility of Western Nevada College administration, faculty, and staff to provide academic or program access accommodations for a student with physical/medical impairments. Reasonable accommodations will be provided to address the student's disability within the classroom and in service areas of the college. Accommodations are determined through the Disability Support Services office.

Appropriate accommodations, for example, may include providing a note-taker for class lectures, a scribe to record responses or complete forms, provision of adaptive equipment within the classroom or lab setting, assuring building and college accessibility, or any other type of reasonable assistance that will allow the student equal access to the college and its programs.

It is not the responsibility of the college to provide services to meet the student's personal needs (actions needed regardless of whether the person is a student). Example of those services may include, but are not limited to, transfer from a car/van to a wheelchair; transportation to or from the classroom; administering medication; and addressing toilet, feeding, or dressing needs.

Responsibility of the Student

Personal Care Attendants may be required to address the personal needs of the student thus allowing him/her to participate in college. It is the student's responsibility to have the PCA register with the DSS office prior to any college-related activities, i.e., placement testing, enrollment, and class attendance. The college is not responsible for providing PCA services on an interim basis. The DSS office does not participate in the PCA interviewing or hiring process.

While at WNC, it is the enrolled student's responsibility for the activities of the PCA. The PCA must abide by WNC's student code of conduct. PCAs will not be allowed to proctor tests. PCAs may assist the student before or after classes but must wait outside the classroom while it is in session, unless given permission by the DSS coordinator to do otherwise. If the student requests that the PCA provide note-taking services, the college cannot pay the PCA a note-taker stipend.

7. 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 "any 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 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 will be made by the Disability Support Services coordinator.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting or other co-curricular event. Students with disabilities desiring to use a service animal on campus should first contact DSS to register as a student with a disability. The DSS coordinator will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations of the disability based on the documentation received.

Requirements of service animals and their owners include:

1. Vaccination: The animal must be immunized against diseases common to that type of animal. Owners of dogs must provide proof of current rabies vaccine to the DSS coordinator.

2. Licensing: Dogs must be licensed in accordance with county regulations.

3. Health: The animal must be in good health. Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave the college facilities.

4. Leash: The service animal must be on a leash at all times.

5. Under Control of the Owner: The owner must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its owner.

6. Cleanup: The owner must clean up after the animal. Individuals with disabilities who physically cannot clean up after their own service animals may not be required to. However, the individual is required to notify DSS so that other accommodations can be made.

Reasonable behavior is expected from service animals while at the college. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation.

The owners of disruptive or aggressive service animals may be asked to remove them from the college's facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into the facility until they take significant steps to mitigate the behavior, such as muzzling a barking dog, or refresher training for the animal and its owner. Proof of these mitigating efforts will be provided to the DSS coordinator before the animal will be allowed back on campus.

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 be taken for flea control. If another student or instructor in a classroom has an allergy to a service animal, the DSS coordinator should be notified immediately to resolve the situation.

Areas Off Limits to Service Animals and Areas Where There is a Danger to the Service Animal: Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor; where there is a high level of dust; or where there is moving machinery, is off limits to service animals. (e.g., mechanical rooms, custodial closets, weld shops, and metal/machine shops).

Instructors may make exceptions on a case-by-case basis. The final decision shall be made based on the nature of research or machinery and on the best interest of the animal. WNC is a willing supporter of service animals in training.

GUIDELINES FOR DOCUMENTING DISABILITIES

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 academic accommodation. It is the student's 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 without the student's 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.

For Individuals Transferring From Another College:
Information related to student disability will not be sent with a transcript request, and must be requested separately.

Additionally, the information WNC requires may or may not have been a part of the evaluation process at a previous public school system, state rehabilitation agency or college. Check the information against the guidelines on the next page.

All Documentation Must Include:

1. A diagnostic statement identifying the disability, date of current diagnostic evaluation, and the date of the original diagnosis.

Under federal law, a "disability" is a physical or mental impairment that substantially limits one or more major life activities. (These terms are defined in considerable detail in the applicable public laws; DSS can provide additional information.)

The recommended diagnostic taxonomies are the diagnostic systems used by the Department of Education, the State Department of Rehabilitation Services or other state agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization.

2. Documentation needs to be current:

A. No more than five years old for learning disabilities
B. No more than three years old for attention deficit/hyperactivity disorder
C. No more than six months to one year old for psychological or psychiatric disorders.

3. A description of the diagnostic criteria and/or diagnostic test(s):

This description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported. When standard scores are not available, the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test(s).

Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

4. A description of the current functional impact of the disability:

The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures. Information is considered to be current when it provides a clear picture of the individual's function at the present time. It is less a matter of months/years since the last evaluation than a determining of whether the information provided can be used to be predictive in assigning appropriate accommodations. Currency will be evaluated based on the typical progression of the specific disability, its interaction with development across the life span, the presence or absence of significant events since the date of the evaluation that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

5. Treatments, medications, adaptive devices, and assistive services currently prescribed or in use: The professional evaluation needs to include a description of treatments, medications, adaptive devices, assistive services, and accommodations in current use, as well as their estimated effectiveness to ameliorate the impact of the disability. Also noted should be significant side effects of treatment that may impact physical, perceptual, and behavioral or cognitive performances.

6. A description of the expected progression or stability of disability should be included:

This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

7. The credentials of the diagnosing professional(s):

The information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

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. Provide individual services and facilitate accommodations to students with disabilities

Programmatically, Disability Support Services must include these five components:
The scope of DRS must include the following five program components:

1. Appropriate and relevant office policies, procedures, and practices
2. Individual consultation, accommodation, and service
3. Proactive dissemination of information
4. Institution-wide education, consultation, and advocacy
5. Guidance and technical assistance to the institution on disability-related laws and regulations

WNC's DSS Program mission statement supports the three duties CAS indicates are essential for quality disability resources and services programs. WNC provides institution-wide as well as individualized programs and services. WNC DSS uses collaboration and partnerships to advance the mission of WNC and the DSS program. WNC DSS provided evidence that consultation and training are provided to the institution on disability-related topics and that services are provided to facilitate accommodations to students with disabilities.

WNC DSS participated in an ATE needs assessment which provided insight into some barreirs faced by students with disabilities. The primary need identified in the ACT assessment was for faculty training around understanding students with Learning Disabilities and strategies for assisting learners with disabilities. It is unclear if WNC has a systemic or institutional process to identify and remove barriers.

WNC DSS program description includes the five programmatic components needed to meet the CAS standards. In addition, WNC DSS has faculty and student handbooks and well developed, clear policies, procedures and practices. The student handbook goes into some detail regarding how DSS verifies a variety of disabilities.

<u>Validity and Conclusions</u>
The WNC DSS program review is through examination of the WNC program, the challenges faced and emerging trends. Both qualitative and quantitative data are provided as well as information from a variety of sources including CCSSE data and information regarding student satisfaction with the DSS orientation process.

The WNC DSS program review appears to be valid and useful for understanding how the DSS program operates and its impact on student learning.

<u>Programmatic Strengths</u>

WNC DSS has well trained, caring and committed staff. Program staff are active it 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,

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