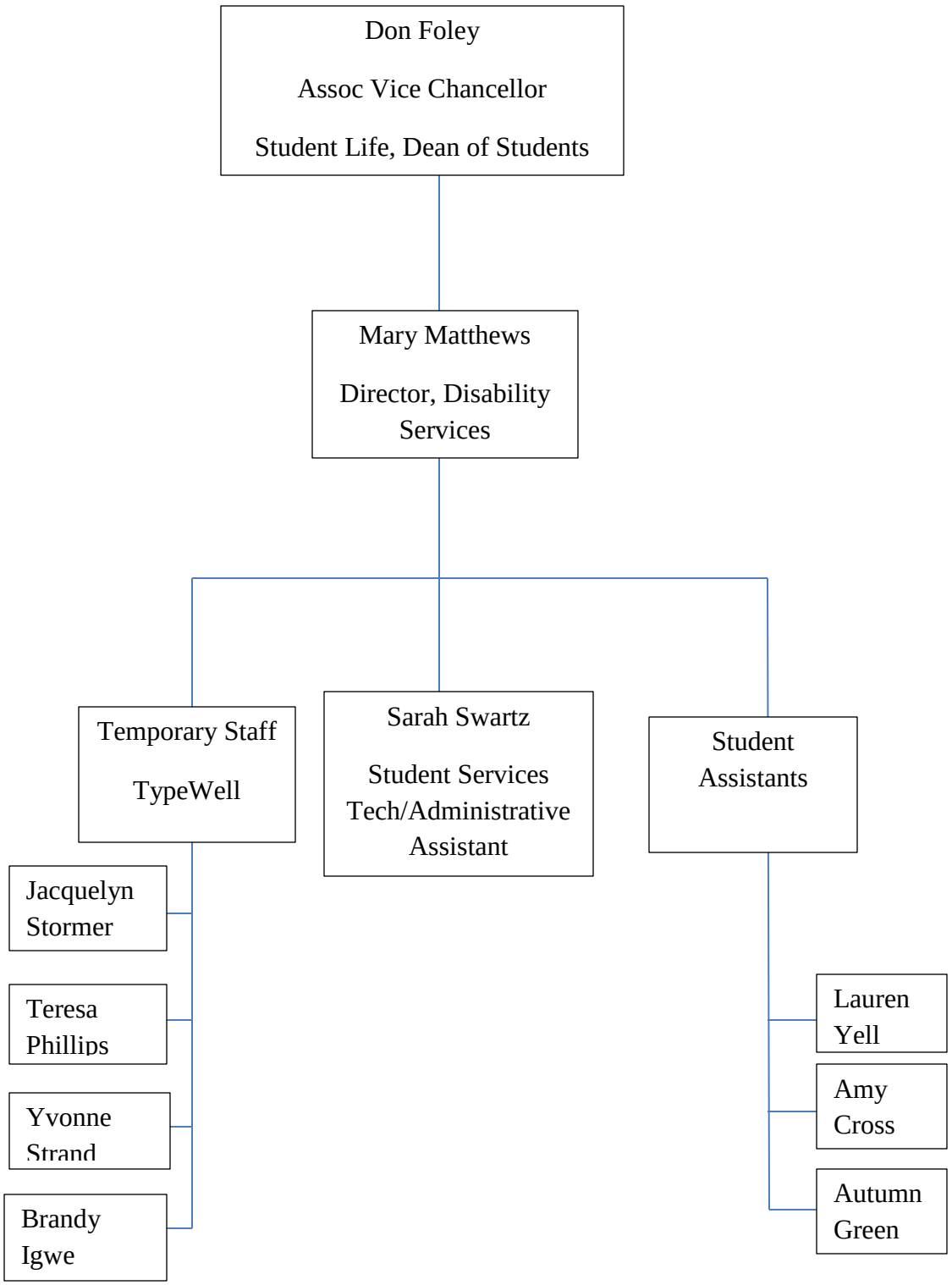
Don Foley
Assoc Vice Chancellor
Student Life, Dean of Students
Mary Matthews
Director, Disability Services
Temporary Staff
TypeWell
Sarah Swartz
Student Services Tech/Administrative Assistant
Student Assistants
Jacquelyn Stormer
Teresa Phillips
Yvonne Strand
Brandy Igwe
Lauren Yell
Amy Cross
Autumn Green

March 17

Who we are and what we do at UAF DS

2014

"...we are a community of messy, stumbling, fumbling beings tumbling through space wrestling with a confusing gift of consciousness." David McRaney You Are Not So Smart

UAF Disability Services

UAF Disability Services

Board of Regents (BOR) Policy:

P09.06.030 Accommodation of Students with Disabilities

A. *The university will strive to provide within the limits of mission, resources, facilities and personnel appropriate academic adjustments and other programmatic accommodations to qualified students with disabilities to ensure access to educational opportunities, programs and activities in the most integrated setting possible. The university will make reasonable modifications and adjustments provided such adjustments would not result in a fundamental alteration fo the affected service, program, or activity, lower the standards of an instructional program, result in an undue financial, administrative or academic burden or create a direct threat to the health or safety of others.*

UAF Disability Services Program Goal: *To provide academic accommodations to eligible UAF students. Supporting Individuality and Promoting Independence*

Purpose of Evaluation

The purpose of the Disability Services evaluation is to make clear to concerned parties the functions of the office and to provide administrators with the demographic and statistical information necessary to fully appreciate the scope, direction and stakeholders of the office.

The UAF Disability Services office provides academic accommodations to UAF students enrolled in a least one credit on any of the five UAF campuses which are Bristol Bay, Chuckchi, Interior Aleutians, Kuskokim, Northwest, and Community Technical College. The office also provides accommodations for courses offered through UAF and delivered by distance.

The office provides a specific and well defined service to over 300 students. The services are designed to give students equal access to all course materials, classrooms, and required academic activities. Individuals must be otherwise qualified for courses through meeting placement test requirements and pre-requisites of courses.

The office does not control curriculum decisions, requirements for majors, or individual class requirement s or syllabi.

The office is not charged with responsibility for facilities, maintenance, transportation, or provision of accommodations to staff and faculty. However, the office advocates for student need and contacts the appropriate individuals on behalf of a known student need.

Accessibility of The DS Office

The UAF Disability Services office is located in an accessible setting on the main Fairbanks campus. There is one accessible parking space located close to the rear entrance of the Whitaker Building. The entrance is fully operational with automatic button door access and there is also a bell for assistance. Once inside the building signs are clearly posted to the office. All doors have raised names and numbers. The front entrance to the building is not accessible due to a staircase. Most students access through the N. Chandalar Drive entrance. The office space consists of the director's office which has a large accessible door and the office area can easily accommodate parents, guardians, and agency representatives who may appear with the student. The reception area is in the hallway with cushioned and un-cushioned chairs as well as chairs with and without support arms to accommodate seating needs. The administrative assistant's office also has seating for completing paperwork. There are two adjustable height tables. There is one room for assistive technology needs and a small testing room for administering exams. The testing room has a video camera for remote proctoring and provides a distraction free and reduced noise environment to accommodate student testing needs. The testing room has a capacity for four individuals. During finals the AT Lab area is also used. The program shares a storage room, a non-active file storage area, restrooms, a conference room and a kitchen with the student health and counseling professionals. Approximately18 staff occupy the building.

Hours of Operation

August – May Monday - Friday 8:00 a.m.-5:00 p.m. August-Mid May.

Summer Hours: 8-1 Monday-Thursday. Closed on Friday

For individuals unable to access office hours provisions are made when requested. In addition alternate locations can be arranged and chosen. The location of CTC building or upper campus or any other public location can be accommodated and is honored when requested by a student, school or agency. DS does not provide services in private residences including dorm rooms or UAF campus housing or any off campus residences. The director meets with high school students in various high school settings upon request. In addition students engaged in distance delivered courses are interviewed via phone and also through e-mail when requested.

Staff

The personnel of the Disability Services program consists of 2 Full Time Employees, 4 Temporary employee transcribers,3 part time student positions, 4 American Sign Language (ASL) interpreters who contract with UAF as per needed, several other vendors as detailed below. The employees are a diverse group, 50% of the individuals providing services experience disabilities themselves or are in a protected class of workers.

Director: The director has a Master of Professional Studies (MPS), from Pratt Institute in Brooklyn NY, a BA in art from Beloit College in Wisconsin, various credits from Rutgers University, UAF credits, and over 1,000 hours of specific training in developmental disabilities, disabilities, mental health issues and legal issues. Prior to being employed by UAF in 2001 the director accumulated 18 years employment in both the disabilities and educational fields. Those experiences include: Three years working with individuals who experienced, stroke, diabetes, traumatic brain injuries and chronic medical conditions, two years as a tenure tract faculty member at a Midwestern college. 2 years working with the severely and chronically mentally ill population of Fairbanks, seven years working in substance abuse prevention with Tanana Chiefs Conference, two years working with the mentally ill, twelve years working in the field of developmental disabilities. Twenty years as a court appointed guardian/conservator to an individual with severe disabilities. Areas of expertise through training and experience in addition to all of the above include 25 years working with Autism, IEPs, parents and children. Since coming to UAF the director has worked with approximately 3,000 students seeking services.

Administrative Assistant 2013 completed a degree in Psych. M.S in Psychology, Univ of Phoenix, BA in Psychology from UAF. The Admin Assistant has experience working in the mental health field as a Mental Health Technician at the Boys and Girls Home of Alaska. She has an active role in the Fairbanks community which includes: board member of the Fairbanks Chapter of Kiwanis international, Staff Advisor to the UAF chapter of Circle K International, and Staff Advisor for the Zeta Mu Chapter of Sigma Sigma Sigma Sorority. She also participates in several other volunteer opportunities throughout the community, including volunteering for the 2014 Arctic Winter Games and formally a Big in the Big Brothers Big Sisters Program.

Temporary Staff- The transcribers using the TypeWell (TW) meaning-for-meaning transcription receive training via online. UAF began using meaning for meaning transcription in 2001 and was the first UA campus to do so. Initially TW trainings happened in person but the program has since evolved to online training. In order to qualify candidates must pass a typing test with a score of 65 words per minute or better. The training is approximately 6 weeks long, followed by an in classroom practice time of

20 hours. UAF covers the cost of training, time spent in training and provides equipment to the transcribers. A complete description of the training and service is available at TypeWell.com.

Professional Services Contractors- American Sign Language (ASL) Interpreters manage their own businesses and work as contractors to DS. Fairbanks like the rest of the nation experiences a shortage of ASL interpreters. There are fewer than 10 ASL interpreters in Fairbanks. The majority work all day for the school district. One has retired and has a more open schedule and contracts with UAF regularly and as a primary source of income. Due to the shortage DS has contracted with Video Remote Interpreting (VRI). This service is about 3x the cost of onsite interpreters.

Student Workers Currently there are 3 part time student worker positions that equal about 40 hours per week. The primary activity of the student workers is producing alternately formatted text. Other sporadic activities include proctoring exams, delivery of exams to instructors, filing and inputting data.

Other Services: At times vendors of ASL are provided through ACCESS Alaska, Interpreter Referral Line, Deaf Services unlimited, VRI providers and remote providers, Fireweed Braille Service, Dateline and video captioning services.

Memberships: AHEAD Association on Higher Education and Disabilities

Journals: Disability Compliance, Careers and the Disabled, Ability, ADDitude, Deaf Digest

Internal Campus Connections: supervised by Dean of Students, faculty, facilities, *transportation, testing services, career services, Student Support Services, Residential Life, Health and Counseling*

External Campus Connections : State office of Division of Vocational Rehabilitation (DVR), Veterans office of Division of Vocational Rehabilitation, Access Alaska, Fairbanks Resource Agency, local high schools, parents

Peer Offices Used for Model of Policy and reference when there are questions

McBurney Center University of Madison WI ,Ohio State University, University of Vermont, Montana State University, Missoula, Washington State University,

How Students Find Out About Services

Presented in order of highest occurrence self- referral, faculty and advisors, parents, high school counselors, medical professionals, private counselors, agencies (DVR, Veterans Offices, Access, FRA)

For over 10 years faculty have been placing a DS statement on their syllabus. This mandatory statement directs students seeking accommodation to the DS office. Faculty are also trained and instructed to refer individuals to the office and to seek counseling and advise whenever necessary.

Historical Information

The Disability Services office began in 1988. Approximately 30 students received services during the first year. Services were initially started with the concept of counseling and advising offered to the student and the first individuals providing services also provided counseling. By 1998 there were about 165 participants up until about 2007-8 the number of students was fairly consistent varying plus or minus 10 and reflecting UAF enrollment figures. Since 2010 when the ADA was amended the office doubled the number of individuals

Initially the office consisted of one full time and part time student position and during the first years fewer than accessed the office which was run in more of a counseling/advising capacity. As the office grew and the trends and amount of diagnostic information changed once learning disabilities and dyslexia got the attention of the public the largest numbers of students were coming to the office due to reading difficulties and the office read aloud onto cassette tapes student books. Information from 1999 indicates the following:

Historical Disability Information from 1999	
Disability	**Number of Students**
ADHD	9
Blind	1
Deaf	6
Emotional/Psychological	23
Hearing Impaired	6
Health	19
Learning Disabled	52
Other	7
Mobility	35
Visually Impaired	8
Total	**169 Students**

It is remarkable to note that in 1999 about 5%of the individuals served presented as ADD or ADHD by 2013 the percentage is 31%. What is to account for this? In light of the information below our percentage is extraordinarily high. The majority of individuals presenting with this diagnosis have not been evaluated properly and do not present adequate documentation but nonetheless receive academic accommodations.

One component of this diagnosis is a prescription for desirable medications which for enhanced studying. Nationwide this has become a problem on campuses and a recent study indicated that 95% of college students could successfully fake symptoms in front of a medical professional to obtain the diagnosis. Though ADD/ADHD remains a suspect diagnosis the DS office has not taken a stand and has absolutely followed the intent of the ADAAA by granting accommodations without putting demands on individuals to actually provide substantive documentation. Frequently, professionals make no indications

The DS office is caught between knowing that many individuals could and should be pressed to provide further documentation and being perceived by outsiders lacking knowledge of the situation. By outsiders the office is perceived as asking for too much when in fact it frequently does not ask for enough proof.

"The report, published in the March issue of Archives of Pediatrics and Adolescent Medicine, shows that AD/HD affects up to 7.5 percent of school-aged children. The National Institute of Health, using information from previous studies, had estimated the number of children with AD/HD to be between 3% - 5% of the population.

"The 7.5 percent incidence of AD/HD from the current study includes subjects who met the most stringent research criteria and are likely to represent cases that most clinicians would regard as true cases of AD/HD," says William Barbaresi, M.D., a Mayo Clinic developmental and behavioral pediatric specialist and lead author of the study. " Article from ADDitude Magazine

Financial Picture

The office operates on a relatively small budget that covers all personnel, contractor, equipment costs and academic accommodations, software purchases and upgrades. Most accommodations are not costly with the exception of services for Deaf and/or Hard of Hearing (HOH) students. For Deaf and HOH students costs fluctuate and vary widely from year to year, depending on the number of students enrolled. Costs have been as little as $0 and has high as $75,000. The areas where the program has reduced costs are in travel, commodities and equipment purchases.

Due to the advances in technologies it may be possible to ultimately (5-10 years from now) have no need for alternate format production and real time captioning for Deaf students may be drastically improved through advances in voice activation programs and hand held devices. Of course in the ideal world of the future through universal design concepts EVERYONE HAS EQUAL ACCESS TO EVERYTHING AT ALL TIMES and no one will need Disability Services. Sadly we are not there yet and once I reach retirement age I will no longer spend any of my remaining precious life thinking about this. The aforementioned comment was made to see if anyone was actually reading this. If so put a big smiley face in the margin.

Disability Services Budget		
Fiscal Year	**Budget**	**Number of Students**
2008	309,374	165
2009	$309,374	180
2010	$309,374	200
2011	292,400	303
2012	284.300	374
2013	279,000	386
2014	265,000 (Anticipated)	386+

Eligibility Determinations

UAF DS Follows documentation guidelines as established by AHEAD and developed in 2012. These suggestions include much emphasis on the structured interview and the interactive process which is a student's opportunity to self- report. Students should be willing to engage in discussion concerning their disability, their courses, their needs, their history of accommodation in other educational settings, their history of courses in the university setting and contribute any information about themselves that would be useful to the director in determining reasonable accommodations for the current academic setting. Students must self- identify to the office in order to receive academic accommodations in their classes. Other individuals cannot identify the student to the office. Concerned outsiders such as parents, instructors, agency staff, advocates, politicians, UAF staff cannot force a person to seek or use academic accommodations.

Students are welcome to bring other parties to the interview process. However, the key person responsible for reporting is the individual seeking accommodations. If the individual has a court appointed guardian who speaks for them or they are under 18 years old responses from said individuals can be considered. As much as the office would like to engage in discussion with parents, and outside parties without FERPA or releases of information it is not possible.

Eligibility For Academic Accommodations

Eligibility decisions for academic accommodations are made based on the AHEAD guidelines which suggest the following:

Primary Documentation: Student's Self Report. The UAF DS Office has a thorough intake form which allows the student to respond and describe their situation, needs, and limitations. The form is available on line and can be faxed or scanned to the office. If an individual cannot appear in person for an interview the phone works just as well.

Secondary Documentation: Observation and Interaction The director meets with either in person or over the phone the student and the information provided is discussed. Students are asked if they have any supportive documentation. Many (78%) have documentation and generally bring it to the interactive interview or fax it to us. If he disability is physically obvious documentation is not necessary unless there is a request for an accommodation and the reason for the request is not clear. (10%)

Tertiary Documentation Information from External or Third Parties Documentation becomes necessary when individuals cannot readily express themselves and or when the accommodation that is being requested for a disability falls outside of a range of general accommodations provided for similar disabilities.

For example: *Back Pain Special Seating in a classroom setting. The general range of accommodation would include a table chair arrangement, a cushioned seat, getting up stretching and or leaving the room briefly, a foot stool, an adjustable height table, a standing desk. If a student requested a lazy boy with a built in massage component or any other piece of personally preferred equipment consideration would only be given after adequate documentation was provided and the documentation would have to substantiate and rule out why the individual could not utilize the available seating accommodations. Documentation would be of assistance in determining a reasonable accommodation and the documentation would have to contain the extent of functional limitation the individual currently experiences.*

Examples of unacceptable documentation: a letter from a parent or relative, a prescription pad sentence from a doctor, a copy of an SSI,SSDI check stub, a letter stating the amount of monthly SS income, a HC parking placard, a letter stating the amount of veteran payment the individual is to receive. All of the above are not helpful in deciding the needed accommodations.

The Syllabus

In addition to self- reporting observation and documentation the syllabus plays a major role in determining the extent of a reasonable accommodation. Faculty determine the requirements of each class and its essential elements, departments determine the essential elements required to a major field of study. The DS office does not determine basic or core requirements or the essential components of an academic class. For students seeking a course waiver, a substitution, or other deviation there is a process in place for them to follow and that process is upheld for all students. The DS office comes into play in the role of advocate when a student would like a letter in support of their petition or controversy. It is in this capacity that the office most serves in the role of advocacy.

A syllabus contains: description of the class, text and materials used, attendance policies, testing policies, deadline policies, policies regarding use of calculators and notes and describes the rules, learning objectives and expectations. Faculty are not required to provide adjustments and alterations that fundamentally alter their learning objectives. Adjustments and accommodations are made but do not violate the essential elements of the learning objectives.

Example: *Medical Terminology requires memorization and correct spelling of terms. It would not be possible to grant and accommodation for spelling or use of dictionaries during an exam. An accommodation of this nature would fundamentally alter the point of the class.*

Example: *Use of calculators for lower level math requiring simple addition, subtraction and multiplication. In general lower level math is testing concepts and not arithmetic. Calculators are allowed during testing in higher level math classes involving complexities not evident in lower level classes where most instructors do not allow use of calculators.*

Example: *Syllabus states faculty member does not accept late work. Student paper is 3 weeks late and student appears at DS claiming they were too depressed the past 3 weeks to complete the paper. Accommodations are not granted retro-actively. Student does not have documentation. No accommodation would be granted. With documentation the student would be granted 1-2 days of additional time in the future.*

Example: *It is now mid-terms and student has not completed any lessons in an online course and student would like to be granted an incomplete. The incomplete policy of the university requires that in order to receive an incomplete the student should have completed 50% of the course and be passing with a C. Student is not otherwise qualified to receive an incomplete. Likely result is either a NB (No Basis grade) a faculty initiated withdrawal or an F.*

Some disabilities are not really objectively diagnosable through a reliable or accurate method or have no tests or measurements that can clearly articulate an absolute diagnosis. The DS office generally accepts documentation that does not contain a complete and thorough evaluation but will ask for additional documentation when the requested accommodation is outside the realm of the normal or seems unreasonable.

The office has in general a flexible attitude around documentation as is evidenced in the statistics provided. of the office being flexible around documentation is in the increase in the number of students in the categories of ADD and Mental Health areas. Short of MRIs and other expensive medical tests there is no way to verify except through self-reporting. Therefore, the interview and the student history inclusive of past academic history become important.

In 2012 313 students received academic accommodations of those 47 students provided no documentation and an assessment was made on their self- presentation, reporting, discussion and the director's observation.

Evaluations though expensive can serve an important purpose and are important because a well done evaluation gives the student insight into personal strengths and weaknesses and allows for a more thoughtful selection of major according to known areas of success. Though hard persistent work can often lead to success it can also be costly and time consuming to students. Accurate advising is of the utmost importance.

Population Served:

The age range of students served is from age 17 to age 71 with the average age being 32. After age 30 there tend to be fewer and fewer students in a particular age category so that the majority of students served are well under 36 (see attachment).

Since 1974 school districts have been identifying children who experience disabilities. Individuals over the age of 40 may not have been identified as having a disability originating in childhood however students under 40 including those with ADHD would be well documented. An individual who is diagnosed for the first time at the age of 35 with ADHD technically would be misdiagnosed. For the diagnosis to be legitimate there would have to have been a childhood history of the disorder. Ten years from now I would not expect to see anyone over 50 who did not have a history of academic accommodations while in school. Most of the individuals seeking academic accommodations over the age of 40 are often U.S. veterans and have documentation from a discharge, have a medical diagnosis, an apparent physical disability and are under a treating physician. Probably the two current "tricky" and often used categories are depression and

51% of the individuals are female and 43% report themselves as male. 6% failed to check a box indicating their gender. 91% attend the Fairbanks campus (please see attachments for further details).

New Intakes between 2010 and 2014	
Year	Number of New Intakes
2010-2011	91
2011-2012	84
2012-2013	102
2013-2014	81*
Average	90

*+spring semester uncounted yet.

Current Active Students

As of 2/17/14 the UAF DS office has 386 Active files. Files are considered active if the student has requested a letter of accommodation within the past 4 semesters or 2 years. If we have not heard from a student in two years the file is considered inactive. We hold files for 7 years as is required by law and after that the file is shredded.

Attached is a list of the particular disabilities identified in 2014 that are currently receiving academic accommodations and a comparison is made to sats from 3 years ago 2011.

Disabilities of Active Students		
Disability	**2014**	**2011**
Attention Deficit Disorders	91	75
Learning Disabilities	64	27
Physical	36	50
Deaf/Hard of Hearing	17	15
Bi-Polar	15	*
Psychiatric (other)	15	*
PTSD	12	*
TBI	15	11
Autism Spectrum	10	4
Visual Impairment	10	13
Depression	9	*
Total	289	

*Listed as psychiatric disability in 2011

Remaining 97 disabilities include: migraines, pain, bowel disorders, addiction, tics, tremors, stutters, bulimia, asthma, anxieties, MS, MD, diabetes and many others for a complete list please see attachment.

2014 57% of individuals using UAF DS experience invisible disabilities.

It is interesting compare per centages to national information. A brief look at stats from national organizations collecting population stats yielded the following information:

Comparison of UAF Students and National Incidence of Disabilities

	%UAF Students using DS	*National %Population*
ADHD	**31%**	**5-7%**
Autism Spectrum	**2.5%**	**1%**
Bipolar	**3.8%**	**1.5%**
TBI	**3.8%**	**7.8%**
PTSD	**3.1**	**2%**
Learning Disability	**16.5%**	**10%**
Physical Disability	**9.3%**	**15%**
Depression	**2.33%**	**6.75%**

Depression and PTSD national numbers are for how many Americans experience an incidence of depression or PTSD in their life time but there is no clear number indicating for how many the incidence becomes a long term disability. With that in mind our percentages most likely accurately represent how often the diagnosis would become a disability.

Clearly in several areas our percentages are higher than the national averages. There could be several factors at play. One may be that local professionals liberally diagnosis individuals and do not necessarily administer batteries of tests in order to reach their conclusions. In addition the area may lack professionals capable of making a diagnosis. The UAF DS office with or without the proper amount of documentation is clearly acting in the spirit of the law which at this point encourages a liberal attitude toward documentation. This behavior leads to many individuals seeking services who have weak or no documentation.

Accommodations of Participants

Students who identify themselves to the office and are eligible receive a letter of accommodation. The letter of accommodation is customizable and based on what the student would like included. Often the student describes the disability in their own words. Common accommodations granted include: additional time for testing, tests in a quiet removed setting, tests read aloud, tests scribed, note takers in the class,

extensions on deadlines, alternately formatted texts, furniture placement and a variety of other individualized accommodations. Find below further explanations.

Testing: A large percentage of individuals seeking accommodations request additional time for exams, tests and quizzes. The accommodation is offered as either time and one half or double time depending on the student's assessment of their needs. Most receive time and one half. If the student finds this is not enough double time is suggested. Faculty can provide this accommodation. Faculty can administer the additional time whenever the student and instructor agree. Many faculty roughly 50% provide testing accommodations in the classroom setting without DS assistance.

Tests Administered	
Year	**Number of Tests**
2005	68
2006	144
2007	162
2008	138
2009	206
2010	231
2011	220
2012	215
2013	202

Alternative Formats

At the time the office purchased copies of each book. At times student did not buy their own books and got free books through the back door so to speak. In the late 90s and early 2000s the book world shifted toward digital and we transitioned students to newer ways of doing things. Currently all audio is digital and texts are compatible with screen readers. It is anticipated that the need for alternate formatted books will decrease as more books become digitized and available online and through tech devices now widely available with screen reading components. Ultimately, it would be wise to instruct students who need alternate formats in how to use various resources and devices to encourage greater independence.

Number of Books per Year	
Year	**# of books**
2008	138
2009	206
2010	231
2011	220

2012	143
2013	79
2014*	31(only spring)

Note Takers: Note takers are recruited from within the classroom and are paid a stipend of $75.00 for a 3 credit class. Note takers use a carbon paper and give a copy of the notes to the student immediately following the class.

Note Takers Per Year	
Year	**# of Note takers**
2007	59
2008	48
2009	58
2010	38
2011	63
2012	46
2013	52
2014*	10

* Counting for only Spring Semester

Other Accommodations include:

- Assignment extensions
- ASL Interpreters
- Transcription
- Attendance policy
- Read Aloud Exams
- Scribe
- In Class Behavior
- Preferential Seating
- Location Access
- Furniture Placement
- Lactation Station
- Residential Setting accessible setting/single room/ service animals/emo pets

Assignment Extensions: The largest area of increase of requests is for assignment extensions. Depending on the disability extensions are granted in terms 1-3 days additional time.

TypeWell/ ASL- These services are generally used by a small number of individuals 1-5 per semester and there is the most fluctuation in numbers and amount of service required semester to semester.

Accommodations are not granted retroactively.

Equipment and Technology Loans In 2000 DS had one dozen computers for loan to students who needed access to texts thorough technology and either did not have a computer of their own or did not have one that had enough memory for the software that worked in conjunction with the computer. In 2014 almost all students have their own technology and it is no longer necessary for UAF to loan this equipment. In addition the 23 hour computer lab is available to all students. On rare occasion we loan one or two computers per semester but we are no longer purchasing laptops for the purpose of student loaning.

DS loans digital recorders as well as analog recorders which some students prefer over note takers.

DS also has adjustable desk/tables which can be placed in rooms upon request. The same is true of cushioned seating, foot stools, assistive listening devices, microphones, headsets, lighting with magnification, and screen magnifiers.

The office keeps one foldable wheelchair on hand for loan in either emergency situations or visitors to the campus. The chair is loaned for short term use only. Agencies in the Fairbanks area have loan closets.

Personal Services and Equipment of a personal nature is not provided. It is important to note that **tutoring is considered to be a personal service.** All students have access to the available labs in math and sciences. Writing center and multiple online free tutoring programs such as quizlet, Khan academy.

Students are also free to seek assistance and tutoring from each other their families or in any manner that any other student seeks assistance. DVR and veteran's programs may be able to provide individual tutors to students.

The university does not provide personal assistants on field trips or in the classroom for toileting, dressing, or personal hygiene. Transportation is only provided to and from campus locations and not to homes off campus.

Measuring Success

In order to determine if an accommodation is helpful students are asked if the accommodation is working each time they return for a letter of accommodation. If a student is not using an accommodation or if the accommodation has not proven to be effective the accommodation is discontinued or adjusted. Students returning semester after semester for accommodations are indicators and evidence that the accommodation is working for them and that without the support they would not have an adequate GPA to continue.

Students who identify themselves early in the semester and seek a letter of accommodation and return to DS throughout their tenure at UAF do well. Students who identify themselves late into the semester or fail to return in a timely manner each semester have more difficulty.

Not all students using DS are degree seeking. Therefore, success cannot necessarily be measured by graduation rates. Each year the director looks through the graduation booklet and sends a graduation card to those individuals who have used services and are graduating. Most years about 10 cards are needed.

In general students using academic accommodations take longer to complete degrees. Partly, they tend to take fewer credits per semester and spread their education out over a number of years. Rarely, does an individual using DS services graduate in 4 years. Another factor of note is that more than 30% of individuals receive and income for a disability through Social Security or a vet program and do not want to lose this income or its medical benefits and therefore may not be seeking a full time career job.

It is important to note that we have not been tracking our rate of graduation since we have not separated out students by their intent or if they are seeking a degree or certificate.

Trends:

1. There is an increase in requests for assistance animals and emotional support animals throughout campus and in the residence halls.

2. The number of individuals with psychiatric disorders increases. The diagnostic work is often inadequate and does not include a complete evaluation and it is therefore difficult to determine is an individual has the potential to become threatening.

3. Of concern are new laws regarding concealed carry of weapons on campus.

Needs

1. New Policies need to be developed regarding animals. Once there are new policies and procedures. It is important to decide what the role is of DS i.e. who checks on dog licenses, rabies shots and good health of the animals in general. What if a student neglects a comfort animal or has no money to pay for food and the animal is neglected?

2. More trainings need to happen so that faculty and staff know what to do regarding animal issues.

3. As more adjunct faculty are hired training in disability becomes more important.

4. Distance and online instructors need to keep curriculum accessible and carefully consider choices of video and audio material looking for and attempting to use captioned materials and well described visuals.

Anticipating the Future

1. Possibly change the name of Disability Services to The office of Academic Accommodations and Classroom Accessibility. Reflecting the desire to get away from the use of the word disability.
2. Underprepared students are a problem nationally and generally many students using DS services are VERY underprepared and used to a system in public school that has promoted dependence on help that over helps.
3. Students with higher needs need more tutoring and more support.
4. Most students are lacking in will power, self - discipline and attention spans. Prep classes need to include these skills in order to help students toward their goals.
5. At some point a wise person at the top of a giant heap of learning needs to declare that higher education involves rigors and promotes a rigorous course of study possibly involving remembering stuff without electronic devices and possibly having to work hard all your life to support yourself, pay back your loans and do stuff you don't like. (OK if you read that give yourself a smiley)
6. Needs for tutoring, personal services, helpers, companions, and people to just give you a good shake once in a while. Add fees for services

How we can best work together:

Understand the difference in roles

Assist students to make good choices regarding course load, appropriate time to be taking classes,

helping prepare students for college level work, insuring older adults have the computer skills, assisting individuals to prepare for intellectual challenges, imparting self-discipline, teaching will power, accessing office of DS in a timely manner, using accommodations once requested.

Encourage to strengths. Know a person's strengths and play to them. Use the websites to collect information.

Take small steps toward goals. Gain confidence through success with small steps.

Keep each other informed of changes that may have an impact on the students.

What DS is working toward:

faster access to books, more TW and ASL providers in the area, to reduce cost of VRI campus awareness, autism show , classes for incoming freshmen,

Instructor education, adjunct and distant prep

More info on website

More instruction in available technologies

Working in conjunction with facilities, transportation and

Working with new qualifying tests and standards changes in SAT, ACCUPLACER,

ALEXS math test, curriculum requirements

Keep track of graduation rates find a better way.

Incorrect referrals are often generated by individuals working for agencies outside the university. Agencies serve a great purpose as advocates however the advocacy is generally done without full knowledge of the student situation i.e. UAF policies, accurate representation of the students record and history taking classes, and reasonableness of the request.

- Example 1: Agencies send individuals to the office to obtain tutoring services or personal attendants
- Example 2: Agency tells student that the university would purchase the student a specialized walker for walking on UAF sidewalks
- Example 3: Agency tells student we would buy them a cell phone, purchase them a TTY,
- Example 4: Agency tells student we would buy them a hearing aid
- Example 5: Agency distributes puppies as service dogs.
- Example 6: Agency tells individual that DS would give them a computer
- Example 7: Agency does not understand policy on incompletes tells student they can get an incomplete when zero work on the class has been done two weeks short of end of semester.
- Example 8: Agency tells student taking 3 credits is full time status as student
- Example 9: Agency does not understand probationary status and loss of financial aid
- Example 10: Agency tells student that DS has dollars to distribute toward tuition

Cognitive Disabilities: Some campuses are offering programs for people with particular disabilities for example CT for Autistic Individuals $65,000 per year

Autism program in NC – 7,000 over tuition

Schools for learning disabilities—

Programs run in conjunction with agencies

Developmental Classes

Using the correct resources for the individual skill level. Building skills in shorter programs 1 credit classes and pass fail classes.

Problems of transportation for the particular group of non-drivers.

Concerns and Questions gleaned from minutes

Cognitive and Physical Disabilities

Summer sessions

Surveys

Invisible Disabilities

Staff training faculty training --- generalized, non-specific spectrum disorders, consult with faculty. Who should train the agencies?

Is accommodation based on rational criteria?

Prioritize access to service or accommodation

Students who experience all types of disability

Upcoming

Tim Bower of Juneau and in conjunction with the school district Sept.9,10,11,12

Offer a freshman experience class. Taking the Dis out of Disability

UP coming Autism and Art

Academic Standards

UAF's scholastic standards are designed to help students take action before their academic record deteriorates to the point that readmission to UAF or another institution is difficult. In all cases involving poor scholarship, students are encouraged to consult with their advisor, instructors or dean.

Undergraduate and certificate students, or non-degree students enrolled in 12 or more credits, are subject to scholastic action if they fail to earn a GPA of 2.0 at the end of the semester. Scholastic action may result in probation or disqualification from the university.

Good Standing

Undergraduate students -- You are in good standing if your cumulative GPA and most recent semester GPA are 2.0 or better.

Graduate students -- To maintain good academic standing in UAF graduate programs, students must:

1. Maintain a cumulative GPA of 3.0 in courses taken since admission to graduate school. Before advancing to candidacy, however, a cumulative GPA of 3.0 is required. You must earn at least a B grade in 400-level courses.
2. Be registered at UAF with a minimum of 6 graduate or 400-level credits per year unless on approved leave of absence.
3. Abide by all parts of the Student Code of Conduct.
4. Have a current graduate study plan or an advancement to candidacy submitted and approved, unless you are still within the first year of graduate study.
5. Have on file with the Graduate School by May 15 of each year an annual report from the graduate advisory committee, certifying satisfactory progress. This is the responsibility of the student. Students starting in January need not submit an annual report until May of the next academic year. If a satisfactory annual report is not filed as specified, the student may be placed on probation.
6. Pass any required qualifying exams or comprehensive exams. Departments may set the number of times a student may retake an exam.

Academic Honors

Undergraduate and certificate students -- To be eligible for academic honors at the end of a semester, you must be a full-time student in a UAF undergraduate degree or certificate program who has completed at least 12 UA institutional credits graded with the letter grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F. If you have received an incomplete or deferred grade, your academic honors cannot be determined until those grades have been changed to permanent grades. Academic honors are recorded on your permanent record. You will make the chancellor's list with a semester GPA of 3.9 or better, or the dean's list with a GPA of 3.5 - 3.89. UAF announces the students who have earned honors each semester. Students with incompletes or deferred grades that are changed after publication of honors will not be announced separately. If you've requested that information not be released about you (under FERPA), your name will not be released to the media.

Probation

Undergraduate students -- Students whose semester and/or cumulative GPA falls below 2.0 after any semester including the summer session will be put on academic probation. Students on probation may not enroll in more than 13 credits a semester, unless an exception is granted by the appropriate dean. Probation may include additional conditions, as determined by the dean of the college or school in which the student's major is located. Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center. The student will work with an academic advisor to prepare an academic plan for achieving a higher GPA; the advisor is responsible for forwarding this plan to the appropriate dean. A student on probation will not be allowed to register unless the academic plan is on file. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

Graduate students

-- Probationary status indicates a student is not in good standing. When a student is placed on probation, the dean of the school or college and the advisory committee will tell the student what requirements are necessary to be returned to good standing. If a student does not return to good standing by the end of two semesters, he or she may be dismissed from the degree program.

Academic Disqualification

Undergraduate students -- Undergraduate students on probation whose semester and cumulative GPA falls below a 2.0 for two consecutive regular (fall/spring or spring/fall) semesters will be placed on academic disqualification. Academically disqualified students may continue their enrollment at UAF only as non-degree students, are limited to 10 credits per semester and are ineligible for most types of financial aid.

To be eligible for readmission to an academic degree program, the student must:

1. Achieve a 2.0 cumulative grade point average by repeating courses previously failed at UAF and reapply for admission,
   or
2. Complete 9 credits for a baccalaureate or associate program, or 6 credits for a certificate program, with a GPA of 2.0 or higher. The courses may be completed at UAF and/or another regionally-accredited institution and must be letter-graded. Grades of P or CR will not be considered. In considering students for readmission, deans will look for coursework taken that relates to the student's intended program.

Students seeking readmission into an occupational endorsement program must have a 2.0 GPA.

Readmission to a degree program is not automatic or guaranteed. The student must reapply and the application must be approved by the dean. The student may apply to the same program from which they were disqualified, or to a different program or level (e.g. baccalaureate, associate or certificate). Readmission may be granted with a status of probation or with other conditions as specified by the dean. It is vitally important for academically disqualified students to work closely with their academic advisor in developing a realistic and timely educational plan.

Academic Dismissal

Graduate students -- If recommended by the department chair, graduate advisory committee and dean of the college or school, and approved by the dean of the Graduate School, a student will be dismissed because of unsatisfactory performance. Unsatisfactory performance is deemed as one or more of the following:

1. Exceeding maximum time limit for degree.
2. Not being registered at UAF for a minimum of 6 credits per year unless on approved leave of absence.
3. Having less than a 3.0 cumulative GPA for courses taken since admission to graduate school.
4. Being on probationary status for more than two consecutive semesters.
5. Violating the Student Code of Conduct.
6. Lacking progress as judged by the advisory committee and documented on the student's annual report.
7. Having substantive inaccuracies in the original application for admission.

If the student does not have a graduate advisory committee, dismissal can occur upon the recommendation of the department chair and the dean of the college or school, with approval by dean of the Graduate School.

	Disability 1	Disability 2	Disability 3	Disability 4
Abdomial Pain	1			
Add/ADHD	91	20	2	1
Alcohol Dependence	0	2		
Allergies	1			
Anorexia Nervosa	1			
Anxiety	5	5	2	
Asthma	0	0	1	
Asperger/ Autism	10	4	1	
Back Pain/Injury	5	2		
Bi-Polar Disorder	15	1		
Border Line Intellectual Functioning	1	1		
Brain Injury (Stroke)	1			
Bulimia Nervosa	0	1		
Cancer Recovery/treatment	2		1	
Carpal Tunnel Syndrome	2	3		
Cerebral Palsy	2			
Chron's Disease	3			
Cognitive Disorder	1	1		
Compromised Immune System	0	1		
Coordination	0	1		
Deaf/Hard of Hearing/Hearing loss	17	5	2	
Depression	9	12	2	1
Develop. Disabilities	2			
Diabetes	0	1		
Dyslexia (minor)	0	1		
Dysgraphia	2			1
ETC	0	1		
FAS	2	1		
Fibromialgia	1	1		
Fine Motor Skill	0	1	1	
Gilbert Syndrome	1			
Heart Problems	0	0	1	
Hydrocephalis	0	1		
Hip Pain	2			
Intellectual Deficits	0	0	1	
Intermittent explosive disorder	0	1		
illiterate	1			
Irritable Bowel	1			
Knee Issues	0	2		
Language	1	1	1	
LD	64	16	2	
Medical	4	1		
Memory	1	2		
Mental Health	4			
Migraine	3	1		

Minor scoliosis	0	0	1	
Mobility	1	1		
Mood	0	0	1	
MR	0	1		
Multiple Sclerosis	4			
Multiple Physical	1			
Muscular Dystrophy	1			
Narcolepsy	1			
Neck	1			
Neurogenic bladder	0	0	1	
None	5			
Obesity	0	1		
OCD	2	2		
Pain	1	2	1	
Panic Attacks/Disorder	2			
Paranoid	0	1		
Parkinsons	0	1		
Personality Disorder	0	1	1	
Phsicical	36	9	3	2
Post Concussive Disorder				
Possible ADHD	1			
Possibly ADD No documentation	1			
Possibly LD or ADD	1		2	
POTS	1			
Psychiatric	15	5		
PTSD	12	4	1	
Quadrapelegic	2			
Reading Disorder/Disability	2			
SCIATICA	0	0	1	
Schizoaffective Disorder	1			
seizure disorder	3	1		1
Shrapnal Wound	0	0	0	1
Short term memory loss	1			
Sleep Disorder	0	1		
Social Anxiety	0	1		1
Social Behaivor	0	1		
Substance Abuse	0	1		1
Stutter	1			
TBI	15	5	1	
Temporary Injury	1			
Tic Disorder	1			
Tremoros	0	1		
Vertigo	0	1		
Visual	15	3	1	1
Vitamin B deficiency	1			
Writing fine motor skills	1			
Written	0	1		

Total	**386**	**134**	**31**	**10**

UNIVERSITY OF ALASKA FAIRBANKS

Disability Services- Program Review

Service Unit Template

Updated: January 7, 2014

Questionnaire

Please complete the following questions as part of the UAF Administrative & Support (A/S) Program Review process. Submit data and responses no later than Friday, January, 31, 2014 to Briana Walters, Office of Management and Budget (bdwalters@alaska.edu)

Questions are intended for leadership to answer with respect to structure/organization, function, associated budgets, efficiency and resourcing decisions.

1. Briefly describe your unit and its core functions. Provide academic accommodations to students determined eligible under the Americans with Disabilities Act (ADA) and its subsequent amendments.

2. What is the FTE count within your unit? Include total of each FTE on restricted v. unrestricted funds, using the table below.

Unit Name: Disability Services	2 # FTE (0.0)	Salary & Benefits (Labor) Budget ($0,000.0)	Operating Budget ($0,000.0)	Total Labor + Operating + Other Budgets
Restricted		$	$	$
Fund 1	128,172	$	$	$
Other	0	$	$	$
Totals:	128,172	$	$	$

   a. Please attach an updated organizational chart, including FTE, job family classification and working title for each position.
   b. Has your organizational structure changed over time? If so, explain changes in budget or FTE trends for the past 3-5 years. Recently we eliminated a part time Assistive Technology position. Other than that no changes. The other big change reflected in the amount is that our providers of transcription for Deaf and Hard of Hearing students are listed as temp staff. This cost varies greatly from year to year. This year ran almost $60,000 some years it is 0 depending on the number of students needing the accommodation.

3. How are your business operations and administrative staff organized? There is one administrative assistant who also serves as the computer lab person as of this year since eliminating the lab position. Since time sheets are online I do that part.
4. What are the primary and secondary services your unit provides? Please list with short descriptions, if necessary.
   1. Primary - Accommodations to Students including note takers, special testing, loan of equipment, alternate format texts and materials
   2. Primary - request documentation and review to make determinations regarding appropriate accommodations
   3. Primary -Consult with faculty
   4. Primary - Offer trainings to staff and faculty
   5. Secondary - PR with community Agencies
   6. Secondary - Work with facilities and transportation on accessibilty

   a. Describe any revenue generated as a result of these services, if applicable. None

5. How do your business and administrative practices reflect UAF's mission and core values? Consider the practices within your unit and those that your unit is involved in.
    a. How do your services support and enhance UAF's core themes: to educate, discover, prepare, connect and engage? Provide needed accommodations to make all of the above happen, review and insure accessibility of materials
    b. How does your unit support a commitment to high-quality service? Being responsive to a huge range of needs and doing all in a timely manner
    c. Are there opportunities to make business processes more effective and efficient? If so, how? We are a completely bare bones operation
    d. How does your unit ensure compliance and accountability without imposing unnecessary burdens? We are flexible allow people accommodations without complete documentation. We ask what we can do rather than say we can't do something.
    e. How does your unit address risk? Report concerns to supervisor immediately upon seeing a red flag situation or perceiving a possible dangerous situation. Meet with parties as necessary.

6. Please describe your largest customer group(s). Individual who experience disabilities. If these customers were to rate business services in your unit, what do you think they would say? Please choose your perceived customer service experience on the scale below (circle one). I would say over all very acceptable

Not Acceptable - Slightly Acceptable - Moderately Acceptable - Very Acceptable - Completely Acceptable

    a. If you have conducted a recent customer satisfaction survey, please share the results as an attachment.
    b. If you have conducted a survey or would like to see improvement with your level of perceived service selected above, please describe actions you are taking to create positive change. Informing and training others, updating website.

7. How do you compare with other units (internal) or organizations (external) of relative size or scope (universities or other service providers)? Very similar

8. Process Improvement:
    a. What processes or administrative workflows work particularly well in your unit? Can't think of any.
    b. What processes would you want to improve, change or eliminate within your unit?
    c. Expensive and continuous changes to text books. Faculty should use more open source material on the 100-200 level classes it is time consuming to continuously produce alternate formats because text book companies change a few pages. Year after year we spend hours editing texts that are new editions etc. Educators should stick with the same text for 3-5 years.

9. "Shared services" is the consolidation of business operations that are used by multiple parts of the same organization. The goal of a shared service model is to allow each business unit/department to focus its limited resources on activities that support the UAF mission and core values.
    a. Do you see opportunities to implement shared service models? If so, where and how? No it is important that this unit remain apart due to objectivity and confidentiality

b. Are there processes in your unit that could be shared with other units, or pooled? What impacts would you expect, in terms of service and efficiencies? None that I can think of.

10. Impact of decreased funding:
    a. What services would be most impacted by a 10% reduction in personnel funding, and how would they be impacted? We reduced by eliminating a position. Our next elimination would be student workers.
    b. What services would be most impacted by a 10% reduction in non-personnel funding, and how would they be impacted? Ability to loan equipment particularly computers to students.
    c. Would you consider shared service models to ensure the same level of services continue in the event of a personnel reduction? I'm open to consider suggestions but I don't see a good fit with the nature of what we do.

11. Metric Performance:
    Identify any administrative metrics you are using that reflect your key service areas. Include actual or quantifiable performance data in addition to targets or performance goals for the last 3-5 years, if available. Note changes in trends based on performance/metric change. Examples: volume or number of items processed within a defined period of time, length of time it takes to complete each average transaction (days), accuracy rates, customer satisfaction, etc.

I have provided data and a complete description with stats since 1991 in a previously submitted paper.