Center for Disability & Access Annual Report

July 1, 2019 through June 30, 2020

Center for
Disability & Access
THE UNIVERSITY OF UTAH

The Center for Disability & Access at the University of utah

Academic Year 2019-2020 Overview

Accomplishments

- Provided services to 1,700 students, including 819 new intakes, the highest ever served during an academic year. Students served equals approximately 5.18% of total student population.
- Disbursed $132,769 in scholarships to 17 students, and awarded $125,200 to 25 students for the 2020-21 Academic Year.
- Delivered 3,286 accommodated exams to 893 students.
- Provided 5,159 hours of interpreting services for students who are Deaf or Hard of Hearing.
- Received Student Mental Health Fee funding to support the hiring of two Disabilities Advisors with Mental Health Specialization to begin late Summer 2020.

One University

- As the sole office that provides support and accommodations for students with disabilities, CDA works extensively across all colleges and departments, relying on partnerships that support the vision of a One U University.
- CDA collaborates closely with facilities, campus construction and design, commuter services, Teaching and Learning Technologies, University IT, and other entities to create greater accessibility across all areas and functions of the University.

Equity, Diversity, and Inclusion

- The primary mission of CDA is grounded in equity and inclusion as CDA works to provide equal access and promote success for students with disabilities at the University of Utah.
- The Universal Design & Access committee is co-chaired by the CDA Director and is a component of the newly formed “One U Thriving” initiative connected to the Office of Equity, Diversity and Inclusion, in collaboration with the VP of Student Affairs and the VP of Human Resources.

COVID-19 Impacts

- The COVID-19 pandemic has had a significant impact on CDA operations. Temporary workflows have been developed to maintain continuity of services and accommodations. CDA was able to provide continual access to services with minimal interruptions for students and faculty. Specific adjustments in core operations are identified in this Annual Report.

The Center for Disability & Access at the University of Utah Annual Report July 1, 2019 - June 30, 2020

Introduction and Mission

The Center for Disability & Access (CDA) is a unit of Student Affairs at The University of Utah. CDA is dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah. We are committed to providing reasonable accommodations as outlined by Federal and State law. We also strive to create an inclusive, safe and respectful environment. By promoting awareness, knowledge and equity, we aspire to impact positive change within individuals and the campus community.

During the 2009-10 Academic Year, a collaborative effort was put forth by the staff of CDA to draft a new Strategic Plan (see Appendix A). As part of this plan, the following guiding values of CDA were identified:

Access	Knowledge
Equity	Independence
Inclusion	Self-Advocacy
Diversity	Leading Edge Technology
Respect	

In addition to these nine values, the Strategic Plan also identifies seven strategic objectives and accompanying goals and actions. These objectives continue to guide CDA and are closely aligned with the Student Affairs Strategic Plan. Appendix B contains the current CDA brochure.

Center Staffing

The Center for Disability & Access is staffed by a Director, an Associate Director, three Disabilities Advisors, a Deaf Services Coordinator, a Classroom Accommodations Coordinator, an Accommodations Specialist, a Manager of Assistive Technology and Alternative Format, two Staff ASL Interpreters and an Executive Secretary (See Appendix C). In addition, the center maintains 3-4 work study positions, numerous notetakers/reader-scribes, and an in-house interpreting staff for the Deaf and Hard-of-Hearing.

Scott McAward, Ph.D. served as Director, and Sid Davis continued in his role as Associate Director/Advisor. Christian Burningham, James Johnson and Stephanie Piani also continued in their roles as Disabilities Advisors. Charity Harding served as the Coordinator of Deaf Services/Advisor, and Melody Fico and Klaryne Quirarte served as Staff ASL Interpreters. LeeAnn Gallegos served as the Coordinator of Classroom Accommodations, and Jill Pecchia-Bekkum was in the role of Accommodations Specialist. Christopher Green managed the Assistive Technology and Alternative Format area. Suzanne Eastmond is the center's Executive Secretary and Notetaking Coordinator. During the 2019-20 academic year, a pilot was instituted with the Student Success Advocate program in which Iris Moulton, Student Success Advocate (SSA), was 'embedded' for approximately 5 hours per week to work with CDA students. This pilot will continue during the 2020-21 academic year.

During the 2019-20 academic year, CDA was approved and received funding for a new position of Disabilities Advisor with Mental Health Specialization. This position was funded via the Student Mental Health Fee. A search for this position began in January 2020, led by Iris Moulton, SSA. The search was temporarily paused due to the COVID-19 pandemic, but was concluded after the 2019-20 academic year in Summer 2020. Penina McMoore began in this position in July 2020. Subsequently, due to increase demand, a second position was approved in July 2020, and Jill Pecchia-Bekkum was hired to transition from her Accommodations Specialist role to this new position to begin in August 2020.

On March 16, 2020, the COVID-19 pandemic worsened and the University closed the physical campus, including most offices within Student Affairs. The remainder of Spring 2020 semester was transitioned to all on-line learning starting on March 19, a one day delay due to the earthquake

that occurred on the morning of March 18. The CDA staff was able to transition all services to virtual platforms, maintaining a continuity of services for students. Specific adjustments in key areas will be noted in this report.

Students Served

During the 2019-2020 academic year, CDA served 1,700 students, an increase of 4.29%. Of these, 664 reported as male, 895 as female, 25 as Transgender, and 116 were unreported. The majority of students served were undergraduates (1,252, or 73.65%) and 52 were classified as International Students while 59 students were also being served through the TRiO program on campus. CDA served 52 students identified as Veterans and 33 identified as Student Athletes. Table 1 shows ethnicity of students served and Appendix D contains more detailed student academic demographics.

Of the total number of students seen, 819 were new (343 Fall, 271 Spring, 205 Summer), a slight decrease of 5.43% from the previous year. Figure 1 shows the trend of new students seeking services over the past ten years.

Table 1: Ethnicity of students served, Academic Year 2019-2020

Ethnicity	%
African-American	2.87
American Indian/Alaskan Native	2.75
Asian-American	6.54
White	72.02
Native Hawaiian/Pacific Islander	1.26
Latina/o or Hispanic	11.41
Other	3.15

Comparing the number of students registered with our office to the Fall 2019 student enrollment (32,818) indicates CDA serves approximately 5.18% of the student population. Psychological disabilities remain the number one disability, followed by Medical, ADHD and learning disabilities. Table 2 and Figure 2 shows disabilities served by frequency.

CDA participates in the Sponsored Admission process. For admission in the 2019-20 Academic

Figure 1: Intakes by Fiscal Year

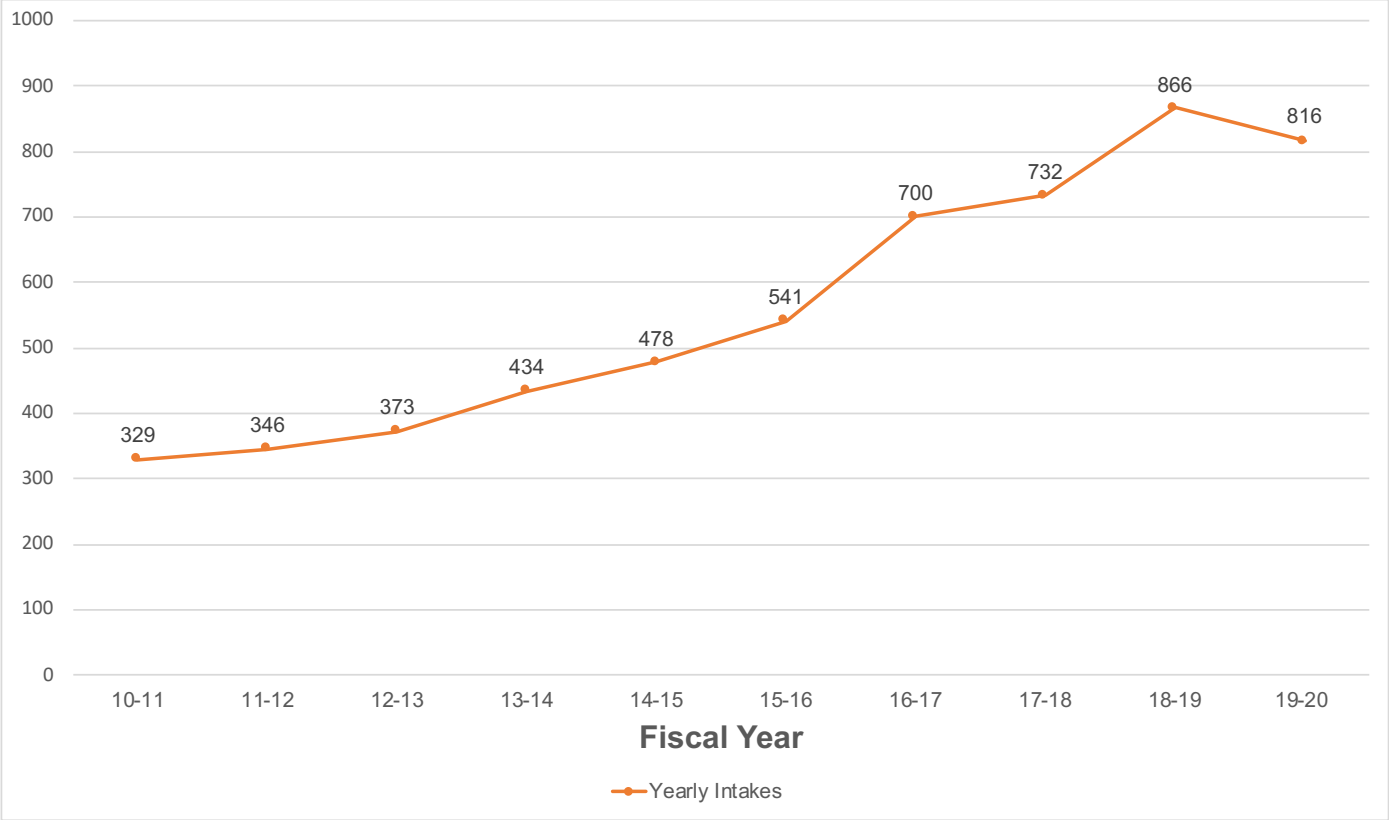
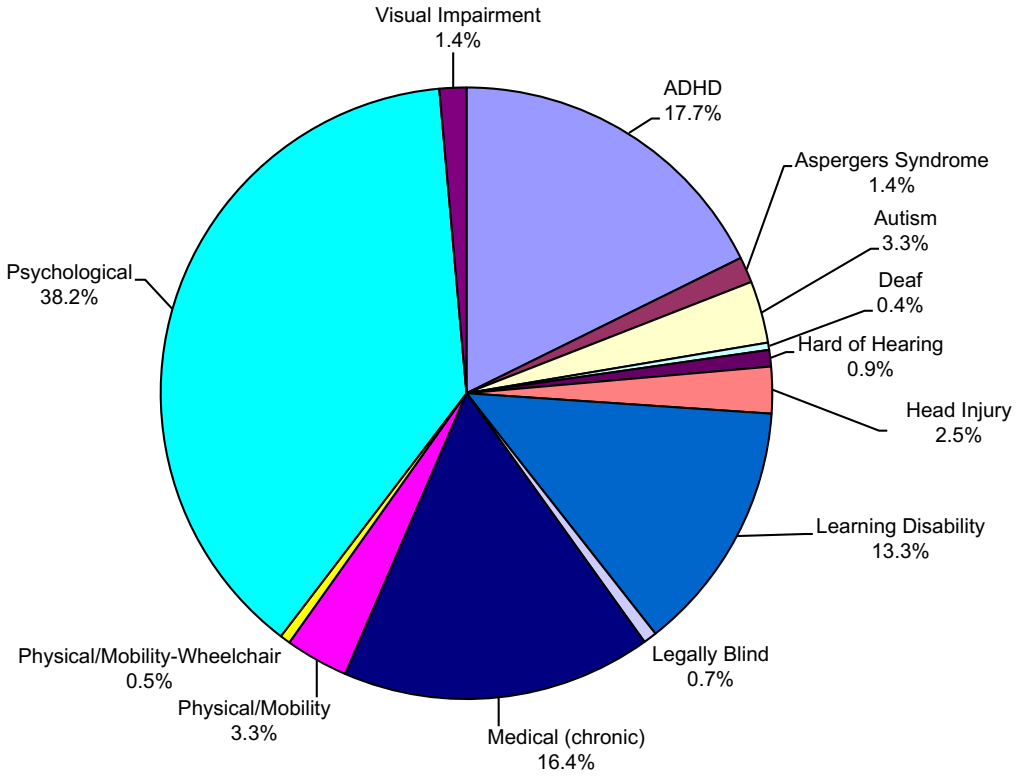


Table 2: Frequency of Disabilities

Disability	2015-16	2016-17	2017-18	2018-19	2019-20	% chg last year	% chg five yrs
ADHD	176	295	260	313	324	+3.51%	+84.09%
Asperger's Syndrome*	25	29	24	21	25	+19.05%	0.00%
Autism	15	28	40	55	60	+9.09%	+300.00%
Deaf	9	12	10	5	7	+40.00%	-22.22%
Hard of Hearing	20	30	20	22	16	-27.27%	-20.00%
Head Injury	33	51	56	51	45	-11.76%	+36.36%
Learning Disability	167	270	222	238	244	+2.52%	+46.11%
Legally Blind	12	21	18	17	13	-23.53%	+8.33%
Medical (chronic)	147	255	267	300	300	0.00%	+104.08%
Physical/Mobility	51	75	57	62	61	-1.61%	+19.61%
Physical/Mobility-Wheelchair	14	17	12	10	10	0.00%	-28.57%
Psychological	372	629	591	676	699	+3.40%	+87.90%
Visual Impairment	13	19	19	21	26	+23.81%	+100.00%
Total # of disabilities served	**1054**	**1731**	**1596**	**1791**	**1830**	**+2.18%**	**+73.62%**
Total # of students served	1410	1648	1594	1630	1700	+4.29%	+20.57%

* DSM-V removed the classification of Asperger's and combined it with Autism. Newer students with what would have been classified as Asperger's are now classified with Autism.

Figure 2: Percentage of Disabilities, Academic Year 2019-2020



Year, we reviewed 22 applications, of which 12 students were admitted.

All appointments after March 16, 2020 were provided virtually, primarily using the Zoom software. The office was able to maintain the capability to answer the main phone number, and alternative methods of contact were developed, including a Qualtrics web-based contact form. A total of 189 initial Intake Appointments were conducted virtually.

Core Objectives

The Center for Disability & Access serves students at The University of Utah in a variety of ways. The following section will identify and discuss the core objectives of the center.

Objective 1: Classroom Accommodations

Goal: To provide reasonable and appropriate accommodations that allow equal access in the classroom.

Outcomes: Deliver on-time, effective classroom accommodations across all areas. This is measured by quantity of accommodations provided.

A major focus of CDA is providing classroom accommodations for students with disabilities on campus. These accommodations can be grouped as Exam Accommodations, Notetaking Services, Classroom Holds/Changes, Priority Registration, Reader/Scribe Services, and Accessible Furniture. The overall goal in this area is to provide reasonable and appropriate accommodations that allow equal access in the classroom. The center aims to deliver on-time, effective classroom accommodations across all areas. These goals directly support retention and graduation by creating equal access in the classroom. Overall, classroom accommodations align with the CDA Strategic Plan #1 and the Student Affairs Strategic Plan #1 and #3. See Appendix E for accommodations approved for students served during the 2019-20 Academic Year.

Overall, this area was the most impacted by the COVID-19 pandemic. Prior to the transition to virtual services, the majority of CDA processes were conducted using a combination of paper forms and internal electronic databases. The sudden shift caused challenges to the continuity of accommodations as temporary workarounds had to be developed to account for no in-person interactions. This has resulted in a much higher workload for CDA advisors, students, and faculty. These workarounds have continued into the next academic year as a new software system is being purchased and configured for a targeted implementation in Spring 2021. More detailed information about this core objective is as follows:

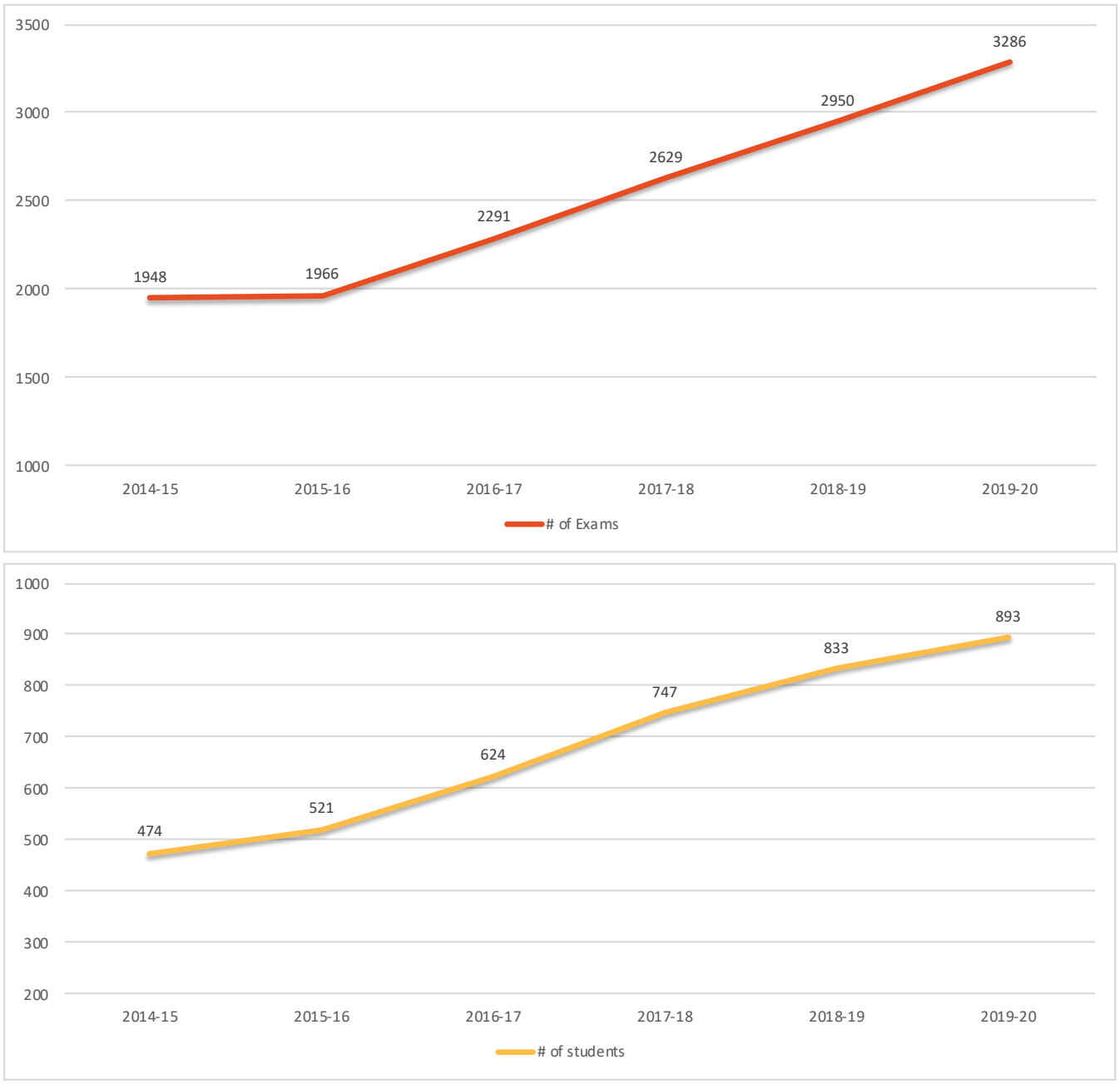
Exam Accommodations

Providing exam accommodations is a major undertaking for CDA. During the 2019-2020 fiscal year, we provided exam accommodations for 893 students, an increase of 60 students (6.72%), for a total of 3,286 exams. Approximately 911 of these exams were delivered virtually due to the COVID-19 pandemic. The total number of exams delivered by CDA increased significantly by 11.39% as compared to last fiscal year. Figure 3 shows the past 6 year trend of students served and exams administered. The total exams accommodated represented 1,906 courses, a 10.94% increase. Instructors in 664, or 34.84%, of these courses coordinated and delivered the accommodations themselves. On average, approximately 3.68 exams were administered to each student receiving exam accommodations.

One of the most significant challenges faced by CDA is the lack of a dedicated testing space. This is particularly challenging during busy exam times, such as mid terms and finals. Within the CDA office there are 2 private testing rooms and a small testing room with 5 seats. It is necessary to utilize the University Testing Center and the U-Online Testing Center as much as possible. In addition, space is rented from the Union during finals.

The volume of accommodated exams continue to increase, however there has been no corresponding increase in testing space. This is becoming a critical issue and has begun to negatively impact our ability to deliver accommodated exams in a timely, effective manner. There are several times during each semester we are required to deny stu-

Figure 3: Exam Accommodations, Six Year Trend



dents their preferred testing date due to lack of capacity. This continues to not be sustainable and will need to be addressed in the very near future.

The COVID-19 pandemic also posed significant challenges to the exam accommodation program. After March 16 2020, no in-person exam services were able to be provided. This required contacting all faculty and students to inform them of the procedures necessary to deliver exam accommodations virtually. Two staff members were dedicated to this process. Temporary processes were subsequently developed for Summer 2020 to ensure continued delivery of accommodated exams.

Notetaking Services

A common accommodation provided by CDA is notetakers. These are provided for a variety of disabilities. During the 2019-2020 academic year, we had a total of 485 requests for notetakers. We fulfilled 137, or 28.2%, of these requests. Typi-

cally, around 40% of the requests don't get filled due to students deciding they do not need notes for a particular class, they drop a class without informing us, or there is a difficulty recruiting a notetaker. The total number of requests for notetakers increased from 427, or 13.58%, while the percentage of requests dropped by approximately 9.7%. We continued our policy of paying notetakers a stipend of $75/semester for typed and emailed notes. We employed 103 notetakers at a total cost of $7,570.

Beginning in Spring 2012, students have been offered a SmartPen as an alternative to a traditional notetaker. A SmartPen is a device that provides audio-recording of a lecture and digitizes information written in a specialized notebook. The audio is synchronized to the written notes and can be transferred to a computer. It provides many benefits compared to a volunteer notetaker. During the 2019-20 Academic Year, 126 new SmartPens were given to students, with a total of approximately 305 pens in use, representing approximately 1,220 courses. Feedback continues to be very positive and we anticipate that the number of SmartPen users will continue to increase each year.

Classroom Holds & Changes, Priority Registration, Adaptive Furniture

Physical accessibility of classroom buildings and rooms remain a challenge on this campus. To assist students with mobility needs, Sid Davis works closely with the Scheduling office coordinating all classroom holds and changes. Each semester, classes of students with mobility needs are evaluated to determine the level of accessibility of the assigned classrooms. Classrooms are either held (preventing other departments from moving the locations without our approval) or moved. In addition, based on need, either accessible chairs or tables are added to the classroom. For Summer 2019, Fall 2019 and Spring 2020 combined, we held 462 and moved 14 classes. In addition, approximately 70 individualized pieces of furniture (non-standard tables, chairs, etc..) were placed. To assist with coordination of many accommodations, 265 students were granted priority registration.

Reader/Scribe Services

Some students with disabilities require one-on-one assistance in the classroom. For this purpose, CDA provides reader and scribe services. Some examples of when this service is provided include for students with visual impairments and students with limited mobility. Functions provided include describing visual material in the classroom, operating lab equipment, and verbalizing written material.

Objective 2: Alternative Format Services

Goal: Provide access to print/classroom materials to students with print disabilities.

Outcomes: Provide accessible material available in a timely manner.

A second key activity is the procurement and/or creation of alternative format of written materials. This includes textbooks, braille/tactile graphics, handouts and powerpoint presentations. The goal in this area is to provide access to print/classroom materials to students with print disabilities. This includes students with sensory disabilities, mobility limitations, as well as those with LD/ADHD. The center strives to provide accessible material in a timely manner (ideally at the same time as rest of class) and utilizes such technology as adaptive software (Kurzweil), Braille embossers, and high speed scanning. In addition, CDA works directly with publishers and other repositories for electronic version of textbooks and other written material. This area aligns with CDA Strategic Plan #1 and Student Affairs Strategic Plan #1.

For the 2019-20 Academic Year, 1,198 Alternative Format projects were completed (17% increase), including Braille, Large Print, and PDF conversions. A total of 1,452 captioning projects were completed, a significant increase of 31%. This is an additional area that experience a very workload due to the COVID-19 pandemic, particularly in the area of captioning. While there has been an upward trend over the past couple of years, it dramatically increased at the end of Spring 2020 and has continued to exponentially increase into the next academic year. This is a critical area within

CDA that will need to be examined to determine how best to be able to continue to meet demand and the university ADA obligations in this area.

Objective 3: Interpreting Services for the Deaf and Hard of Hearing

Goal: Provide services that allow for effective communication access as required by the ADA.

Outcomes: Employ high quality interpreters and provide timely access to captioned video. Evaluations of interpreters will be completed each semester.

The Center for Disability & Access is responsible for providing interpreting services for students who are Deaf or Hard of Hearing. The goal in this area is to provide services that allow for effective communication access as required by the Americans with Disabilities Act (ADA). To meet this goal, the center employs highly qualified staff and strives to provide timely access to captioned video material. This area aligns with CDA Strategic Plan #1 and Student Affairs Strategic Plan #1, 3 and 4.

The Center maintains an in-house, part-time staff of American Sign Language Interpreters (ASL) and Real-Time Captionists (RTC). Interpreting standards include utilizing a "team" of two interpreters for all interpreting assignments of 50 minutes or more. Since the vast majority of assignments exceed 50 minutes, most interpreting requires a team. Typically, we are unable to fulfill all requests for interpreting through our in-house staff, therefore we also utilize the services of interpreting agencies at an added cost. Departments are also able to request our interpreting services for events outside of the classroom. When an event is not funded by CDA, the department is responsible for the cost of the interpreter at $45/hour per interpreter.

A total of nine unique students received interpreting services for the 2019-2020 fiscal year. Table 3 shows the student demographics and the breakdown between ASL and RTC services. Through the entire year, we provided 5,159.88 hours of interpreting at an estimated cost of $306,513.26.

Table 3: Interpreting Services for the Deaf and Hard of Hearing

Students Using Services	Jul/Aug & Fall 2019	Spring 2020	May/ June 2020
Undergraduate	7	6	2
Graduate	2	2	1
Total	9	8	3
Credits served	132.5	101	24
Services Utilized			
ASL Interpretation	6	5	3
Real-Time Caption	3	3	0
Hrs per semester	2954.22	1854	360.16
ASL Hours: 4,450.13 (86.25%)			
RTC Hours: 709.75 (13.75%)			
Total Hours: 5,159.88 (16.29% decrease)			
In-house Cost: $229,442.38 (74.86%)			
Agency Cost: $77,070.88 (25.14%)			
Total Cost: $306,513.26			
Average overall cost per hour: $59.40			
Average ASL In-house cost per hour: $52.15			
Average ASL Agency cost per hour: $66.97			
Average RTC In-house cost per hour: n/a			
Average RTC Agency cost per hour: $103.93			
Total Credits Served: 257.50			
Average cost per credit: $1,190.34			

The total number of hours decreased by 16.29%, and the overall cost decreased by 4.52%. The average cost per hour increased 14.06% to $59.40. The permanent Staff Interpreters (2.0 FTE) provided a total of 1,532.51 service hours.

Since most assignments were delivered with a team of interpreters, the average cost per class hour was $118.80. ASL interpretation made up

86.25%, or 4,450.13 hours, of services provided while RTC represented 13.75%, or 709.75 hours. A total of 257.5 (26.84% increase) academic credits were served with an average cost per credit of $1,190.34. Cost per credit decreased by 24.73%.

Agency vendors were utilized to deliver 50.75 hours, or 1.14%, of ASL services and agency vendors were used to deliver 709.75 hours of RTC services, which represented 100% of RTC services. Overall, agency vendors delivered 760.5, or 14.74% of total hours (ASL + RTC). This is an increase of 4.59% as compared to last year primarily due to increased need for RTC, which is provided by agency vendors. For the 2019-2020 fiscal year, the ratio of agency costs vs. in-house costs increased from 18.80% to 25.14%. The primary reason for this increase is the higher amount of RTC provided, which is delivered by vendors. Breaking down costs per hour shows that the average ASL in-house cost per hour is $59.40 versus $66.97 for agency vendors. Costs for credit hour decreased this year, likely due to an increase in the number of credits served.

Service delivery shifted significantly due to the COVID-19 pandemic. After March 16, 2020, all ASL and RTC services were delivered virtually, either synchronously or asynchronously. This presented scheduling challenges for interpreters as instructors were shifting class modes and schedules frequently. Preparations were made for Fall 2020 to anticipate a mix of in-person and virtual interpreting services.

Objective 4: Other Accommodations

Goal: Assist students with mobility limitations accessing campus building and provide accommodations in housing.

Outcomes: Provide classroom/building access assistance day one or within 3 days of approved request. Notify housing of accommodations within 2 weeks after complete file.

The CDA also provides other accommodations including authorization for Commuter Services Lift Van (point-to-point shuttle), Housing Accommodations, and requests for Emotional Support Animals (ESA). These services assist students with mobility limitations accessing campus buildings and provides accommodations necessary in student housing. It is our goal to provide classroom/building access in a timely manner, or within 3 days of approved request. In addition, requests for housing accommodations of ESAs will be approved or denied within two weeks after the required documentation is submitted. In the future, these accommodations will be tracked and reported each year. This area aligns with CDA Strategic Plan #1 and Student Affairs Strategic Plan #1.

Objective 5: Outreach Services

Goal: Increase knowledge and awareness of ADA and Disabilities across campus.

Outcomes: Deliver effective outreach presentation and services on campus. Measured by quantity of programs and types of programs presented.

An important function of CDA is outreach programming, which helps to increase knowledge and awareness of ADA and Disabilities across campus. We hope to deliver effective outreach presentations and services on campus. Stephanie Piani served as the Outreach Coordinator for the 2019-2020 Academic Year. Outreach activities included student panels, information tabling, and presentations. Overall, 16 outreach programs (representing 23.9 hours) were delivered to approximately 683 individuals. Topics covered included CDA Services, High School Transition, Disability Awareness, and Disability Inclusion. In partnership with the Office of Orientation, we offer intakes specifically during freshman orientation programs. We hope this helps students connect with our office earlier in their academic career so we can provide the best support we can. This area aligns with CDA Strategic Plan #3 and 4 and Student Affairs Strategic Plan #1 and 4.

Objective 6: Consultation and Coordination

Goal: Provide integrated, collaborative approach to accessibility on campus.

Outcomes: Provide timely consultation to staff, faculty and departments. Participate on campus

wide ADA committees and initiatives.

Another important activity for the center is to provide consultation on disability related issues across campus with the goal of providing an integrated, collaborative approach to accessibility on campus. We strive to achieve this goal by providing timely consultation to staff, faculty and departments. In addition, the Director of the center currently chairs the university-wide ADA ACCESS Committee. All staff provide consultation for departments on campus, including Facilities, UIT, and Academic departments. This area aligns with CDA Strategic Plan #1, 3, and 6 and Student Affairs Strategic Plan #1, 4, and 5.

Objective 7: Assistive Technology

Goal: Leverage technology to provide support for students with disabilities.

Outcomes: Provide greater access to curriculum through the use of technology by students with disabilities.

Assistive technology remains an important resource provided to students by The Center for Disability & Access. It is the hope of the CDA to leverage technology to provide support for students with disabilities by providing greater access to the curriculum. We provide technology and training for CDA registered students. One of the most utilized technologies available to students is the Kurzweil 3000 computer program. This program provides alternative text accommodations by allowing students to scan their textbooks in order to have their computer read the material to them and/or convert the material to MP3 format for listening on a portable music device. Students with a wide range of disabilities utilize this successful service. In addition, software such as Dragon Naturally Speaking, Zoomtext, and JAWS are also available.

Our specialized computer labs have continued to see increased usage. In total, CDA has 8 specialized computers available for student use, divided between our in house computer lab and the Marriott Library Lab. The Marriott Library Lab has been the most utilized and is open during regular Library hours. The new furniture and equipment installed during 2012 has been serving our students well. Our in house computer lab is also utilized frequently by our students.

In 2019-20, CDA was awarded $41,757.37 from the Learning Spaces funding process - which allocated student computing feeds in a competitive process. We have been able to utilize funds to update software, upgrade hardware, and purchase new assistive technology. We will to continue to look for ways to update our assistive technology to better serve our students. New software upgrades will allow us to better track utilization in this area moving forward. This area aligns with CDA Strategic Plan #5 and Student Affairs Strategic Plan #1, 3 and 4.

Objective 8: Student Scholarships

Goal: Provide financial support to students with disabilities.

Outcomes: Increase retention of students with disabilities. Amount of scholarship money awarded and sources of new funding secured is measured each year.

The Center for Disability & Access has been able to continue our scholarship program for students with disabilities. This contributes to increased retention of students with disabilities by helping to ease the financial burden of attending college. This area aligns with CDA Strategic Plan #6 and Student Affairs Strategic Plan #1, 3 and 4. Over the 2019-2020 academic year, we disbursed scholarships to 17 students for a total of $132,769. We have awarded $125,200 in scholarships to be disbursed to 24 students during the 2020-2021 academic year. The scholarships include:

The Craig H. Neilsen Foundation Scholarship

The Craig H. Neilsen Foundation Scholarship was instituted in 2006. The Foundation was established in 2003 and since then has funded programs supporting spinal cord injury research and rehabilitation, cancer research, and children's charities. Students with a Spinal Cord Injury who attend or plan to attend the University of Utah as undergraduates or graduates are eligible to ap-

ply. Preference is given to students in a business related major or students studying law. The format of the scholarship was altered by the Foundation. Beginning with the 2015-16 recipients, the amount has been increased to cover total costs of tuition, fees and books for the duration of each student's degree. The total disbursed for 2019-20 was $104,769 to six students. CDA has awarded $87,200 to three students for the 2020-21 academic year.

The Louise J. Snow Scholarship

The Louise J. Snow Scholarship for students with a disability was first established in 1998 and is the longest running scholarship offered through the Center for Disability & Access. Typically, two to three students each year are awarded scholarships in the amount of $2,000. For the 2019-2020 academic year, five students received the scholarship for $2,000 each. Four students will be receiving $2,000 each for the 2020-2021 academic year.

The Keaton K. Walker Scholarship

The Keaton K. Walker Scholarship was instituted in 2002 to benefit students who are blind, low vision, or have a physical disability. Preference is given to students who are blind or low vision. One scholarship is awarded each year. For 2019-2020 academic year, two awards of $2,000 were given. For the 2020-2021 academic year, two students will be receiving $2,000 each.

The Poulson Family Endowed Scholarship

In 2018-19, CDA was fortunate to receive a generous contribution from Dr. Ernest Poulson of $100,000 to establish the Poulson Family Endowed Scholarship. This scholarship is established to support students who may be blind, low vision, or has a physical disability. The inaugural scholarship was awarded to one student in the amount of $2,000 for the 2019-20 academic year. For the 2020-21 academic year, one student was awarded $2,000

The CDA Alumni Partner Scholarship

In collaboration with the University of Utah Alumni Association, the inaugural CDA Alumni Partner Scholarship was created to provide funding for Junior and Senior undergraduate students. For 2020-21 academic year, 12 scholarships of $2,000 were awarded.

The Ann Margaret Christensen Scholarship

The Ann Margaret Christensen (AMC) foundation awarded a one-time grant to award scholarships to students that identify with cerebral palsy or another neurological disability. For 2019-20, two students were awarded $5,000 scholarships each.

Plan For The Future

It is important for the Center for Disability & Access to keep current and up-to-date on trends as well as external influences that will impact our services. There are some anticipated challenges, as well as opportunities, across the next fiscal year. These include:

Anticipated Challenges

1. Increasing Workload in Alternative Formats - Prior to the COVID-19 pandemic, demand for alternative formats, particularly video captioning, has been increasing significantly each year. Since the pandemic begin, there has been an exponential growth in the need for video captioning that has quickly outpaced CDA's capacity to meet this demand. Short-term and long-term solutions will need to be explored. Internally, it will be necessary to expand permanent staff in this area. In addition, stakeholders across the university will need to be brought together to discuss a university wide approach to electronic accessibility. Both of these will be priorities in the next academic year.

2. Testing Capacity - An ongoing challenge is available space, primarily for our exam operations. This past year we delivered over 3,400 exams, however have very little testing space. We rely on campus partners as much as possible at an added cost. As the number of exams increase, our effectiveness in delivering the required accommodations, along with providing adequate test security, decreases. While the temporary shift to online coursework, along with virtual testing, has relieved the capacity issue somewhat, it is anticipated that the de-

mand for in-person testing will resume once more typical course operations begin. Prior to the pandemic, conversations were begun with the Marriott Library on potential shared space. This will be revisited in early Spring 2021 to continue discussions as addressing the needs of our exam accommodation service will need to be a priority prior to Summer 2021.

3. Meeting ADA Obligations in an Online Environment - The unprecedented shift to online learning posed significant challenges to CDA staff in maintaining continuity in providing accommodations. Temporary workflows have been developed, however with the still dynamic nature of the pedagogy, further challenges are expected as CDA works to ensure students are afforded equal access and the university's obligations under the ADA are met. This will need to be monitored closely and adjustments will need to be made as CDA attempts to remain flexible and adaptive to the new environment.

Anticipated Opportunities

1. Transition to ClockWork Accommodation Database - Prior to COVID-19 pandemic, CDA started an RFP process for a new software system to manage ADA accommodations. This was a critical need to continue to meet the needs of an increased number of students served. A move from paper based processes to an integrated electronic system will allow CDA to be more efficient and provide a much higher level of service to students and faculty. The RFP process was completed in late Summer 2020 and was awarded to purchase ClockWork software system. This new system will be integrated with PeopleSoft data feeds and will also allow login for Faculty and Students through the SSO CIS login portal. While the ideal time to implement a large system is during Summer semester, an attempt to expedite the implementation to occur by Spring 2021 is underway in order to address the challenges the COVID-19 pandemic has had on CDA processes. The new database will radically shift how CDA is able to provide support for students.

2. Increased Support for Students with Mental Health Disabilities - The largest proportion of students served are those with psychological disabilities. Students with these disabilities now make up over 38% of our students served. Students with mental health challenges often are in need of additional support beyond traditional accommodations. CDA Advisors are frequently providing crisis support and accommodating attendance issues. This requires a larger amount of time coordinating with other campus entities, such as the University Counseling Center or the Dean of Students office. In order to continue to meet the needs of these students, CDA was fortunate to receive funding from the Student Mental Health Fee to hire two Disabilities Advisors with Mental Health Specialization. These positions were filled in Summer 2020. In addition to serving a caseload of students, primarily with mental health disabilities, these positions will also provide outreach and case management services coordinating with other campus offices to provide more coordination of care and support. This has greatly increased CDA's capacity to support students utilizing a more holistic approach.

3. Universal Design & Access Committee- Over the past couple of years, the CDA Director has worked closely with the Disabilities Studies Program Faculty Director on an initiative to expand the Disability committee structure on campus. In coordination with the Vice President of Student Affairs and the Vice President for Equity, Diversity and Inclusion a new university -wide committee was formed titled the Universal Design & Access Committee (UDA). This committee will take on some of the functions of the ACCESS committee, but will be expanded to incorporate broader efforts on accessibility and Universal Design. The UDA committee will be part of the new "One U Thriving" initiative that also encompasses other University-wide committee involved with equity, diversity and inclusion work, including the Anti-Racism Committee, the Presidential Commission on the Status of Women, and the Racist & Bias Incident Response Team

Staff Excellence

The staff of CDA is involved in a variety of activities beyond the immediate operation of the office . These activities are listed in Appendix F.

Appendix A

CDA Strategic Plan

Mission

The Center for Disability Services is dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah. We are committed to providing reasonable accommodations as outlined by Federal and State law. We also strive to create an inclusive, safe and respectful environment. By promoting awareness, knowledge and equity, we aspire to impact positive change within individuals and the campus community.

Values

Access
Equity
Inclusion
Diversity
Respect
Knowledge
Independence
Self-Advocacy
Leading Edge Technology

Strategic Objectives

1. **Provide appropriate and reasonable accommodations to eligible students.**

   Goals and Actions:

   a. Update and revise student handbook, website, and printed materials on a regular basis to provide accurate and effective information.
   b. Conduct regular case management meetings to review and discuss student cases, policies, and procedures regarding reasonable accommodations.
   c. Keep current regarding changes to laws and utilize best practices.
   d. Develop effective working relationships with students, faculty, staff, and departments to facilitate implementation of accommodations.
   e. Determine eligibility and deliver accommodations to students in a consistent, yet individualized, manner.
   f. Work collaboratively with students and faculty to identify essential elements and technical standards in the academic environment.

2. **Develop students as a whole by providing services and resources that encourage self-advocacy, independence, wellness, knowledge, and balance.**

   Goals and Actions:

   a. Research and identify campus and community resources that are available to our students and encourage their use.
   b. Guide students in developing independence and self-advocacy skills.
   c. Offer programs that encourage social, emotional, cognitive, physical, and spiritual health and wellness.
   d. Work collaboratively with other campus offices (i.e. University Counseling Center, Women's Resource Center, Career Services, etc…) in offering support services to our students.
   e. Encourage students to establish a short and long term vision related both to their education and their future.

3. **Promote a safe, accessible and inclusive environment for students with disabilities through outreach, education, and increasing awareness.**

   Goals and Actions:

   a. Provide a safe, welcoming and accessible environment within our office.
   b. Educate and train CDS staff members about working with diverse, underserved, and/or underrepresented populations (i.e. Veterans, LGBT, different ethnic backgrounds, etc.).
   c. Create effective marketing tools for our office that would be informative, sensitive, respectful, and inclusive.
   d. Collaborate with Human Resources to provide ongoing training and resources to department, faculty, and staff on working with students with disabilities.
   e. Partner with other offices (e.g. Student Recruitment, Orientation, etc.) in designing and adapting programs that foster and communicate an open and accessible campus community.
   f. Educate the campus community through panels and presentations promoting disability awareness.

4. **Engage in activities that further our knowledge and skills in the use of best practices in the areas of disability and higher education.**

   Goals and Actions:

   a. Maintain memberships in local, regional, and national organizations to remain current with best practices in higher education and disability.
   b. Attend local, regional, and national conferences to develop and further our skills and knowledge.
   c. Network and develop relationships within the University of Utah as well as other agencies, organizations, and institutions.
   d. Engage in continuing education opportunities at the University (e.g. the Disabilities Studies Graduate Certificate, Human Resources trainings, Student Affairs trainings).

5. **Actively implement and utilize technology that improves our ability to assist students with disabilities.**

   Goals and Actions:

   a. Support and promote a campus wide technology policy that takes into consideration the needs of students with disabilities.
   b. Work collaboratively with computers labs on campus to maintain and update accessible equipment and software.
   c. Continue to expand and enhance the electronic database in order to improve efficiency and sustainability.
   d. Assist students with emerging technologies and improve student awareness and use of the technology.
   e. Dedicate resources to maintaining up-to-date software and equipment.

6. **Enhance the diversity of the university by recruiting and retaining students with disabilities.**

   Goals and Actions:

   a. Partner with campus offices that reach out to primary and secondary educations to support and promote recruiting students with disabilities from a diverse background.
   b. Develop working relationships with community organizations (e.g. Salt Lake Community College, State Office of Rehabilitation) to advertise and educate staff and prospective students regarding our services.
   c. Develop programs and services to educate the University community about the experiences and challenges faced by students with disabilities.

7. Assess and evaluate our services to increase our effectiveness.

Goals and Actions:

a. Review annually as a staff our goals, strategic plan, and services.
b. Work with the Assessment, Evaluation, & Research office to conduct at least one assessment per academic year (e.g. satisfaction survey, technology survey, needs assessment).
c. Implement a system for tracking retention, performance, graduation, and employment data on students registered with our office.
d. Maintain accurate records of services utilized by students, including demographic information of registered students.
e. Improve tracking of staff activity (e.g. appointment statistics, caseload, outreach).

Appendix B

CDA Brochure

Center for
Disability & Access
THE UNIVERSITY OF UTAH

Think you might qualify for services?

1

Call (801) 581-5020 to schedule an intake appointment.

2

Attend your intake appointment to discuss the required documentation and complete the application paperwork.

3

Provide documentation to be reviewed by the CDA case management team to determine eligibility.

4

Follow up with your CDA advisor regarding your status and (if eligible) to implement accommodations.

Contact Us

Phone
801-581-5020

Fax
801-581-5487

Email
info@disability.utah.edu

Office Hours
M - F 8 a.m. - 5 p.m.

162 Olpin Union Building
200 S Central Campus Drive
Salt Lake City, UT 84112

disability.utah.edu

STUDENT AFFAIRS
THE UNIVERSITY OF UTAH

Upon request this material is available in alternative formats by contacting our office.

FREE YOUR ABILITY

Center for
Disability & Access
THE UNIVERSITY OF UTAH

The Center for Disability and Access is dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah. We are committed to providing reasonable accommodations as outlined by federal and state law. We also strive to create an inclusive, safe and respectful environment. By promoting awareness, knowledge, and equity, we aspire to impact positive change within individuals and the campus community.

"CDA has helped me with interpreters, note taking, and a variety of services that accommodate my academic needs."

— Wendy A.

All admitted students have the right to fully participate in the university experience, and any student who experiences a condition that substantially limits one or more major life activities may be eligible for accommodations at the U.

The Center for Disability and Access strongly encourages all students who may be experiencing limitations to contact our office at 801-581-5020, schedule an intake appointment, and meet with an advisor to explore whether or not they might qualify for accommodations and services.

"The CDA has helped me feel comfortable and confident in my academics. They have helped me see that my disability is my ability."

— Elliot F.

We provide a wide range of services to help you succeed at the University of Utah. From exam accommodations, and designated note takers, to sign language interpreters, captioning services, and more, we strive to make your experience at the university inclusive and fulfilling.

Visit disability.utah.edu for more information.

// FREE YOUR ABILITY //

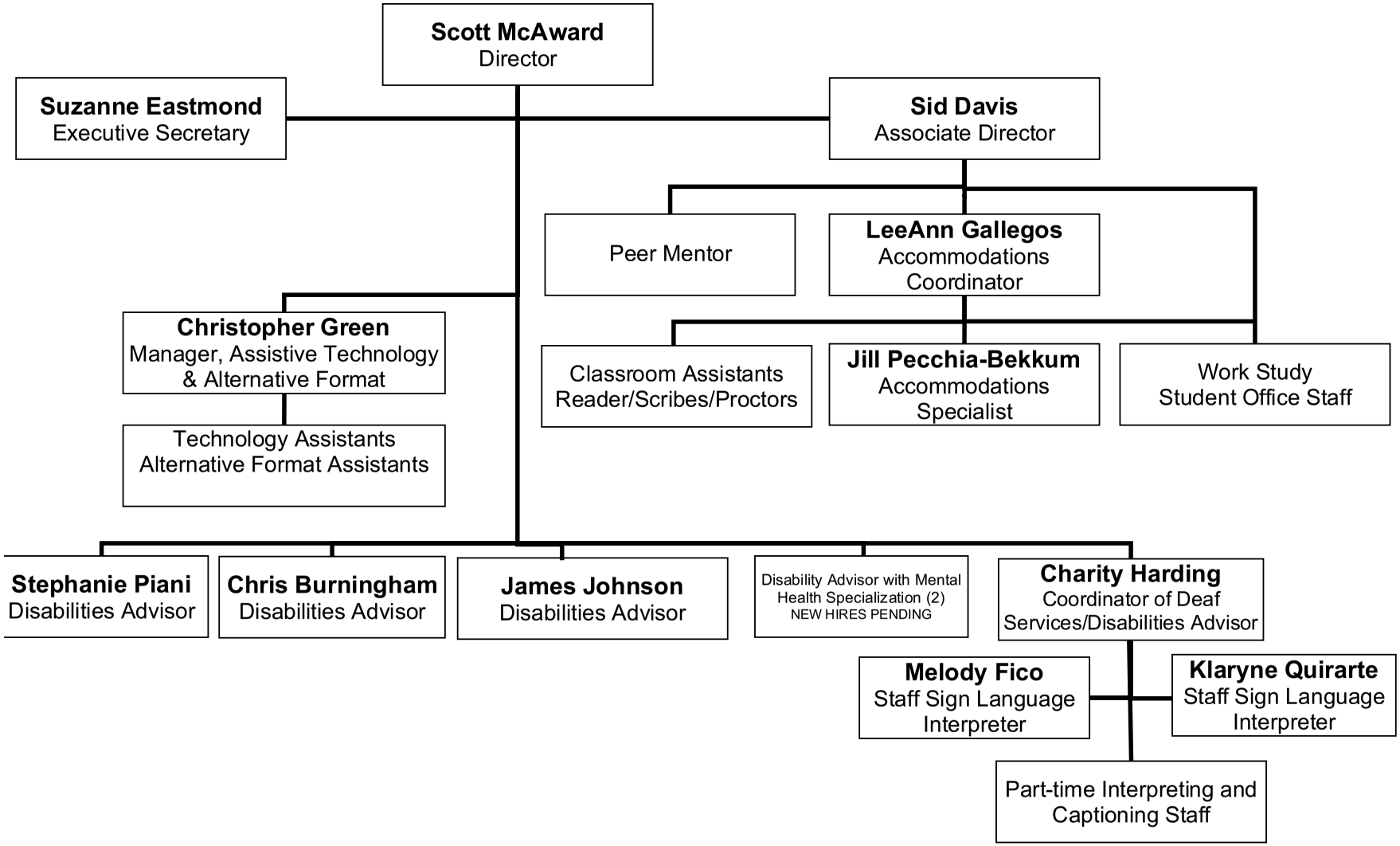
Appendix C

CDA Organizational Chart

Center for Disability & Access
THE UNIVERSITY OF UTAH

Organizational Chart

July 2020



Appendix D

Student Academic Demographics

Enrolled Colleges

College	# of Students	% of CDA
Academic Advising	71	4.78%
Architecture	24	1.62%
Business	166	11.19%
Cultural & Social	9	0.61%
Dentistry	2	0.13%
Education	36	2.43%
Engineering	307	20.69%
Fine Arts	122	8.22%
Health	114	7.68%
Humanities	138	9.30%
Law	26	1.75%
Medicine	52	3.50%
Mines & Earth Sciences	16	1.08%
Nursing	50	3.37%
Pharmacy	12	0.81%
Science	142	9.57%
Social Behavioral	236	15.90%
Social Work	55	3.71%
Unknown/Not reported	4	0.27%
Total	**1578**	

Academic Level

Academic Level	# of Students	% of CDA
Freshman	203	12.21%
Sophomore	236	14.19%
Junior	255	15.33%
Senior	506	30.43%
Dental	2	0.12%
Graduate	225	13.53%
Law	26	1.56%
MD	10	0.60%
5th year Senior	52	3.13%
Non-Credit	148	8.90%
Total	**1663**	

Additional Demographics

Demographic	# of Students	% of CDA
International	52	3.35%
TRiO	59	3.81%
Athlete	33	2.13%
Honors	142	9.16%
HRE Resident	241	15.55%
U of U Employee	419	27.03%
Fraternity/ Sorority	83	5.35%
Veteran	52	3.35%

Appendix E

Approved Accommodations

Approved Accommodations

Data below represents accommodations approved for students seen.
They do not represent accommodations utilized.

Accommodation	#
Accessible Transportation	51
Adaptive Equipment	4
Alternative Format	335
Chair	14
Classroon Hold/Change	85
Contact Professor	25
Emotional Support Animal	108
Extended Program	5
Flexible Attendance	239
Flexible Deadline	558
FM System	14
Housing Accommodation	99
Interpreter Services	5
Language Substitution	14
Magnification	8
Math Substitution	20
Modified Course Material	3
Notetaking	8
Notetaking Smart Pen	360
Notetaking Traditional	148
Notetaking, Other	107

Accommodation	#
Other Service	472
Priority Registration	177
Reader Services	5
RTC (Captioning)	6
Reduced Courseload	49
Scribe	4
Table	10
Tests, Breaks	25
Tests, Calculator	13
Tests, Computer	56
Tests, Extra Time	126
Tests, 150% ET	461
Tests, 200% ET	340
Tests, Other Time	12
Tests, Instructor Available	1
Tests, Other	198
Tests, Private Room	37
Tests, Quiet Room	546
Tests, Reader	26
Tests, Scribe	15
Tests, Text to Speech	11

Appendix F

CDA Staff Activities

Professionalism

In alignment with Student Affairs Strategic Plan #6, the following staff members attended professional conferences:

Utah NASPA - Weber State University, September 27, 2019
- Sid Davis
- Melody Fico
- Chris Green
- Charity Harding
- James Johnson
- Scott McAward
- Klaryne Quirarte
- Stephanie Piani

Utah AHEAD - Weber State University, November 15, 2019
- Sid Davis
- Chris Burningham
- Melody Fico
- Chris Green
- Charity Harding
- James Johnson
- Scott McAward
- Stephanie Piani

NASPA Western Regional Conference - Portland, OR
- Scott McAward

NASPA Strategies Conference - New Orleans, LA
- Scott McAward

Mental Health Interpreter Training, Alumni Session
- Melody Fico

Mental Health First Aid Training
- Sid Davis
- Stephanie Piani

New Hires

None during Fiscal Year 2019-20

Committee Memberships, Faculty Appointments, Conference Presentations

Staff	Committee
Scott McAward	University Design & Access Committee, Co-Chair Behavioral Intervention Team, Member NASPA Region V Past Regional Director University Commencement Committee
Stephanie Piani	Admissions Campus Recruiting Committee

Faculty Appointments

Name	Department	Position	Department
McAward, Scott	Center for Disability & Access	Adjunct Assoc Professor	Educational Psych
		Adjunct Assoc Professor	Educational Leadership and Policy