



2021-2022



ANNUAL REPORT

Center for Disability & Access



Center for
Disability & Access
THE UNIVERSITY OF UTAH

The Center for Disability & Access at the University of Utah



Annual Report- July 1, 2021 - June 30, 2022

The Center for Disability & Access (CDA) is a unit of Student Affairs at The University of Utah. CDA supports student well-being and success through ensuring equal access, providing the opportunity for success, and working towards an inclusive and equitable campus environment.

- Equal access is achieved by providing reasonable and appropriate accommodations in university programs and courses.
- Removing barriers allows students the opportunity to be successful in pursuing their goals.
- Supporting civil rights and promoting equity and awareness of disability fosters a climate of support and collaboration on campus.

CDA Guiding Values:

Belonging

Equity

Growth

Diversity

The Center for Disability & Access serves students at The University of Utah across six main areas:

Classroom Accommodations

Assistive Technology

Interpreting Services

Student Scholarships

Alternative Format

Outreach & Consultation

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, 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.

Exam Accommodations

Providing exam accommodations is a major undertaking for CDA. During the 2021-2022 fiscal year, we provided 3,174 accommodated exams.

This was a decrease of 18.78% compared to last fiscal year, likely due to a greater number of instructors providing accommodated exams directly to students.

3,174
Accommodated Exams
Administered

Notetaking Services

A common accommodation provided by CDA is notetaking assistance. These services can take a variety of forms depending on the individual need of the student, the format of the course material, and student preference. The primary modes include providing a peer notetaker, utilizing a SmartPen (providing audio-recording of a lecture and digitizes information written in a specialized notebook), or utilizing specialized notetaking software such as Glean or Otter. During the 2021-2022 academic year, 85 courses utilized peer notetakers, 155 SmartPens were provided, and 97 students used notetaking software.

Classroom Holds & Changes, Priority Registration, Accessible 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. To assist with coordination of many accommodations, 545 students were granted priority registration.

Alternative Format Services

A 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 versions of textbooks and other written material.

For the 2021-22 Academic Year, 1,686 Alternative Format projects were completed (25.4% increase), including Braille, Large Print, and PDF conversions. A total of 3,901 captioning projects were completed, a decrease of 19.96%. The decrease is likely due to the return to more in-person courses. However, the total number of projects represents a significant increase of 168.66% compared to two years previous.

Assistive Technology

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 Otter, Glean, Dragon Naturally Speaking, Zoomtext, and JAWS are also available.

In 2021-22, CDA was awarded \$30,997.81 from the Learning Spaces funding process - which allocates student computing feeds in a competitive process. We have been able to utilize funds to update software, upgrade hardware, and purchase new assistive technology.

Outreach and Consultation

An important function of CDA is outreach and consultation, which helps to increase knowledge and awareness of the ADA and disabilities across campus. Outreach activities include student panels, information tabling, and presentations. In partnership with the Office of Orientation, we offer intakes specifically during freshman orientation programs.

CDA staff also provides individual consultation on disability related issues across campus with the goal of providing an integrated, collaborative approach to accessibility on campus. In addition, the Director of the center currently co-chairs the university-wide Universal Design & Access committee.

Other Accommodations

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.

Scholarships

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. Over the 2021-2022 academic year, we disbursed scholarships to 24 students for a total of \$205,161. We have awarded \$251,167 in scholarships to be disbursed to 25 students during the 2022-2023 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 apply. The scholarship is designed to cover total costs of tuition, fees and books for the duration of each student's degree. The total disbursed for 2021-22 was \$170,161 to six students. CDA has awarded \$215,167 to seven students for the 2022-23 academic year.

The Louise J. Snow Scholarship

The Louise J. Snow Scholarship for students with a disability was first established in 1985 and is the longest running scholarship offered through the Center for Disability & Access. For the 2021-2022 academic year, four students received the scholarship for \$2,000 each. Two students will be receiving \$2,000 each for the 2022-2023 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. For 2021-2022 academic year, two awards of \$2,000 were given. For the 2022-2023 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 scholarship was awarded to two students in the amount of \$3,000 for the 2021-22 academic year. For the 2022-23 academic year, two students were awarded \$2,000 each.

The CDA Alumni Partner Scholarship

In collaboration with the University of Utah Alumni Association, the CDA Alumni Partner Scholarship was created to provide funding for Junior and Senior undergraduate students. For 2021-22 academic year, 12 scholarships of \$2,000 were disbursed. For 2022-23, an additional 12 scholarships of \$2,000 each were awarded.

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.

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 most interpreting assignments. A total of twelve unique students received interpreting services for the 2021-2022 fiscal year. Through the entire year, we provided 4,869.67 hours of interpreting at an estimated cost of \$277,755.78. The total number of hours increased by 13.82%, and the overall cost increased by 3.68%. The average cost per hour decreased 8.92% to \$57.03. The permanent Staff Interpreters (2.0 FTE) provided a total of 1,625.42 service hours. All in-house ASL Interpreters provided 4,308 hours.

Since most assignments were delivered with a team of interpreters, the average cost per class hour for was \$11406. ASL interpretation made up 92.12%, or 4,486.17 hours, of services provided while RTC represented 13.82%, or 383.5 hours. A total of 250 (8.08% decrease) academic credits were served with an average cost per credit of \$1,111. Cost per credit increased by 12.81%.

Interpreting Services Utilized

Students Using Services	Jul/Aug & Fall 2021	Spring 2022	May/ June 2022
Undergraduate	5	5	1
Graduate	6	5	5
Total	11	10	6
Credits served	99	102	49
Services Utilized			
ASL Interpretation	8	7	4
Real-Time Caption	6	6	3
Hrs per semester	1967.42	2518.75	
ASL Hours: 4,486.17 (92.12%)			
RTC Hours: 383.50 (7.88%)			
Total Hours: 4,869.67 (13.82% increase)			
In-house Cost: \$223,279.68 (80.39%)			
Agency Cost: \$54,476.10 (19.61%)			
Total Cost: \$277,755.78			
Average overall cost per hour: \$57.03			
Average ASL In-house cost per hour: \$51.83			
Average ASL Agency cost per hour: \$56.22			
Average RTC Agency cost per hour: \$115.07			
Total Credits Served: 250			
Average cost per credit: \$1,111			

Students Served

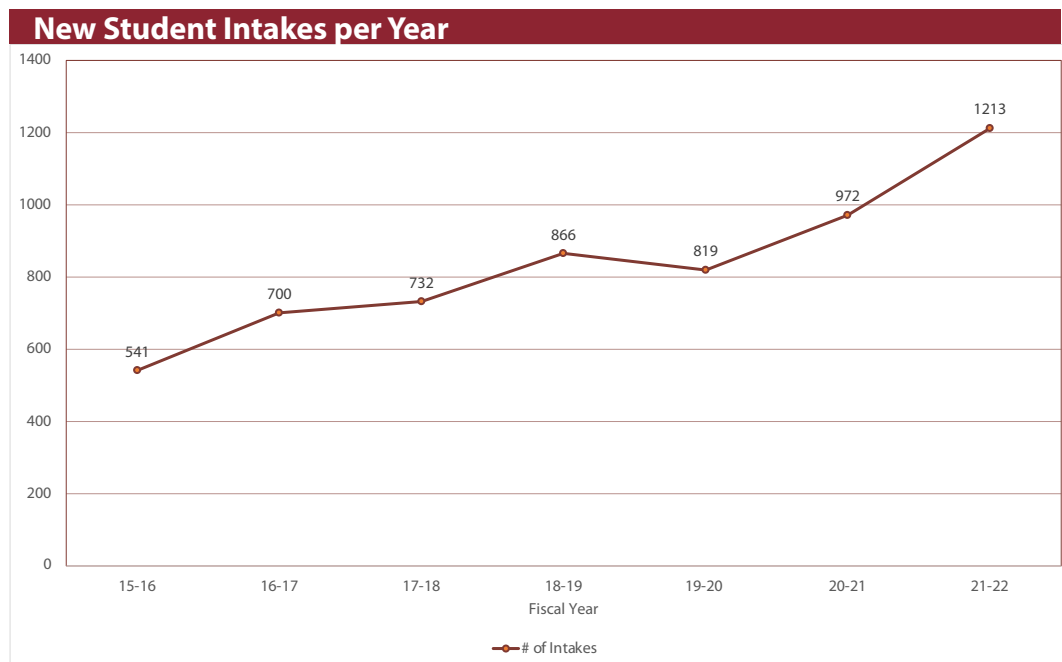
During the 2021-2022 academic year, CDA served 2,385 students, an increase of 29.69%. The majority of students served were undergraduates (1,627, or 68.22%) and 71 were classified as International Students, while 46 students were also being served through the TRiO program on campus. CDA served 59 students identified as Veterans, and 38 identified as Student Athletes.

Of the total number of students seen, 1,213 were new, a significant increase of 24.79% from the previous year, and historically the most new students served in a year.

Demographic	#	%
Total Students	2385	100%
Undergraduates	1627	68.22%
International	71	2.98%
TRiO	46	1.93%
Veteran	59	2.47%
Athlete	38	1.59%
Honors	231	9.69%
HRE Resident	323	13.54%
U of U Employee	599	25.12%
Fraternity/Sorority	139	5.83%

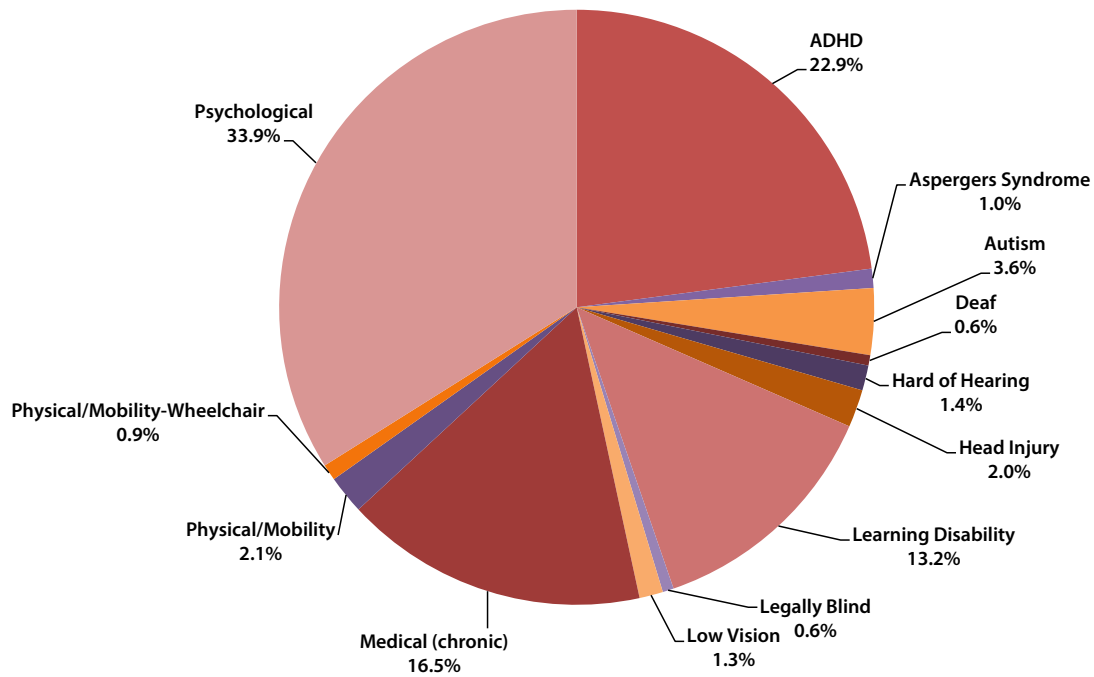
Ethnicity	%
American Indian/Alaskan Native	1.96%
Asian-American	7.58%
Black	2.50%
White	70.84%
Native Hawaiian/Pacific Islander	0.78%
Latina/o or Hispanic	13.21%
Other	3.13%

Comparing the number of students registered with our office to the Fall 2021 student enrollment (34,464) indicates CDA serves approximately 6.92% of the student population.



Psychological Disabilities remain the number one disability, followed by ADHD, Medical, and Learning Disabilities.

Percentages of Disabilities, Academic Year 2021-22



Frequency of Disabilities - 5 year trend

Disability	2017-18	2018-19	2019-20	2020-21	2021-22	% chg last year	% chg five yrs
ADHD	260	313	324	393	571	+45.29%	+119.62%
Asperger's Syndrome*	24	21	25	20	26	+30.00%	+8.33%
Autism	40	55	60	66	90	+36.36%	+125.00%
Deaf	10	5	7	5	14	+180.00%	+40.00%
Hard of Hearing	20	22	16	16	34	+112.50%	+70.00%
Head Injury	56	51	45	56	51	-8.93%	-8.93%
Learning Disability	222	238	244	248	328	+32.26%	+47.75%
Legally Blind	18	17	13	13	15	+15.38%	-16.67%
Low Vision	19	21	26	20	32	+60.00%	+68.42%
Medical (chronic)	267	300	300	318	411	+29.25%	+53.93%
Physical/Mobility	57	62	61	44	52	+18.18%	-8.77%
Physical-Mobility Device	12	10	10	9	22	+144.44%	+83.33%
Psychological	591	676	699	776	845	+8.89%	+42.98%
Total # of disabilities served	1596	1791	1830	1984	2491	+25.55%	+56.08%
Total # of students served	1594	1630	1700	1839	2385	+29.69%	+49.62%

* 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.

College and Academic Level of Students

College	#	%
Academic Advising	112	5.6%
Architecture	35	1.7%
Business	253	12.6%
Cultural & Social	13	0.7%
Dentistry	4	0.2%
Education	50	2.5%
Engineering	372	18.5%
Fine Arts	136	6.8%
Health	131	6.5%
Humanities	175	8.7%
Law	55	2.7%
Medicine	90	4.5%
Mines & Earth Sciences	23	1.2%
Nursing	75	3.7%
Pharmacy	10	0.5%
Science	223	11.1%
Social Behavioral	298	14.9%
Social Work	82	4.1%
Unknown/Not reported	14	0.7%
Total	2151	

Academic Level	#	%
Freshman	277	13.53%
Sophomore	313	15.28%
Junior	374	18.26%
Senior	613	29.93%
Dental	4	0.20%
Graduate	351	17.14%
Law	52	2.54%
MD	14	0.68%
2nd Bachelors	50	2.44%
Total	2048	

Approved Accommodations

Accommodation	#
Accessible Transportation	74
Accessible Course Materials	16
Alternative Format	308
Assistive Listening System	14
Chair	25
Classroom Hold/Change	92
Emotional Support Animal	120
Flexible Attendance	324
Flexible Deadline	792
Housing Accommodation	120
Interpreter Services	11
Language Substitution	6
Math Substitution	15
Notetaking Smart Pen	315
Notetaking Peer	143
Priority Registration	212
RTC (Captioning)	18
Reduced Courseload	56
Table	23
Tests, Breaks	39
Tests, Calculator	29
Tests, 125% ET	2
Tests, 150% ET	795
Tests, 200% ET	466
Tests, 250% ET	4
Tests, 300% ET	2
Tests, Private Room	45
Tests, Quiet Room	627
Tests, Reader	26
Tests, Scribe	12
Tests, Speech to Text	5
Tests, Text to Speech	19

**Data represents accommodations approved for use. Does not represent accommodations utilized.

Major Accomplishments

Implementation of ClockWork 5 Accommodation Software

One of the major accomplishments for the 2021-22 Academic Year was the successful implementation of the ClockWork 5 Accommodation Software platform. This initiative began prior to the pandemic with a RFP procurement process. This was temporarily delayed due to the onset of the pandemic. After approximately one year of configuration and planning, ClockWork was on-line beginning in January 2022. The system completely replaces all previous processes for scheduling, requesting and managing accommodations, coordinating exam accommodations, and tracking CDA services. The software offers a student and a faculty on-line portal. Reception by both staff, students, and faculty have been positive and has resulted in increased efficiencies. Additional components will be implemented during the 2022-23 academic year, as well as configuration improvements to streamline workflows.

Renewal of the Craig H. Neilsen Foundation Scholarship for Students with Spinal Cord Injuries

After a competitive grant process, CDA was awarded a new 3-year grant agreement for the Craig H. Neilsen Foundation Scholarship for Students with Spinal Cord Injuries. The University of Utah was the inaugural campus for the Neilsen scholarship over 20 years ago. Since the inception, the program has expanded to other campuses nationwide and now is designed to provide significant financial support (tuition, housing, board) for recipients for the length of their academic program. Over the years, the Foundation has provided over \$960,000 in total funding. CDA is honored to continue this partnership in supporting our students.

Minimal Wait Times for Initial Intake Appointments

A previous concern has been extended wait times for initial intake appointments. This has been particularly challenging during high-peak demand times during each semester (start of semester and prior to final exams). With the implementation of the ClockWork 5 software, combined with more effective streamlining of the intake process and increased intake capacity, wait times for intake appointments have improved and are more consistent throughout the academic year. Currently, intake appointments have average availability within one week of initial contact with CDA. This will continue to be monitored in preparation for Fall 2022 and additional adjustments will be made.

Paths of Travel Data Project

The Paths of Travel Data project is a strategic objective of the Universal Design & Access committee, along with CDA. This project involves working with facilities on validating and improving the accessible path data within the university GIS system. This will allow for greater integration of ADA accessible paths on campus maps and other projects in development. Hyojeong Ko, a graduate student in Urban Planning & Development, is currently conducting fieldwork with CDA to verify and update data that will then be incorporated into the GIS system.

Continued Increased Demand for Services

As evidenced by the significant increase in new student intakes, and the overall increase in total students served by CDA, concerns about advisor capacity continues. Currently advisor caseloads remain high, with each advisor averaging 400 - 500 students. Improvement in workflows, and the ClockWork 5 implementation, has provided greater efficiency to support caseloads. However, if current trends in demand continue, it is anticipated that advisor capacity will be significantly strained. The student to advisor ratio will need to be closely monitored to determine if additional staff will be necessary.

Testing Space

An ongoing challenge is available space for exam accommodations. While in-person exam services were temporarily discontinued during part of the pandemic, they resumed in Fall 2021, and without adequate dedicated testing space it was challenging to provide effective testing accommodations. With the anticipated increase in student enrollment, and a likely subsequent increase in students requiring testing accommodations, this will continue to be a concern that will need to be addressed in the near future.

Increasing Workload in Alternative Formats and Assistive Technology

CDA is experiencing an increase in demand for alternative format and assistive technology services. This area is currently staffed by an Associate Director and two Accessible Media Specialists. The increase in IVC and Hybrid courses has resulted in a greater need for these services. In addition, post-pandemic, CDA has seen increasing requests for virtual attendance as an ADA Accommodation. There have been several students approved for this accommodation, which requires significant support from CDA. For the 2021-22 academic year, CDA staff provided 191 hours of direct classroom support. It is anticipated that the demand for this support will continue and will require greater collaborations with other departments on campus to share the need for providing direct classroom support.

Goals and Strategic Objectives

In alignment with the Student Affairs strategic plan, *Adapting to Student Needs: A Student Affairs Strategic Plan*, CDA has developed several goals and strategic objectives that are currently in process or planned for the upcoming academic year. These include:

Development of CDA Anti-Racism Plan

During Summer 2022, CDA began a process to develop an anti-racism plan. This process has involved refining the CDA mission and guiding values. Currently, drafting is in process for a new CDA position statement that will result in specific goals around how CDA can strengthen and operationalize our commitment to anti-racism work. Timeline for completion is Fall 2022. Dr. Bryan Hubain has provided consultation to CDA staff on this process.

CDA Policies and Procedures Update

The CDA Student Handbook and other policies and procedures are currently undergoing a significant revision and update that has begun in Summer 2022. Several policies and procedures need to be updated to reflect new processes and workflows that are a result of the ClockWork 5 implementation. Priorities for revision also includes updating documentation guidelines, streamlining the intake and eligibility process, and revising the student appeal process. Timeline for completion is Fall 2022.

Website Update

The CDA website is currently in a redesign. This is in conjunction with the policies and procedures update. The primary goal is to update the visual look of the website, improve navigation, and incorporate the policy and procedures revision. Timeline for completion is Fall 2022.

Marketing and Communications Plan Development

Efforts to develop a more cohesive and comprehensive marketing and communications plan are underway. This will include establishing a social media plan, including a communication timeline. Materials, including brochures, 'swag' items (i.e. pens), nametags, and staff clothing items will be updated and revised. Lori Cole is now part of the SA Marketing and Communications council to assist with these efforts. Timeline for initial completion is November 2022.

Additional Strategic Objectives

Additional strategic objectives included in the CDA Balanced Score card include: Conducting a space utilization audit, Designing a department and college liaison structure, updating faculty and departmental training materials, establishing student assessment subsidy program, and implementing a peer mentor program for neurodiverse students. Timeline for these objectives are pending outcome of current strategic objectives.

CDA Organizational Chart

The Center for Disability & Access is currently staffed by 17 full-time staff members, part-time ASL interpreters, and part-time work-study students. Mary Cohen left her position as an Accessible Media Specialist. Lydia Adams was hired as her replacement and Lori Cole transferred to an Accessible Media Specialist position. Suzanne Eastmond was reclassified as an Administrative Assistant, and LeeAnn Gallegos transitioned to a newly created position of Front Desk Manager. Jennifer Meuse was hired as the Accommodations Coordinator. During the academic year, the CDA Director also served as the Interim Director of TRiO Programs and subsequently the Interim Director of the Veterans Support Center. Both offices has hired permanent directors.



Scott McAward | August 1, 2022

