Students Served

- Provided services to 1,477 students, an increase of 33.42% over the past five years
- Students served equals approximately 4.67% of total student population
- Sponsored 21 students for admission under the 5% Admissions Rule

Scholarships and Grants

- Disbursed $49,000 in scholarships to 9 students
- Awarded $43,120 in scholarships for the next two academic years

Services Provided

- Delivered 1,478 Exam Accommodations to 380 students
- Fulfilled 219 requests for notetakers
- Provided 10,217 hours of interpreting services for students who are Deaf or Hard of Hearing
- Provided 18 students with a Livescribe Smartpen for notetaking assistance representing over 70 courses
- Conducted outreach programs to 489 individuals
- Implemented an Asperger’s Support Group
- Upgraded Marriott Library accessible computer lab
The Center for Disability Services (CDS) is a unit of Student Affairs at The University of Utah. CDS 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 CDS to draft a new Strategic Plan (see Appendix A). As part of this plan, the following guiding values of CDS were identified:

- Access
- Equity
- Inclusion
- Diversity
- Knowledge
- Independence
- Self-Advocacy
- 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 will help guide CDS over the next 3-5 years and are closely aligned with the Student Affairs Strategic Plan.

Center Staffing

The Center for Disability Services is staffed by a Director, an Assistant Director, two Disabilities Advisors, a Deaf Services Coordinator, a Technology Specialist/Exam Coordinator, and an Executive Secretary (See Appendix B). In addition, the center maintains 2-3 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 Assistant Director/Advisor. Christian Burningham and Stephanie Piani also continued in their roles as Disabilities Advisors. Carol MacNicholl was the Coordinator of Deaf Services. She also serves as the primary advisor for Deaf and Hard of Hearing students. Geoffrey Skousen served in the combined role of Technology Specialist/Exam Coordinator. This combined role was the result of budget cuts that eliminated a full-time position in the center. Suzanne Eastmond is the center’s Executive Secretary and Notetaking Coordinator. Jack Karapetyan worked as a part-time Technology Assistant providing technology support to students and staff.

CDS was fortunate to be able to expand the use of Graduate Students in providing service to our students. Brady Rae served as a half-time Graduate Assistant from the Educational Leadership & Policy department. He is completing his Masters’ degree in Student Affairs and has worked in the Weber State University’s Services for Students with Disabilities office. Brady carried a small case load of students and participated in case management and staff meetings. He will return for a second year assistantship in August 2012. Laine Gardiner continued to serve as a Peer Advisor meeting with students to provide one-on-one coaching, problem solving, and mentoring. Tiffany Jones, a graduate student in Educational Psychology, also joined the staff. She worked closely with Sid Davis establishing an Asperger’s Support Program that consisted of a support group and one-on-one meetings with students with Asperger’s. She will continue in this role next year along with an additional graduate student from the same academic program.

Two key personnel left the center or changed roles this past year. Jack Karapetyan left to pursue opportunities outside of the state. Jack had served as a part-time Technology Assistant for over 5 years with our office. Chante Wilson, our Staff Interpreter, resigned her full-time position in
January to return to a part-time interpreter role. A new technology assistant will be hired in August. In June, two new Staff Interpreters were hired to replace Chante. Angela Beachley was hired as a full-time (1.0 FTE) Staff Interpreter and Alysia Woodruff was hired as a 3/4-time (.75 FTE) Staff Interpreter. Angela is returning to Salt Lake City from Las Vegas and Alysia has been employed as a part-time interpreter with CDS. Both will begin their new roles in August.

The CDS had a successful year with our staff work-study positions. We increased the number of positions with a quality student workforce. Staff cross-training was very successful allowing the staff to provide training to students on a variety of adaptive technology in addition to the newly implemented Livescribe Smartpen program along with other special projects within the CDS. One student worked extensively with the video captioning services. Our retention rate has been very favorable with all staff requesting to return this coming year.

**Students Served**

During the 2011-2012 academic year, CDS served 1,477 students (750 males, 664 females, 63 not reported), a 10.80% increase from the previous year (see Table 1). This is a 33.42% increase over the past five years. Some students are registered as having more than one disability. Of the total number of students seen, 346 were new (163 Fall, 130 Spring, 53 Summer), a slight increase of 5.2%. Comparing the number of students registered with our office to the Fall 2011 student enrollment (31,660) indicates CDS serves approximate-

<table>
<thead>
<tr>
<th>Disability</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>% chg last year</th>
<th>% chg five yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>221</td>
<td>198</td>
<td>220</td>
<td>276</td>
<td>335</td>
<td>+21.38%</td>
<td>+51.58%</td>
</tr>
<tr>
<td>Asperger’s Syndrome</td>
<td>14</td>
<td>12</td>
<td>17</td>
<td>25</td>
<td>34</td>
<td>+36.00%</td>
<td>+142.9%</td>
</tr>
<tr>
<td>Autism</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>+22.22%</td>
<td>+266.67%</td>
</tr>
<tr>
<td>Deaf*</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>12</td>
<td>15</td>
<td>+25.00%</td>
<td>n/a</td>
</tr>
<tr>
<td>Hard of Hearing*</td>
<td>55</td>
<td>44</td>
<td>55</td>
<td>54</td>
<td>59</td>
<td>+9.26%</td>
<td>n/a</td>
</tr>
<tr>
<td>Head Injury</td>
<td>28</td>
<td>25</td>
<td>32</td>
<td>40</td>
<td>48</td>
<td>+20.00%</td>
<td>+71.43%</td>
</tr>
<tr>
<td>Learning Disability (ADA)</td>
<td>237</td>
<td>221</td>
<td>263</td>
<td>300</td>
<td>335</td>
<td>+11.67%</td>
<td>+41.35%</td>
</tr>
<tr>
<td>Learning Disability (UEA)**</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>+33.33%</td>
<td>0%</td>
</tr>
<tr>
<td>Legally Blind</td>
<td>33</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>34</td>
<td>-5.56%</td>
<td>+3.03%</td>
</tr>
<tr>
<td>Medical (chronic)</td>
<td>183</td>
<td>160</td>
<td>180</td>
<td>215</td>
<td>258</td>
<td>+20.00%</td>
<td>+40.98%</td>
</tr>
<tr>
<td>Physical/Mobility</td>
<td>44</td>
<td>41</td>
<td>57</td>
<td>65</td>
<td>92</td>
<td>+41.54%</td>
<td>+109.1%</td>
</tr>
<tr>
<td>Physical/Mobility-Wheelchair</td>
<td>29</td>
<td>28</td>
<td>33</td>
<td>44</td>
<td>40</td>
<td>-9.09%</td>
<td>+37.93%</td>
</tr>
<tr>
<td>Psychological</td>
<td>347</td>
<td>324</td>
<td>359</td>
<td>460</td>
<td>501</td>
<td>+8.91%</td>
<td>+44.38%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>19</td>
<td>20</td>
<td>24</td>
<td>27</td>
<td>33</td>
<td>22.22%</td>
<td>+73.68%</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>43</td>
<td>27</td>
<td>29</td>
<td>22</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total # of disabilities served</td>
<td>1218</td>
<td>1157</td>
<td>1311</td>
<td>1595</td>
<td>1821</td>
<td>+14.17%</td>
<td>+49.51%</td>
</tr>
<tr>
<td>Total # of students served</td>
<td>1107</td>
<td>1031</td>
<td>1131</td>
<td>1333</td>
<td>1477</td>
<td>+10.80%</td>
<td>+33.42%</td>
</tr>
</tbody>
</table>

*Deaf/Hard of Hearing were combined until 2010-11 (combined category increase this year = 12.12%)
**Learning Disability by UEA standards discontinued in 2004
ly 4.67% of the student population. Psychological disabilities remains the number one disability, followed by learning disabilities and ADD/ADHD. Figure 1 shows disabilities served by percentages and Table 2 shows ethnicity of students served.

Through our work with Admissions, we sponsored 21 students for admission to the University under the 5% Sponsored Admissions Rule and reviewed a total of 76 applications (for Summer 11, Fall 11, and Spring 12), an increase in students seeking sponsorship of 18.8%. In 2010-2011, we reviewed 64 applications and admitted 24 students. In 2009-2010, we reviewed 67 applications and admitted 19 students.

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### Table 2: Ethnicity of students served, Academic Year 2011-2012

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>38</td>
<td>2.57</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>11</td>
<td>0.74</td>
</tr>
<tr>
<td>Asian-American</td>
<td>1</td>
<td>0.06</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>45</td>
<td>3.04</td>
</tr>
<tr>
<td>Caucasian</td>
<td>1049</td>
<td>71.02</td>
</tr>
<tr>
<td>Latina/o or Hispanic</td>
<td>85</td>
<td>5.75</td>
</tr>
<tr>
<td>Other</td>
<td>54</td>
<td>3.66</td>
</tr>
<tr>
<td>Not Reported</td>
<td>194</td>
<td>13.13</td>
</tr>
</tbody>
</table>

---

**Figure 1: Percentage of Disabilities, Academic Year 2011-2012**

- Psychological: 27.8%
- Learning Disability (ADA): 18.6%
- ADHD: 18.6%
- Visual Impairment: 1.8%
- Aspergers Syndrome: 1.9%
- Autism: 0.6%
- Deaf: 0.8%
- Hard of Hearing: 3.3%
- Head Injury: 2.7%
- Medical (chronic): 14.3%
- Physical/Mobility-Wheelchair: 2.2%
- Physical/Mobility: 5.1%
- Legally Blind: 1.9%
- Learning Disability (UEA): 0.2%
The Center for Disability Services serves students at The University of Utah in a variety of ways:

**Financial Assistance**

The Center for Disability Services has been able to continue four scholarship funds for students with disabilities. Over the 2011-2012 academic year, we disbursed scholarships to nine students for a total of $49,000. We have awarded $43,200 in scholarships to be disbursed to seven students during the 2012-2014 academic years. 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. Preference is given to students in a business related major or students studying law. Two to three awards of $7,700 each are available each year and recipients are awarded the scholarship for two years. There is also a contingency fund available for students to apply for at any time. For the 2011-2012 academic year, a total of $46,000 was disbursed. A total of $21,600 will be disbursed during the 2012-2013 academic year to three students.

**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 Services. Typically, two to three students each year are awarded scholarships in the amount of $800-$1,000. For the 2011-2012 academic year, two students received the scholarship for $1,000 each. Three students will be receiving $1,000 each for the 2012-2013 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 2011-2012 academic year, one award of $1,000 was given. For the 2012-2013 academic year, one student will be receiving $1,000.

**Exam Accommodations**

Providing exam accommodations is a major undertaking for CDS. During the 2011-2012 fiscal year, we provided exam accommodations for 380 students, an increase of 24 students, for a total of 1,478 exams (see Figure 2). The total number of exams delivered by CDS increased by only 3.07% as compared to last fiscal year. The total exams accommodated represented 764 courses, a 11.2% increase. Instructors in 228, or 29.8%, of these courses coordinated and delivered the accommodations themselves. On average, approximately 4 exams were administered to each student receiving exam accommodations.

One of the most significant challenges faced by CDS is the lack of a dedicated testing space. This is particularly challenging during busy exam times, such as mid terms and finals. We are forced to look for space within the Union. Doing so requires hiring hourly proctors. We also work in conjunction with the Testing Center to proctor a percentage of our exams, however there is a cost involved in doing so. We were only able to administer 44.4%, or 656, of the exams within the CDS office. This year we utilized the Testing Center for 26.4%, or 390, of our exams at a cost of approximately $1,764. Space in the Union has become increasingly more difficult to obtain, therefore we anticipate the cost of exam accommodations to rise over the next couple of years. A second significant challenge has been the continued vacancy of Exam Coordinator/Program Manager position due to budget cuts. This position has temporarily been filled with the Technology Specialist for several years. Due to the combined job description and responsibilities, less staff time is available to manage a growing exam accommodation program.
A common accommodation provided by CDS is notetakers. These are provided for a variety of disabilities. During the 2011-2012 academic year, we had a total of 400 requests for notetakers (see Figure 3). We were able to fulfill 219, or 54.75%, of these requests. The total number of requests for notetakers decreased from 543, or 26.3%, while the percentage of requests fulfilled remained relatively stable. We continued our policy of paying notetakers a stipend of $50/semester for handwritten notes and $75/semester for typed and emailed notes. We employed 179 notetakers at a total cost of $12,975.

One of the most significant developments in the notetaking program is the utilization of Livescribe Smartpen technology. Beginning in Spring 2012, students were 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 Spring 2012, 18 students utilized SmartPens, representing approximately 70 courses. As a result, the number of notetaking requests dropped significantly (37.9% less requests, or 94, in Spring 2012, or 42.4% less fulfilled requests, or 56). Feedback has been very positive and we anticipate that the number of SmartPen users will continue to increase each year.

**Interpreting Services for the Deaf and Hard of Hearing**

The Center for Disability Services is responsible for providing interpreting services for students who are Deaf or Hard of Hearing. The Center maintains an in-house, part-time staff of American Sign Language Interpreters (ASL), Cued Language Transliteration (CLT) Interpreters, 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 CDS, the department is responsible for the cost of the interpreter at $35/hour per interpreter.

We have continued a policy change that occurred during the Spring 2010 semester that has impacted how interpreters are provided and funded for across campus. Historically, CDS had been funded to provide interpreters for matriculated students in required academic activities (i.e. class). For activities that were not required for a degree, and all activities for non-credit courses, each department was responsible for paying the costs of interpreting. The University has seen an increase in the number of students enrolling in non-credit courses through Continuing Education. In Spring 2010, it was decided that CDS would begin to centrally fund many of the services previously funded by departments. These services included most activities for matriculated and non-credit students. In addition, a new, full-time Staff Interpreter position was approved and funded. The addition of this position has lowered overall cost by reducing the number of service hours delivered by agency vendors. It has also dramatically increased our flexibility and effectiveness in providing interpreting services for our students and the campus community.

A total of 20 students received interpreting services for the 2011-2012 fiscal year. Table 3 shows the student demographics and the breakdown between ASL and RTC services. No students received CLT services. Through the entire year, we provided 10,217 hours of interpreting at an estimated cost of $444,061.13. The total number of hours increased by 54.5% and the cost increased.
Table 3: Interpreting Services for the Deaf and Hard of Hearing

<table>
<thead>
<tr>
<th>Students Using Services</th>
<th>Jul/Aug &amp; Fall 2011</th>
<th>Spring 2012</th>
<th>May/June 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>9</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Graduate</td>
<td>9</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Credits served</td>
<td>181</td>
<td>126.5</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services Utilized</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL Interpretation</td>
<td>14</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Real-Time Caption</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Hrs per semester</strong></td>
<td>5616.25</td>
<td>4140.05</td>
<td>463.7</td>
</tr>
</tbody>
</table>

|                        | ASL: 6,935 (67.88%) | RTC: 3,164.75 (30.98%) | Video: 117.25 (1.15%) |
| Total Hours: 10,217 |

|                        | In-house Cost: $295,568.31 (66.56%) | Agency Cost: $148,492.82 (33.44%) |
| Total Cost: $444,061.13 |
| Average cost per hour: $43.46 |

| Total Credits Served: 326.50 |
| Average cost per credit: $1,360.06 |

by 43.67%. However, the average cost per hour lowered to $43.46, a decrease of 7%. Since most assignments were delivered with a team of interpreters, the average cost per class hour was $86.92. ASL interpretation made up 67.88%, or 6,935 hours, of services provided while RTC represented 30.98%, or 3,164.75 hours. Approximately 117.25 hours, or 1.15%, were captioning of videos used in academic courses. A total of 326.50 academic credits were served with an average cost per credit of $1,360.06.

Agency vendors were utilized to deliver 1,471.5, or 14.4%, of the total hours delivered, a slight decrease from 17% the previous year. Over the past three years, this percentage has decreased a total of 15.6 percentage points. For the 2011-2012 fiscal year, the ratio of agency costs vs. in-house costs decreased from 40.7% to 33.44%. Factors that have likely contributed to this is the addition of a full-time Staff Interpreter as well as a more stable, more experienced part-time staff. Agency vendors carry much higher costs per hour than in-house interpreters. In-house total costs (ASL+RTC) averaged $33.79 per hour while agency total costs (ASL+RTC) averaged $100.92 per hour. Agency RTC costs are significantly more expensive compared to in-house RTC and averaged $160.93/hour (619.25 hours). Agency ASL costs are also higher averaging $57.30 per hour (852.25 hours).

One factor that has likely contributed to increased overall costs has been the addition of captioning for videos used in academic courses. Since the University does not have a centralized service to provide this captioning, we have needed to provide this service. During the 2011-12 we captioned over 300 video files at an estimated cost of at least $9,122.45. We anticipate this to continue to grow. Efforts are underway on campus to implement a more centralized procedure for ensuring the accessibility of digital content, however nothing has yet been implemented.

**Outreach Activities**

An important function of CDS is outreach programming. Stephanie Piani served as the Outreach Coordinator for the 2011-2012 Academic Year. Outreach activities included student panels, information tabling, and presentations. Overall, 43 outreach programs (representing 58 hours) were delivered to approximately 489 individuals. Topics covered included CDS Services, High School Transition, Disability Awareness, and Adaptive Technology.

**Adaptive Technology**

Adaptive technology remains an important resource provided to students by The Center for Disability Services. We provided technology and training for CDS 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.

We were fortunate to be able to continue to upgrade our computer lab facilities. First, with the generous support of Student Affairs, we were able to install new furniture in the Marriott Library Lab. The new furniture is fully ADA compliant and features all-electric motors for raising and lowering the workstations. The new design has provided greater space to accommodate wheelchair and other users. The new furniture, combined with monies received from the Student Computing Fund, has also allowed us to increase the available computers in both the Marriott and in-house CDS lab. In the Marriott Library lab we now have 7 total computers and 2 high-speed scanners. Working with the Marriott Library, a new printer has also been installed that will allow students to print in the lab if they are unable to access the main print server. The in-house CDS lab now contains four computers, three scanners, and a CCTV. Both labs have seen increased utilization over the past year.

In addition to the two specialized labs, CDS also worked with the Marriott Library computer support staff to add Kurzweil 3000 as a standard computer program on the campus-wide disk image. As a result, any lab on campus managed by the Marriott Library now has Kurzweil installed and available by default and can be used by any student.

Using funds available at the end of the Fiscal Year, updated Adaptive Technology was also purchased. A new, compact portable CCTV was purchased which will allow for more flexibility for students needing magnification. In addition, a new Braille Embosser was purchased to replace our aging, 20 year old equipment. The new embosser will allow tactile braille graphics, a feature that was not possible to produce in-house prior. This equipment should be ready by Fall 2012 semester.

Classroom Holds & Changes and Priority Registration

Physical accessibility of classroom buildings and rooms remain a major 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) or moved. In addition, based on need, either accessible chairs or tables are added to the classroom. For Fall 2011 and Spring 2012 combined, we moved or held 309 classes, a slight 4.7% increase. In addition, 123 individualized pieces of furniture (non-standard tables, chairs, etc.) were placed. To assist with coordination of many accommodations, 129 students were granted priority registration.

Asperger's Support Group

Since 2007, CDS has seen a significant increase in the number of students identified with Asperger’s or another Autism Spectrum Disorder. During 2011-12, 45 students were receiving services under this category. To provide better support for these students, a Social Support Group was offered beginning in Fall 2011. The goal of the group has been to provide a fun and safe environment in which to learn new skills and improve already existing social skills among college students with the diagnoses of Asperger’s Disorder or Autism. The students who have participated in this group have also had the opportunity to share their experiences as a college student on the Autism Spectrum, and they have been able to discuss what their unique challenges and abilities are in a non-threatening environment. Another goal of this group has been to provide these students with opportunities to use the knowledge and skills gained in groups through participation in activities designed to help these students generalize skills to more “real” world settings.

Sid Davis, Assistant Director, oversaw this area
and supervised Tiffany Jones, a graduate student in the Educational Psychology department with an emphasis in ASD. Tiffany was hired in Fall 2011 to assist with the development and implementation of the support group. In addition, she provided one-on-one peer advising to students on the spectrum. Within her role she would meet with the students as needed to offer support; teach problem solving skills and strategies along with role playing when appropriate. She would also collaborate with the CDS advisors as needed.

The group typically met twice a month. Attendance at each group ranged from 3-10 students, with the average being 5-6. Over the course of the year, 16 students were served by this group (14 male, 2 female). The majority (14) were undergraduate students with 2 graduate students. The group will be continued during the 2012-13 school year, with the following goals:

- Discuss issues that are of greatest concern for this population (i.e. organization, planning, social interaction).
- Conduct activities that will allow for interaction with other students not on the spectrum.
- Create opportunities for students to develop and build self-advocacy skills.

The group has proved successful and a second graduate student has been hired for the 2012-13 school year. It is hoped that attendance will continue to grow and our students will see increased benefit from this support service.

**Staff Involvement**

The staff of CDS remained involved in a variety of activities beyond the immediate operation of the office (see Appendix C). Scott McAward worked closely with Housing and Residential Education to consult on accommodations within the Residence Halls and served on the campus-wide ADA Coordinating Committee and the ACCESS Committee. He was elected as co-chair elect of the NASPA Region V Disability Knowledge Community and served on the state-wide NASPA Annual Conference committee. For the 2013 Western Regional NASPA Conference that will be held in Salt Lake City he will serve as the Local Arrangements & Site Logistics chair. Scott holds an appointment as an Adjunct Assistant Professor with the Educational Psychology department and has taught the Field Practicum and Masters Internship class during Summer 2011 and 2012. He also serves on the Advisory Council of the Utah Schools for the Deaf and Blind. With the unexpected passing of Tom Loveridge, Associate VP Human Resources and chair of the ACCESS committee, Scott has been asked to chair the committee starting in Fall 2012.

Sid Davis continued his involvement with the TRAILS program housed in the University of Utah Hospital Rehabilitation Center. He attended meetings of the Legislative Coalition for People with Disabilities located at the State Capitol and sat on the Return to the U and Non-Traditional Advisory Committees. Stephanie Piani was active on the Student Affairs Sustainability Committee, bringing awareness of sustainability back to the CDS office. She also served as a member of the University Commencement Committee. She has an established partnership for the past four years with Career Services that supports the employment of people with disabilities through the U.S. Department of Labor, Workforce Recruitment Program. Carol MacNicholl was elected for the Utah Interpreter Certification Board and also served on the Student Affairs Diversity Council and the Utah Education Committee of the Utah Association of the Deaf. In April she presented at the 2012 Deaf Studies Today Conference held at Utah Valley University and has also become a Deaf Self-Advocacy Trainer.

**Department Goals**

Major goals, and progress towards them, for the 2011-2012 academic year were:

- Begin to staff Marriott Library CDS computer lab to provide better service and training of students on adaptive software.
  
  Update: Goal altered. Staffing did not occur, however significant upgrades were performed in the lab.

- Conduct an analysis and preliminary plan to examine sponsored admissions (i.e. baseline data; retention data).
Update: In progress. Worked with the office of Institutional Analysis and received data on approximately 3,000 students. Analysis of the data will begin in Fall 2012.

• Update and revise student handbook.
  Update: In progress. First draft of revision completed, final draft expected complete October 2012.

• Update and revise documentation guidelines.
  Update: Will begin in Fall 2012. Delayed to allow for new guidance to be published from the Association of Higher Education and Disabilities, which occurred in July 2012.

• Revise contract for interpreting services used when departments are required to pay for services.
  Update: Completed. New contract utilized throughout the year.

• Focus on improving notetaking services, including use of electronic devices such as the Livescribe Smartpen.
  Update: Completed. Utilization of SmartPens began in Spring 2012 and will be expanded for Fall 2012.

The annual Staff Retreat was held on May 2012. The following major goals were developed for 2012-13:

• Complete outstanding goals from 2011-12: Retention study, revise Student Handbook, update Documentation Guidelines.
• Update and revise departmental website.
• Establish a social media presence.
• Explore new electronic database options.
• Increase staff in-service training - including trainings on diversity.
• Develop departmental emergency preparedness plan.
Appendix A

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

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

CDS Organizational Chart
Appendix C

CDS Staff Activities
Committee Memberships, Faculty Appointments, Conference Presentations

Staff

Sid Davis
- TRAILS Advisory Board
- Legislative Coalition for People with Disabilities
- Return to the U Committee
- Non-traditional Advisory Committee

Carol MacNicholl
- Utah Interpreter Certification Board member
- Student Affairs Diversity Council
- Utah Education Committee, Utah Association of the Deaf
- Deaf Self-Advocacy Trainer

Scott McAward
- ADA Coordinating Committee
- ACCESS Committee
- Utah statewide NASPA 2011 Conference Committee Member
- Behavioral Intervention Team
- NASPA Region V Disability Knowledge Community Representative & Co-chair elect
- NASPA Regional Conference 2013 Local Arrangements & Site Logistics chair
- Advisory Council, Utah Schools for the Deaf and Blind
- University Commencement Committee

Stephanie Piani
- U.S. Department of Labor, Workforce Recruitment Program
- University Commencement Committee
- Student Affairs Sustainability Committee

Faculty Appointments

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<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>McAward, Scott</td>
<td>Center for Disability Services</td>
<td>Adjunct Assist Professor</td>
<td>Educational Psych</td>
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Conference Presentations
