Students Served

- Provided services to 1,213 students
- Met with 478 students new to CDS
- Students served equals approximately 3.85% of total student population

Scholarships and Grants

- Disbursed $64,933 in scholarships to 19 students
- Awarded $39,270 in scholarships to 8 students for the 2015-16 Academic Year

Services Provided

- Delivered 1,948 Exam Accommodations to 474 students
- Fulfilled 155 requests for notetakers
- Provided 11,292.58 hours of interpreting services for students who are Deaf or Hard of Hearing
- Provided 150 students with a new Livescribe Smartpen for notetaking assistance representing over 600 courses
- Conducted outreach programs to 1,006 individuals
- Continued to offer an Asperger’s Support Program
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:

<table>
<thead>
<tr>
<th>Access</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>Independence</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Self-Advocacy</td>
</tr>
<tr>
<td>Diversity</td>
<td>Leading Edge Technology</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
</tr>
</tbody>
</table>

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

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. Alysia McEvoy and Sariah Stapp continued in their roles as Staff ASL Interpreters, with Alysia serving in the Lead role. Dallin Cowles served as the Coordinator of Classroom Accommodations and Christopher Green managed the Assistive Technology and Alternative Format area. Suzanne Eastmond is the center’s Executive Secretary and Notetaking Coordinator.

At the end of the 2014-15 academic year, Dallin Cowles resigned her position following her graduation to begin an internship. In August 2015, Taz Larson was hired to replace her in the role of Classroom Accommodations Coordinator. Taz has previously worked as a work-study student in our office. Also, in July 2015, Sid Davis was promoted to Associate Director to better reflect his increased responsibilities over the past several years.

A significant transition for the upcoming 2015-16 Academic Year is the appointment of Scott McAward, CDS Director, as the Interim Associate Vice President for Student Development. This role will be in addition to his continued role as CDS Director and he is expected to remain in the Interim role through July 2016. During his Interim tenure, Lane Gardinier has been hired to serve as a part-time Disabilities Advisor and Sid Davis will take on additional responsibilities.

Ben Polakoff, a graduate student, continued to work closely with Sid Davis coordinating an Asperger’s Support Program that consisted of a support group and one-on-one meetings with students with Asperger’s. Nytashia Allbritton worked as a peer mentor. Once again, the CDS had a suc-
cessful year with our staff work-study positions. We increased the number of positions with a quality student workforce. We will continue to employ work study students to work in the office in a variety of roles.

**Students Served**

IMPORTANT NOTE: In August 2014, CDS transitioned to a new software database titled Titanium. This database is much more sophisticated than the previous database and allows for more detailed and accurate case management. However, there is a resultant data seam that has impacted the year to year comparisons. Therefore, student demographics, including students served, presented in this report are artificially low and suggests a decrease in students served. This is not an accurate interpretation. Future annual reports will more accurately reflect students served as we begin to report full year data (with no data seam) using one database. Some year-to-year comparisons normally included in this report will be omitted and will return in future reports.

During the 2014-2015 academic year, CDS served 1,213 students. Due to the database transition, and resultant data seam, the following demographics are based on 817 students seen for an actual appointment (remaining students received services without attending an appointment). Of these 817 students, 352 reported as male, 397 as female, 4 as transgender, and 64 not reported.

Of the total number of students seen, 478 were new (242 Fall, 156 Spring, 80 Summer), an increase of

<table>
<thead>
<tr>
<th>Disability</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Data seam</th>
<th>2014-15</th>
<th>% chg last year</th>
<th>% chg five yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>335</td>
<td>367</td>
<td>396</td>
<td>*</td>
<td>156</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asperger’s Syndrome</td>
<td>34</td>
<td>45</td>
<td>53</td>
<td>*</td>
<td>28</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Autism</td>
<td>11</td>
<td>13</td>
<td>20</td>
<td>*</td>
<td>11</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Deaf*</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>*</td>
<td>18</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Hard of Hearing*</td>
<td>59*</td>
<td>51*</td>
<td>42*</td>
<td>*</td>
<td>22</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Head Injury</td>
<td>48</td>
<td>56</td>
<td>63</td>
<td>*</td>
<td>28</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>335</td>
<td>334</td>
<td>370</td>
<td>*</td>
<td>144</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Legally Blind</td>
<td>34</td>
<td>38</td>
<td>36</td>
<td>*</td>
<td>14</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Medical (chronic)</td>
<td>258</td>
<td>263</td>
<td>261</td>
<td>*</td>
<td>109</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Physical/Mobility</td>
<td>92</td>
<td>96</td>
<td>87</td>
<td>*</td>
<td>47</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Physical/Mobility-Wheelchair</td>
<td>40</td>
<td>43</td>
<td>38</td>
<td>*</td>
<td>14</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Psychological</td>
<td>501</td>
<td>574</td>
<td>655</td>
<td>*</td>
<td>299</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>33</td>
<td>28</td>
<td>29</td>
<td>*</td>
<td>10</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>29</td>
<td>--</td>
<td>*</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total # of disabilities served</td>
<td>1821</td>
<td>1943</td>
<td>2071</td>
<td>*</td>
<td>900</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Total # of students served</td>
<td>1477</td>
<td>1591</td>
<td>1630</td>
<td>*</td>
<td>1213</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* Transition to new database in August 2014 resulted in data seam. Numbers are artificially low. Year to year comparisons not valid during this reporting period. Will resume next year.

*Deaf/Hard of Hearing were combined until 2010-11
10.14% from the previous year (see Table 1). Comparing the number of students registered with our office to the Fall 2014 student enrollment (31,515) indicates CDS serves approximately 3.85% of the student population. Psychological disabilities remain the number one disability, followed by ADD/ADHD and learning disabilities. Figure 1 shows disabilities served by percentages and Table 2 shows ethnicity of students served.

This year the sponsored admission process through the Admissions office was modified. We reviewed 7 applications, of which one student was admitted.

### Table 2: Ethnicity of students served, Academic Year 2014-2015

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2.50</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.92</td>
</tr>
<tr>
<td>Asian-American</td>
<td>3.69</td>
</tr>
<tr>
<td>White</td>
<td>79.05</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.79</td>
</tr>
<tr>
<td>Latina/o or Hispanic</td>
<td>8.30</td>
</tr>
<tr>
<td>Other</td>
<td>4.74</td>
</tr>
</tbody>
</table>

**Figure 1: Percentage of Disabilities, Academic Year 2014-2015**

- Psychological: 33.2%
- ADHD: 17.3%
- Learning Disability (ADA): 16.0%
- Medical (chronic): 12.1%
- Visual Impairment: 1.1%
- Deaf: 2.0%
- Hard of Hearing: 2.4%
- Head Injury: 3.1%
- Aspergers Syndrome: 3.1%
- Autism: 1.2%
- Physical/Mobility-Wheelchair: 1.6%
- Physical/Mobility: 5.2%
KEY ACTIVITIES

The Center for Disability Services serves students at The University of Utah in a variety of ways. The following section will identify and discuss the key activities of the center.

Key Activity 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. Plans also include a student survey to assess effectiveness of accommodations.

A major focus of CDS 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. During the 2015-16 Academic Year, plans include a student survey to better assess the effectiveness in this area. Overall, classroom accommodations align with the CDS Strategic Plan #1 and the Student Affairs Strategic Plan #1. More detailed information about this key activity is as follows:

Exam Accommodations

Providing exam accommodations is a major undertaking for CDS. During the 2014-2015 fiscal year, we provided exam accommodations for 474 students, an increase of 61 students (14.77%), for a total of 1,948 exams (see Figure 2). The total number of exams delivered by CDS increased by 9.01% as compared to last fiscal year. The total exams accommodated represented 951 courses, a 15.13% increase. Instructors in 266, or 27.97%, 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. This year we were able to administer 64.01%, or 1,247, of the exams within the CDS office. This was a significant increase from past years. This year we utilized the Testing Center for 12.42%, or 242, of our exams at a cost of approximately $1,089. Rental cost for rooms to use for proctoring in the Union was $1,301. Space in the Union has become increasingly more difficult to obtain, therefore we anticipate the cost of exam accommodations to continue to rise over the next couple of years.

Notetaking Services

A common accommodation provided by CDS is notetakers. These are provided for a variety of disabilities. During the 2014-2015 academic year, we had a total of 249 requests for notetakers (see Figure 3). We fulfilled 155 (for 104 students), or 62.25%, of these requests. Typically, 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 decreased from 268, or 7.09%, while the percentage of requests fulfilled increased by 1.43%. The number of requests has decreased a total of 37.75% over the past two years. 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 122 notetakers at a total cost of $6,915.

One of the most significant developments in the notetaking program is the utilization of Livescribe Smartpen technology. Beginning in Spring 2012,
Figure 2: Exam Accommodations, Fiscal Year 2014-2015

Figure 3: Notetaking, Academic Year 2014-2015
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 the 2014-15 Academic Year, 75 new SmartPens were given to students, with a total of approximately 150 pens in use, representing approximately 600 courses. The increased utilization of SmartPens is likely the primary factor in the reduction of notetaker requests and the accompanying decrease in costs. Feedback has been 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 Fall 2014 and Spring 2015 combined, we held 282 and moved 15 classes. In addition, 8 individualized pieces of furniture (non-standard tables, chairs, etc..) were added to the classroom. 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, CDS 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.

Key Activity 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, CDS works directly with publishers and other repositories for electronic version of textbooks and other written material. This area aligns with CDS Strategic Plan #1 and Student Affairs Strategic Plan #1.

This past year was the first academic year this area was coordinated by a staff member, the Manager of Assistive Technology and Alternative Format. This allowed great tracking of alternative format production. For the 2014-15 Academic Year, 306 Alternative Format projects were completed, including Braille, Large Print, and PDF conversions.

Key Activity 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 Services 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. Each semester the center assesses quality of interpreting services by asking students to complete a survey on services received. Results are summarized in Appendix C. This area aligns with CDS Strategic Plan #1 and Student Affairs Strategic Plan #1 and 4.

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 18 students received interpreting services for the 2014-2015 fiscal year. Table 3 shows the student demographics and the breakdown between ASL and RTC services. Through the entire year, we provided 11,292.58 hours of interpreting at an estimated cost of $459,519.17. The total number of hours increased by 17.21%, and the overall cost increased by 10.18%. The average cost per hour decreased to $40.69, a 6.01% decrease. The permanent Staff Interpreters (2.0 FTE) provided a total of 1,825.58 service hours.

Since most assignments were delivered with a team of interpreters, the average cost per class hour was $81.38. ASL interpretation made up 82.59%, or 9,326.88 hours, of services provided while RTC represented 17.41%, or 1,965.70 hours. A total of 330 academic credits were served with an average cost per credit of $1,392.48. Cost per credit increased by 24.19%. The likely primary factor for this per-credit increase was due to two students (one in Pharmacy and one in PA program) that had clinical placements during the academic year. Such placements require a much greater number of service hours per credit registered. This will continue next Academic Year with a PA student in full-time clinical rotations.

Agency vendors were utilized to deliver 146 hours, or 1.59%, of ASL services and agency vendors were used to deliver 879, or 80.89% of RTC services. Overall, agency vendors delivered 1,025, or 9.08% of total hours (ASL + RTC). This is a significant decrease of 12.76% as compared to last year. For the 2014-2015 fiscal year, the ratio of agency costs vs. in-house costs decreased from 37.59% to 20.89%. A factor that has likely contributed to this was the increased FTE of the Staff Interpreter (1.75 to 2.00) as well as an increase in the quantity and quality of part-time in-house ASL Interpreting staff. Agency vendors carry much higher costs per hour than in-house interpreters. Breaking down costs per hour shows that the average ASL in-house cost per hour is $34.77 versus $60.11 for agency vendors. With RTC, the costs per hour for in-house is $40.76, while agency ven-
One factor that contributes to 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 2014-15 we captioned 155.04 hours across 644 total video files at an estimated cost (vendor costs) of approximately $23,084. We anticipate this will 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. Combining Video Captioning vendor costs with interpreting and transcriptionists costs indicates a total cost for Deaf and Hard of Hearing Services at approximately $482,603.

**Key Activity 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 CDS 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 CDS Strategic Plan #1 and Student Affairs Strategic Plan #1.

**Key Activity 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 CDS is outreach program-
ming, 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 2014-2015 Academic Year. Outreach activities included student panels, information tabling, and presentations. Overall, 55 outreach programs (representing 87.8 hours) were delivered to approximately 1006 individuals. Topics covered included CDS Services, High School Transition, Disability Awareness, and ASL Inclusion. In partnership with the Office of Orientation, we continue to present to parents and students. 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 CDS Strategic Plan #3 and 4 and Student Affairs Strategic Plan #3 and 5.

**Key Activity 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 and also participates on the ADA Coordinating Committee overseen by the Office of Equal Opportunity and Affirmative Action. All staff provide consultation for departments on campus, including Facilities, UIT, and Academic departments. This area aligns with CDS Strategic Plan #1, 3, and 6 and Student Affairs Strategic Plan #1, 2, and 5.

**Key Activity 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 Services. It is the hope of the CDS to leverage technology to provide support for students with disabilities by providing greater access to the curriculum. We provide 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.

Our specialized computer labs have continued to see increased usage. In total, CDS 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.

We have been able to utilize funds to update software, upgrade hardware, and purchase a new high speed scanner to replace an aging unit. 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 CDS Strategic Plan #5 and Student Affairs Strategic Plan #7.

**Key Activity 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.
The Center for Disability Services 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 CDS Strategic Plan #6 and Student Affairs Strategic Plan #1 and 3. Over the 2014-2015 academic year, we disbursed scholarships to 19 students for a total of $64,933. We have awarded $39,270 in scholarships to be disbursed to 8 students during the 2015-2016 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. 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. This brings the total awarded for 2015-16, including the previous recipients under the former funding model, to $35,270 across four 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 2014-2015 academic year, three students received the scholarship for $1,000 each. Three students will be receiving $1,000 each for the 2015-2016 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 2013-2014 academic year, one award of $1,000 was given. For the 2015-2016 academic year, one student will be receiving $1,000.

The Etta Keith Eskridge Trust Scholarship

This year we were fortunate to welcome a new partner donor. We have received support in the amount of $20,000 from the Etta Keith Eskridge Trust to provide ten students financial support for the 2014-15 academic year of $2,000 each. This funding was made possible with the support of Laura Snow in the University Development Office.

The Sorenson Legacy Foundation Scholarship

In Summer 2013, CDS was fortunate enough to be awarded funding from The Sorenson Legacy Foundation in the amount of $20,000 for student scholarships. The Foundation is a non-profit corporation established by the James LeVoy Sorenson family for the exclusive purpose of promoting charitable, religious, educational, literary, and scientific endeavors. There was a small amount of funds remaining and one student received $1,233 in funding for the 2014-15 academic year.

**Key Activity 9: Peer Support and Mentoring**

**Goal**: Increase retention of students with disabilities.

**Outcomes**: Provide structured support program for students on the Autism spectrum and one-to-one peer support to students with disabilities to increase possibility of success. Measured by number of students served.

Some students with disabilities need support and services that go beyond required ADA accommodations in order to be successful in college. To address this issue and to attempt to increase retention of students with disabilities, the CDS provides an Autism Support Group and a Peer Mentoring program. This area aligns with CDS Strategic Plan #2 and 6 and Student Affairs Strategic Plan #1.

Since 2007, CDS has seen a significant increase in the number of students identified with Asperg-
It is important for the Center for Disability Services 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. **Increased Captioning Costs** - We have continued to see a marked increase in the quantity of videos used in coursework that are lacking captions. In addition, it is sometimes challenging to work with professors that may not be aware of the importance of selecting captioned videos when possible, or allowing enough lead time for the production of captions. Until the University has a broader solution to this we will need to continue providing captioning services. Costs in this area this year were $23,084. We anticipate these costs to continue to rise.

2. **Increased Interpreting Costs** - ASL Interpreting costs continue to climb. This is in part due to the programs students receiving services are enrolled in. For example, during 2014-15 we provided service to a Pharmacy Ph.D. and a Physician Assistant student. Both of these programs require a much higher amount of interpreting hours per student. Furthermore, given the University of Utah’s status as a Research I institution we employ a very highly skilled and certified interpreting staff. Such a staff requires a higher level of financial commitment. We expect to continue to attract highly qualified students and will need to continue to devote, and increase, resources dedicated to this area.

3. **Changing Pedagogy** - The increased use of flipped classrooms and hybrid courses will continue to result in a higher need for alternative format and captioning. Much of the on-line material is not accessible to students with sensory disabilities. This will require increased resources, including staff time.

4. **Increasing Caseloads and Complexity** - In addition to an increased number of students served by CDS (with accompanying increase in caseload per advisor), our students are also presenting with increased complexity requiring more staff time and resources to provide equal access. While we have been able to add some

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**Plan For The Future**

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4. **Increasing Caseloads and Complexity** - In addition to an increased number of students served by CDS (with accompanying increase in caseload per advisor), our students are also presenting with increased complexity requiring more staff time and resources to provide equal access. While we have been able to add some
additional support staff, at some point in the future we will need to begin looking at increasing the number of advisors available to serve students.

5. **Space** - An ongoing challenge is available space, primarily for our exam operations. This past year we delivered over 1,900 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. This is also an area we will likely need to address in the future.

**Anticipated Opportunities**

1. **Administration Focus on Disabilities** - During Summer 2015, conversations were initiated by the Senior Vice President for Academic Affairs Ruth Watkins regarding accessibility on campus. Dr. Watkins has asked Interim Associate Vice President for Diversity Kathryn Bond Stockton and Dean of the College of Social Work Hank Liese to lead an effort that may include a campus wide disability task force. Scott McAward, CDS Director, has been invited to participate in these early conversations. If the task force is formed it presents an opportunity for greater dialogue surrounding universal design and access on campus and open the door for greater shared responsibility in this area. This could result in broader support for our initiatives and work across campus.

2. **Branding and Marketing** - During the CDS Staff Retreat in May 2015 the branding and marketing of CDS was discussed. The staff selected this as a focus for the 2015-16 Academic Year. The University Marketing and Communications department was invited to collaborate with staff and conducted a “branding workshop” in Summer 2015. The results of this branding workshop is expected to be presented to staff in Fall 2015. From this work it is hoped that CDS will be able to refine our branding and design and produce marketing materials that effectively capture our work and mission and communicate that to our stakeholders. Potential deliverables include brochures, videos, and other promotional materials. This process provides an opportunity for dialogue among the CDS staff about our mission, values, and focus as an office.

**Staff Excellence**

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

Interpreter Survey Summary
Each semester, students receiving interpreting services are asked to complete an evaluation of their service providers. The results for Fall 2014 and Spring 2015 are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider is punctual (on-time).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provider dresses appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provider asks for clarification or repetition when necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provider uses your preferred communication mode.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provider’s signing/cueing/transcription is clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provider’s fingerspelling is clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provider’s follows the code of ethics or professional conduct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Question</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Overall, I am satisfied with the service provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8  88.89</td>
<td>3  75.00</td>
</tr>
<tr>
<td>Agree</td>
<td>0  0</td>
<td>1  25.00</td>
</tr>
<tr>
<td>Neutral</td>
<td>1  11.11</td>
<td>0  0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0  0</td>
<td>0  0</td>
</tr>
</tbody>
</table>
Appendix D

CDS Staff Activities
Professionalism

In alignment with Student Affairs Strategic Plan #2, the following staff members attended professional conferences:

**Utah NASPA**
- Chris Burningham
- Sid Davis
- Carol MacNicholl
- Scott McAward
- Stephanie Piani

**Utah AHEAD**
- Sid Davis
- Suzanne Eastmond
- Carol MacNicholl
- Scott McAward
- Alysia McEvoy
- Stephanie Piani
- Sariah Stapp

**NASPA Western Regional Conference**
- Scott McAward

**NASPA National Conference**
- Scott McAward

**AHEAD/PepNET National Conference**
- Carol MacNicholl
- Scott McAward

**UT Registry of Interpreters of the Deaf (UTRID) Regional Conference**
- Alysia McEvoy

New Hires

Taz Larson, Classroom Accommodations Coordinator, August 2015
Committee Memberships, Faculty Appointments, Conference Presentations

Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sid Davis</td>
<td>Utah State Plan for Adults with Autism&lt;br&gt;Utah Transition Action Team</td>
</tr>
<tr>
<td>Carol MacNicholl</td>
<td>Utah Interpreter Certification Board member&lt;br&gt;Student Affairs Diversity Council, Member&lt;br&gt;Deaf Self-Advocacy Trainer</td>
</tr>
<tr>
<td>Scott McAward</td>
<td>ADA Coordinating Committee, Member&lt;br&gt;University ACCESS Committee, Chair&lt;br&gt;Behavioral Intervention Team, Member&lt;br&gt;NASPA Western Regional Conference 2016 Chair&lt;br&gt;University Commencement Committee</td>
</tr>
<tr>
<td>Stephanie Piani</td>
<td>University Commencement Committee</td>
</tr>
</tbody>
</table>

Presentations


Faculty Appointments

<table>
<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 Assoc Professor</td>
<td>Educational Psych</td>
</tr>
</tbody>
</table>