

**Suffolk County Community College**

# **Disability Services Unit Review**

**2014-15**

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Educational Support Unit

## **Section 1: History**

In 1977, Dr. Elmira Johnson took over the position of supervising what was then called Psychological and Health Services. At that time, there were approximately half a dozen identified students registered with the office and they were all classified as physically disabled. The first report available was written in June of 1980 by Dr. Johnson, covering September 1979-May 1980. During that school year there were three personal-social counselors with the department. Based on this report, the biggest concern for the department was disruptive student behavior of students labeled “emotionally disturbed.” Special Services was referred to as “Services for the Handicapped” and the three counselors (Mrs. Susan Carney, Mr. Thomas Parkinson and Mr. Leonard Gregorio) worked with all students with the exception of students who were Deaf. Those students worked exclusively with a fourth counselor (Mr. Jack Stelljes). The students were all sponsored by the Office of Vocational Rehabilitation (which is currently known as ACCESS-VR). There were 34 students registered in the Fall and 40 students in the Spring of 1980. In addition, there was an organization for the students, known as the Disabled Students Association, which was formed with the Director as faculty advisor.

In the 1982-1983 Annual Report, the Office of Special Services reviewed the seven programs ran by the Director which included Heath Services, Psychological Services, Special Learning Disabilities, Handicapped Student Services, Testing Services, Foreign Student Services and Related Research Projects. In 1982 the secretary of the office resigned and Susan Carney took a sabbatical leave. The biggest concern during this time appeared to be the lack of compliance with the laws of architectural barriers, which were handled through the Disabled Students Association. It was also noted that there were several students on campus who were “visibly disabled” but not registered with the office. The number had increased to 71 total students. The office also managed the ACT admissions test for the entire student population. During this time, the faculty notification procedure was done by the office, not the student.

The 1987-1988 Division of Student Affairs Annual Report appears to be the first time Special Services is mentioned outside of the Psychological and Health Services office. During this academic year the total number of students registered is reported at 180. However, when the specific types of disabilities are added, the number totals at 170. The counselors had a total of 479 advising /counseling appointments for new and continuing students and had a 139 personal counseling sessions. The Disabled Student Association held bi-weekly meetings and brought a speaker from the Office of Civil Rights to campus. In addition, they worked to ensure campus lockers in the student center were refurbished and a list of architectural barriers was given to the

Associate Dean of Facilities. This is also the first year we hear about the Learning Disability Advisor Group, which had representatives from each academic division. The group was formed to enhance communication between Special Services and teaching faculty, focusing on the nature of learning disabilities, student needs, teaching strategies, SUNY mandates and support services. Special Services also worked with Kings Park Psychiatric Center to establish a program called Assisted College Enrichment Services (ACES) which had 20 students enrolled. These students attended a special class and had weekly meetings with Kings Park rehabilitation staff and SCCC counselors. During this period, students who needed books in alternate format (“books on tape”) were sent to the Library Learning Center where staff would tape record textbooks in the books were not available from Recordings for the blind. In 1987 two students filed formal complaints with the Office of Civil Rights regarding the fact they were not allowed to use a tape recorder in two different courses taught by the same instructor. An investigation by OCR ensued but no formal outcome is given.

During the 1989-1990 academic year the office worked with a total of 146 students. However, as with the previous report when the specific categories are added up the number totals 106. 917 advising/counseling appointments were held and 97 personal counseling were held. The office held 57 meetings with faculty members and 6 college departments to discuss student’s needs, services provided and to facilitate referrals. During this academic year an effort was made to update the student’s files and ensure completed documentation was on file for all students. In addition, new forms and procedures were developed to standardize record keeping. For the first time, Special Services started working with Advising and Testing to facilitate earlier identification of students with disabilities in order to allow for special placement testing accommodations. According to the 1989-1990 Annual Report, the director was on sabbatical during this year.

By 1990s the office was serving 250-300 students annually. By 1992 the office staff consisted of a Director and one fulltime secretary as well as three to four student aides. During the 1991-1992 academic year, an effort was made to complete the automation of the major entrances to campus buildings. However, access to the Special Services office was still a problem for those students who used wheelchairs, motorized scooters or crutches. A request was made to move to Room 121 in the Ammerman Building so that students in wheelchairs would not have to maneuver through the narrow passage way.

Around 1994, the location of the office was moved to the Counseling Center which improved physical accessibility and also allowed for easier referrals to transfer and career counselors. This same year, with the assistance of the Dean of Students and Director of Advisement, all continuing students pre-registered with faculty advisors instead of being seen only by the director, with the exception of deaf, visually impaired and students with mobility disabilities. In 1995, the Director noted she would like to see an integration of students with disabilities into the general counseling area where all counseling services are available to other students. The traditional view of the students with disability has been, and continues today, to be that of a

group to be counseled differently from the non-disabled population. In 1996, the Director and Special Services participated in the National Depression Screening Day. It's not clear how long this project lasted beyond the 1996 event. The Director also noted a goal for 1996 would be to have a Committee for the Teaching of Students with Disabilities and well as to have a student group or organization. By 1996, the office was working with over 440 students.

There were no annual reports done by Special Services for several years. The next report found during this review was done in 2006, which included Special Services, the Counseling Center and Testing and Advising. This report includes a personnel change, as Christina Stoss moved from the Michael J. Grant campus to the Ammerman Campus in Spring of 2005 and Kimberly Birnholz was hired in February of 2007. Concerns during this time include the need for ongoing support for the "Reader/Scribe" program and the provision of resources to support student's request for alternative format as well as interpreting services. There were a total of three Deaf individuals and 5 hearing impaired students by the end of Spring 2007. The decision was made by the Business Office to establish a centralized account to handle the payment of interpreting services.

As a result of the large numbers of students with disabilities (892 in the Fall of 2009), the Assistant Director needed to respond to the need for books-on-tape, note takers and scribes, by expanding services and acquiring additional equipment and support personnel as required. In the 2009-2010 annual report, it is noted that the Assistant Director was to take a leadership role in the coordinating of the "first phase of the Assessment Process" for the area of Disability Services. However, based on conversations with counselors who worked in the office during this time, no assessment was done within Special Services.

After the Assistant Director, Marlene Boyce, retired, the office of Special Services was without the position for over one year. During that time, the principal clerk for the office also retired so the office was running with only two counselors (one who is a 10 month counselor) and with the support of college-aides. The counselors reported directly to the Director of Counseling, Dr. Tom Tyson, during the absence of the Assistant Director. In February of 2014, Jennifer Forni was hired as the College Wide Assistant Director of Special Services. This was a shift from the previous positions, as there had never been a college-wide position in this area.

In 2014, with the hire of Jennifer Forni and under the direction of Dr. Christopher Adams, the name of Special Services was changed to The Office of Disability Services. On each campus the counselors were already being referred to as Disability Counselors so this name change provided a college-wide designation of their duties.

During the Spring 2014 semester, Disability Services started to move away from the "paper and pencil" appointment scheduling system used in the Ammerman office. On the Eastern Campus, a "cue" system was being used by the one stop counseling center and on the Michael J. Grant Campus; a combination of Microsoft Outlook and SARS was being used for scheduling student appointments. After consultation with the Counseling Center and Dean Linda Sprague, Ammerman moved to using the SARS scheduling system for all student appointments. This

switch has allowed Ammerman to gather data quickly and to provide information to the Advising and Testing Office on a weekly basis in relation to the number of students advised.

In the fall of 2014, Disability Services implemented a new plan to request exams from professors, a function of the Ammerman office only. Disability Services started to request exams electronically only, rather than the previous method which included faxing, emailing and calling professors or department secretaries. The Ammerman office is working with Dean Linda Sprague to move to an electronic system of scheduling exams. Again, this is a function of only the Ammerman campus as testing is managed outside of the Disability Services area on Grant and East. The office is also working with Ammerman campus Executive Dean George Tvelia to find suitable space for testing and for the office as the number of tests administered by the office has grown from year to year and the office is no longer able to manage in the testing room (Ammerman 207) which only holds 8 students at a time. By the Fall of 2013, the Ammerman Campus had 995 students registered with the office and was administering over 950 exams during the semester. During the Fall 2014 final exam period (12/15/14-12/18/14) Disability Services administered 296 exams given by approximately 149 different professors in over 109 different courses. 9 different spaces, including staff offices and conference rooms, needed to be utilized in order to serve this large group of students and the diverse accommodation needs.

In order to move forward with the college-wide view of Disability Services, more work is needed to centralize the office. Students often take classes on different campuses but the accommodations and paperwork does not easily follow. All three campuses utilize paper-based files and case notes so if someone makes an inquiry to the Assistant Director or a counselor has a question about an accommodation, the file needs to be sent through interoffice mail to the Ammerman Campus for review. A college-wide database, such as Clockwork, SAM, or AIM would allow for electronic file keeping of documentation, scheduling of exams, case notes, and a written follow up to the review process of the accommodations. This database would also allow counselors from all three campuses to view files for students, regardless of their home campus. In addition, select access could be granted to those who manage testing of students with disabilities to manage accommodations. Currently, each campus uses different tools for scheduling of exams. A college wide data base, accessed only by Disability Services Counselors would also allow for confidential record keeping.

A similar written history of the Eastern campus and the Michael J. Grant was not available as it appears annual reports were not submitted. There is also not a separate office on these two campuses so the same type of record keeping was not available.

## Section 2: Unit Overview

### *Historical mission statements:*

The mission of the Office of Special Services is to provide access to all programs and buildings on the Ammerman campus and to equalize educational opportunities for the disabled students by minimizing, if not eliminating, physical and psychological barriers so that academic goals can be achieved more effectively. (1994)

The mission is to provide the otherwise qualified disabled student access to all programs and buildings on the Ammerman Campus and to equalize educational opportunities by minimizing if not eliminating physical and psychological barriers so that academic goals may be achieved more effectively. (1995)

### *Goal, as listed on the Suffolk County Community College website:*

The goal of Suffolk County Community College with regard to students with disabilities is to equalize educational opportunities by minimizing physical, psychological and learning barriers. We attempt to provide as typical a college experience as is possible, encouraging students to achieve academically through the provision of special services, auxiliary aids, or reasonable program modifications.

### *Current Mission:*

The Office of Disability Services supports the mission, academic programs and the advancement of Suffolk County Community College by ensuring that qualified individuals with disabilities are afforded an equal opportunity to participate in the programs, services and activities at SCCC through the identification and enactment of reasonable accommodations to institutional policies and procedures, the provision of effective auxiliary aides and services and other support services while cultivating a campus culture that is sensitive and responsive to the needs of students. (2014)

### *Goal #1*

To ensure appropriate and reasonable accommodations are provided for students with documented disabilities

### Outcomes:

- Review, revise, and enhance, as necessary the process for submitted and reviewing documentation
- Designate timeline to determine effectiveness of review process
- Ensure completion and accuracy of documentation in order to review and approve reasonable accommodations

### *Goal #2*

Effectively communicate breathe of services to internal and external stakeholders

Outcomes:

- Educate students, faculty, staff and external partners of services available
- Enhance outreach to high schools, community resources and government agencies
- Increase awareness and availability of groups and activities designed to support student learning outcomes

### *Goal #3*

Support the college's continued compliance with ADA Guidelines

Outcomes:

- Effectively collaborate with other college units responsible for ADA Compliance
- Evaluate appropriateness of space and facilities in accordance with ADA guidelines

## **Institutional Goals**

1.0 Student Success:

To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student-support services.

2.0 Community Development/Societal Improvement:

To promote the social and economic development of the community we serve.

3.0 Access and Affordability:

To provide access to higher education by reducing economic, social, geographic and time barriers.

#### 4.0 Institutional Effectiveness:

To monitor and assess the performance of the institution to ensure continuous improvement in achieving the mission, vision and goals of the College.

#### 5.0 Communication:

To promote transparent and effective communication within the college community and between the college community and external constituencies.

#### 6.0 Diversity:

To reflect the ethnic, demographic, and economic composition of Suffolk County.

### **Alignment of Institutional Goals and Measurable Institutional Outcomes with Disability Services**

#### 1. Student Success:

The Office of Disability Services supports 1.1, 1.2 and 1.3. By providing students with accommodations and student support groups, the Office of Disability Services is supporting student engagement. This area strives to continue to provide additional resources for students with disabilities to help support their ability to successfully retain students and have the student complete a degree at Suffolk County Community College.

#### 2. Community Development/Societal Improvement:

The Office of Disability Services supports 2.1, 2.2 and 2.4. Over the past year, the Office of Disability Services has strived to build a relationship with The Office of Adult Career and Continuing Education Services (ACCES), a government funded agencies that work with people with disabilities to provide education, job training and employment. By creating direct liaisons, students with disabilities will receive services that will help them gain employment. The Office also strives to attend local high school transition fairs, speak at transition events and support the Admissions Counselors on each campus by attending on-site visits to meet with students with disabilities. In addition, The Office of Disability Services is also the only college involved with the Suffolk County Interagency Transition Team, a group run by BOCES to assist high school personnel with working with students who are transitioning to college. Through this group, the office has already been able to arrange for campus visits by local high school students with disabilities as well as assist with streamlining getting the correct documentation from high schools.



## 5. Communication:

The Office of Disability Services supports 5.1 and 5.2. With the support of Dean Joanne Braxton and the assistant of the Campus/Community Public Relations department, the office was able to create a college wide brochure of information, which is now distributed by both the Admissions offices and by the Disability Services counselors. By having a college-wide person, information is more easily disseminated internally to ensure the same information is available to all administrators, faculty, staff and students. We continue to strive to meet this goal by created college wide forms, policies and procedures.

## 6. Diversity:

The Office of Disability Services supports 6.1. Disability is a diversity classification that transcends all ethnic, racial, age, gender, education and socioeconomic needs. At any time, someone may “join” this classification. As such, The Office of Disability Services strives to create an environment that is inclusive of all students with disabilities and a college environment that is inclusive of all students.

### **The primary functions and services provided by Disability Services include:**

Insure that students with disabilities have equal access to all programs and services of the institution;

Promote independence and preparation for entry into a competitive society;

Facilitate the development of self-advocacy skills; and

Assist students to transfer skills learned in the classroom to the world at large.

Assist faculty in providing accommodations to students

Ensure the college maintains compliance under the ADA and 504

### **Please identify the unit’s reporting structure and processes for ensuring quality**

*See Appendices 3,4, & 6*

The Assistant Director of Disability Services, Jennifer Forni, reports to the Vice President for Student Affairs, Dr. Christopher Adams. The two counselors on the Ammerman Campus, Kim Birnholz and Christina Stoss report directly to Jennifer. On both the Michael J. Grant campus and Eastern Campus, the counselors work within the Counseling Centers and therefore report to the Director of Counseling (Theresa Dereme and Dr. Edward Martinez, respectively). The

Directors then report to the Associate Dean of Student Services who reports to the Executive Dean on each campus.

This reporting structure can make quality communication and directives difficult. Due to the three different environments and cultures on the campuses as well as the indirect reporting to the central, college wide Assistant Director, change can be difficult. Disability Services has the support of the two Directors of Counseling, however they have departments to manage so they need to consider the needs of their departments as well.

**Please identify the strengths, weaknesses, opportunities, and threats that will impact your unit over the next seven years**

*SWOT Completed 2/18/2015*

*See appendices 5, 5A, 5B, 7 & 7A*

**Strengths:**

- Cohesiveness of colleagues
- Counseling relationships with students
- Communication
- Excellent communication skills
- Communication with fellow colleagues across campus
- Optimistic
- Rehab counseling background of staff
- Knowledgeable
- Experience of staff
- Support of administration
- Supportive
- Customer Service
- Rapport with students

The themes that emerged from the brainstorming session were: staff expertise, communication, administrative support, rapport with students (customer service). Participants agreed that the experience, expertise and positive working relationships between the staff on all three campuses provided a good atmosphere to foster rapport with students and assist the students with their needs.

**Weaknesses:**

- Space
- Written policies and procedures
- Lack of resources (e.g., live scribe pen)
- Lack of available technology and resources
- VLC – Not closed captioned

- Lack of Braille signage in buildings
- Reporting structure
- Difficulty reaching faculty
- More support for students college-wide (groups, learning, specialists)
- Assistive Tech Exp/Training
- Lack of database for all 3 campuses
- Different reporting structures on each campus
- Differences of policies on each campus
- Experience of staff on each campus differs
- Different names for department on each campus
- Slow change when identifying problem from administration
- So much paper
- Lack of time for training/education of professors
- Need for different space set up
- Time to dedicate to disability services vs. general counseling
- Time with DS students
- Testing procedures and space
- Testing on Grant/East doesn't report to Disabilities
- Effective relationship with testing center
- Appreciation for what we do
- Lack of time for professional development
- Students not using services
- Policies and Procedures (don't have them in writing)
- Updated policies and procedures
- Support of campus administration
- Differences on 3 campuses (staff/organization)
- Limited resources
- Workload
- Increased demand on Disability Services Counselors

The team was able to identify various challenges (weaknesses) faced by the Office of Disability Services; specifically, lack of space, ADA compliance issues, and lack of a college-wide database for disability student records. Inappropriate and available space for testing is an area of concern for the Disabilities Services staff as well as adequate signage (i.e., braille signage for the classrooms and offices).

Currently, student information is shared via interoffice mail which can delay assistance to students, is not confidential, and can lead to loss of files. There are various databases that were identified that would support the Office of Disability Services (e.g., AIM, Accommodate, SAM, and Clockwork).

Until recently the Office of Disability Services did not have a Central person responsible for the operation of each campus office. Because of this, each campus has developed their own processes and they differ among the campuses. There is a need for uniformity in procedures across all three campuses.

Additional weaknesses identified were lack of awareness of available services on the part of faculty, staff, and students. The Office of Disability Services has offered numerous professional development workshops, but they have been poorly attended by both faculty and staff.

#### Opportunities:

- Consultants
- Training opportunities
- Connect with feeder H.S.
- Outreach to high schools
- Better support from administration
- Obtain new technology
- Hire consultant for outside input
- Database software
- Grants
- Disability specific training
- Grants/funding/scholarships
- Professional development opportunities
- Software database
- Database software
- Disability training (specific)
- Create support groups on all three campuses

SWOT participants were able to identify various opportunities that are available to the Office of Disability Services. Participants overwhelmingly identified software/technology as an opportunity to house student data specific to Disability Services in order to advocate appropriately for students at SCCC. In addition, participants also viewed professional development and training as an area that would provide opportunity for staff to enhance their skills. Another theme that surfaced during the discussion of opportunities was outreach to “feeder” high schools. Outreach initiatives provide counselors the opportunity to meet with students and their parents prior to SCCC enrollment, thus easing their transition to the College.

#### Threats:

- Burnout
- Increasing numbers and demands of students

- Seasonal fluctuations (season times)
- Resistance from professors to honor accommodations
- Lack of knowledge of faculty with regard to disability services
- Limitations of services
- CODY Center
- Overbearing mother/parents
- Legal action
- Loss of funding
- SUNY Budget
- Section 508 Compliant Website
- ADA DOJ/OCR
- Increased enrollment of students with disabilities

The major themes identified in threats were burnout, workload, faculty resistance, budget constraints, legal issues, parental issues, and services provided by outside agencies. When participants were asked to identify and prioritize what they felt the top three threats to the Office of Disability Services was, "Resistance/faculty knowledge" was placed as the number 1 threat, followed by "legal action" and "burnout."

A discussion ensued regarding legal issues and ADA compliance. Staff expressed disappointment regarding the lack of ADA compliance with many of the college's facilities, and concern for its effect on our disabled students. Moreover, ADA compliance requires legal oversight, which adds complexity and time issues to the process.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to unit operations.

In 2005 a longitudinal transition study titled "After High School: A First Look at The Post school Experiences of Youth With Disabilities" was published by SRI International for the Office of Special Education Programs, US Department of Education. The study found that more students with disabilities enroll in community colleges than in any other types of postsecondary schools. It adds that about two-thirds of postsecondary students with disabilities receive no accommodations from their schools, primarily because their schools are unaware of their disabilities. Only about 40% of postsecondary students with disabilities have informed their school of their disabilities. According to the American Association of Community Colleges (2014 Fact Sheet) 12% of a community college's population are students with disabilities.

With this large population of students, it supports the Threats, as described above. The numbers of students with disabilities will continue to increase and therefore it's imperative that the office continues to support professional development for not only Disability Counselors but also for administrators, faculty and staff of the college.

Technology was discussed several times during the SWOT and has been brought up by counselors and students as an area of concern. See Appendix for a breakdown of available Assistive Technology across the three campuses. During the Spring 2015 semester, with the assistance of the Title III Office, Disability Services was able to specifically address the weakness related to technology and resources. Disability Services was able to order 6 talking TI-84 calculators and 6 talking basic calculators which will be available for our students with visual disabilities. In addition, Disability Services was able to acquire 20 Live Scribe Echo Pens and notebooks to loan to students for note taking in classrooms. Additionally, 10 licenses of Dragon were purchased to be used across the three campuses. 3 hand held magnifiers were purchased as well for students to use in the classroom or at home. Lastly, we acquired 40 basic calculators which will be used for students who have the “use of a calculator” accommodation for the College Placement Test and for class exams. The Office of Disability Services is also working with Title III, the campus libraries and Educational Technology Coordinators to ensure students with disabilities have technology available to them in the new study spaces that are being developed. These purchases helped fill in some gaps of available technology for students. However, technology is an area that additional funding will need to be allotted for in the future. The use of assistive technology allows students with disabilities to become more independent and they are using it more and more in the high school settings. The Office of Disability Services needs to be prepared for additional requests for technology and additional students using the technology we have. We will also need to plan for updating the technology on campus such as Kurzweil, Dragon and JAWs on an annual basis.

### **Section 3: Staffing**

*See Appendices 3, 4, & 6*

#### *Ammerman*

In the Fall of 2000, the staff was increased to include a Disability Specialist and 1 PA in addition to the Director, principal clerk and 2 college aides. In 2002 an interim director was hired and the staff increased the number of college aides to 3. In the Fall of 2003 the Director position was changed to an Assistant Director position. In the Spring of 2006 an additional college aide was hired as well as 1 counselor position. In the Spring of 2007, an additional college aide was hired for a total of 5 and the disability specialist position was replaced with a second counselor position. The number of college aides stayed the same until Spring 2010 when the number increased to 8. In 2014, the Assistant Director's role changed to include college-wide responsibilities. The Ammerman campus current staffing in Ammerman includes the Assistant Director, 2 counselors, 1 principal clerk, and 8 college aides and one to two work study students.

Although Ammerman has the largest Disability Services staffing, Ammerman is also the only campus charged with handling the academic testing for students who require exam modifications. In addition, Ammerman also does not have peer mentors available to provide in-class accommodations, such as scribes. At peak times during the semester, such as during final exams all parties in the office, including the Assistant Director and Counselors assist with acting as scribes, readers and proctors for students. In 1999, the oldest records found for this report, Disability Services at Ammerman administered 282 exams and by Fall 2013 958 exams had been administered, 270 which needed a writer or reader for the exam. As stated earlier, the testing room on Ammerman holds 8 students so in order to administer the large number during peak times; rooms have to be borrowed from other departments within the Ammerman building. During the Fall 2014 semester, 298 exams were administered during a 4 day period (final exams) given by approximately 149 different professors and over 109 different courses and had to utilize over 9 different spaces to accommodate various needs, such as readers and writers.

#### *Eastern*

In 1998, Michele Aretz was a full-time disability specialist with advising responsibilities. She became a full-time counselor with the same responsibilities sometime between 2003 and 2005. Since that time, the only increase in support has been a 3 credit hour PA for 4.5 hours/week over a 15 week time period in Spring 2013. That position was increased to an 8 credit hour PA position for 12 hours a week for 15 hours. As the caseload of students with disabilities has almost doubled over the last three years, the workload has dramatically increased for the counselor, Matthew Okerblom. In the spring of 2015 Matthew left Disability Services for a

position as a generalist counselor on the Eastern Campus. Laura Michelson, who had previously been working as the PA was hired as the Disability Counselor for the interim period.

### *Michael J. Grant*

On the Michael J. Grant campus, Judith Taxier Reinauer started at Grant in 1978 and retired in 2009. She worked with disability students for much of her tenure here with the exception of her brief stint as Acting Director of counseling during 2000- 2001. Christina Stoss started in the Fall of 1995 as a learning specialist. She then moved into a job-share position in the counseling center with Cheryl Every Wurz before moving to the Ammerman campus in 2005. Christine Capuzzo was hired as a disability services counselor from 2006-2008. Jessica Joyce was hired in February 2008 and continued as the sole person responsible for disability services on the Grant campus. In February 2011 a second position was created and filled by Suzanne Cook. In addition to working with the students with disabilities, both counselors were expected to help support the counseling center by holding open door hours and meet with walk-in students. In September 2014, Jessica Joyce moved into a generalist position within the Counseling Center and Colleen Liccione was hired as a full time disability counselor in February 2014. The counselors receive administration support from two part time PAs who each work approximately 16 hours a week, over 2.5 days.

Additionally, on the Grant campus, the two Disability Services Counselors and PAs are housed within the Counseling Center. As such, they continued to have generalist responsibilities, including at least one “open door” day (more during peak season) instead of spending time on disability related issues. On the Michael J Grant campus counselors are responsible for reviewing documentation and setting up accommodations for each student, advising students (new and continuing) on course, majors and careers, providing new student accommodation advising, answer various emails and phone calls from professors, staff, students and parents, assist faculty in understanding students and troubleshooting, provide information and follow up to parents, participate in the Disability Awareness Committee, research information regarding students disabilities and appropriate accommodations; review, research and obtain technology; prepare of student appointments by printing transcripts, reviewing placements and entering information into BANNER. Outside of these responsibilities, counselors are responsible for other duties including non-disability new student advisement (1 day per week during advisement periods), open door for all students (1 day per week), scheduled academic appointments, SAIN workshops for COL105 classes, attend department meetings, and assist on open door when needed. One of the biggest concerns brought up by the counselors is that during peak times, they are unable to review documentation which puts disability students behind in the admission process because they cannot take the placement exam until the documentation is reviewed.

### Non-Disability Responsibilities



1. New student advisement - 1 day weekly during new student advisement periods
2. Open Door for all students – 1 assigned day a week
3. Scheduled academic appointments –as inputted by staff
4. COL105 SAIN workshops – as scheduled in the beginning of each semester
5. Department/division meetings
6. Inability to review documentation during priority registration period
7. Assist on Open Door when asked
8. Response Counselor Duties- 2 days per month
9. Probation Workshops

The physical location of these disability counselors have created concerns related to confidentiality of our students. Often, students who are registered with the office will bring parents into the meetings but the general practice of the office is to have parents sit outside in the waiting room. The allowances of some parents into the back rooms have caused parents to raise questions about why some are and some are not.

#### *Areas of Concern*

Staffing has been an area of concern brought forth by counselors on each campus and was brought up in several of the annual reports reviewed as part of the history. Counselors have higher caseloads of students than other counselors and often the students are more complicated, due to their disability related needs and follow up with various offices and professors to ensure their accommodations are in place in a timely manner. In order to best serve the students, college wide, in not only providing advising services but to also provide support groups, disability awareness events and professional development of both the disability counselors and the college wide community, additional staffing is needed on each campus. In order to have a similar reporting structure to that of other institutions and divisions within Suffolk, having a central director, assistant directors on each campus and 2-3 full time counselors would meet the current need of the student population. To provide support services on each campus at least one full time clerk would be needed on each campus as well as college-aides. As the population of students with disabilities continues to grow, the need for additional staff is likely to continue.

In the Fall of 1983, Disability Services on Ammerman worked with 39 students and by the Fall of 2011, the registered number of students had increased to over 860. Across the college, in the Fall of 2000 there were 855 students registered and by Fall of 2013 over 1900 registered across the three campuses. (See Appendix). This total is about 7% of our entire student population.

According to AHEAD ( a professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education) there are specific professional standards as

well as a code of conduct professionals who work in Disability Services should abide by. This includes stating that Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability. It also states providers continually participate in profession activities and educational opportunities designed to strengthen the personal, educational and vocational quality of life for students with disabilities.

Due to the high volume and many demands placed on the Disability Services counselors, they are unable to spend time meeting these professional standards. The current staffing and qualifications of some of the Disability Services counselors detract from our ability to fulfill our mission statement. With proper support for continuing education in the field of disability, as well as having more time to focus on disability services (versus time spent as a generalist) the counselors could work together to fully support the mission and goals of the office.

### *Conclusions*

In 2005 a longitudinal transition study titled “After High School: A First Look at The Postschool Experiences of Youth With Disabilities” was published by SRI International for the Office of Special Education Programs, US Department of Education. The study found that more students with disabilities enroll in community colleges than in any other types of postsecondary schools. It adds that about two-thirds of postsecondary students with disabilities receive no accommodations from their schools, primarily because their schools are unaware of their disabilities. Only about 40% of postsecondary students with disabilities have informed their school of their disabilities. According to the American Association of Community Colleges (2014 Fact Sheet) 12% of a community college’s population are students with disabilities.

Additional staff and training is need across all three campuses to address the growing student population as well as to address our goals. Ideally, the Assistant Director position would be changed to a Director position to better match the roles and responsibilities within the job. With an additional counselor on each campus, active caseloads could be kept to fewer than 200 students per counselor which would also give counselors more time for professional development, outreach and trainings. In addition, support staff is needed on each campus to assist with documentation management and incoming requests. With various staffing levels and support, it is difficulty to provide the same level of support across the college in terms of counseling, programing and advising.

Programs, such as the Asperger's Support Group on the Eastern campus, help students feel part of the community and do better in school. During the 2013-2014 semester, the students who participated in the group had higher overall GPAs than students with the same diagnosis who did not participate. It's estimated that about 1 in 68 children has been identified with autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network, so it is likely that this subset of students will continue to grow in numbers, college wide. If available across the three campuses, a group like this could be beneficial for all students and would likely keep them at Suffolk County Community College and help them succeed in graduating. Additional programming, such as study skills workshops, note-taking strategies, test taking tips and general socialization groups would help students succeed while at Suffolk County Community College.

#### **Section 4: Planning and Assessment**

For the past several years, this unit has been assessing specific outcomes, gauging progress, looking at how to improve results through yearly planning, and identifying available/requesting additional resources to support the unit. While the process has been annual, the unit review process not provides an opportunity to explore, comprehensively, these results in the context of unit enhancement through a self-evaluation.

#### **Section 5: External Evaluation**

*See Appendices 1 & 2*

*Chris Rosa, Ph.D.*

Serves as the City University of New York's University Assistant Dean for Student Affairs. He joined the CUNY Office of Student Affairs in July 2004 after 11 years of student affairs experience at his alma mater, Queens College. While at Queens, Chris served as its Director of Services for Students with Disabilities, as Director of its Student Support Services Program, as its 504/ADA Compliance Officer, as its Affirmative Action Officer, and as a Student Disciplinary Officer. Chris has served as Chair of the CUNY Committee on Student Disability Issues (COSDI), the U.S. President's Committee on Employment of People with Disabilities' (now subsumed under ODEP) Executive Committee, as Vice Chair of the New York State Independent Living Council, and as a member of the National Board of Directors of the Muscular Dystrophy Association. Chris earned his B.A. in Sociology & Philosophy from Queens College in 1989 and his Ph.D. in Sociology from the CUNY Graduate Center in 2001, with a dissertation entitled "Disability Rites: Constructing American Disability Culture". A published disability studies scholar, he serves as a faculty member for CUNY's Master's Program in Disability Studies and has served as the Co-Executive Officer of the Society for Disability Studies, the international professional association for Disability Studies Scholars. For

his leadership in expanding employment opportunities for New Yorkers with disabilities, Chris was awarded a “Liberty Medal” by the New York Post in 2012.

*Malka Edelman, NCC, CRC, MCC, LMHC*

Currently serves as the Director of Disability Services Center at Farmingdale State College. Malka began her career in both Career Development and Support Services for Students with Disabilities at Farmingdale State College in the Fall of 1985. She began teaching in the graduate school counseling program at Hofstra University in the Fall 1996 and NYIT School of Education in Spring 2003. Malka Edelman serves on the National Career Development Association CDF Advisory Council since January, 2010 as the new Master Trainer representative. She served as chair of the council for 18 months. Malka has been involved with the CDF program since 1996. She has trained CDF Instructors for US Army in Puerto Rico, Community College of Guam, and Board of Education in Chicago, Labor Dept. of Louisiana, and elsewhere as well as trained CDFs throughout NYC and Long Island and beyond. Malka is also an eLearning instructor. She has also designed and implemented specialized career development training for staff of the NYC Housing Authority, NYC Technical College and Queens Public Library “employment service” staff. Malka also provides many training opportunities for Long Island school district on how to integrate career development into the education of children in the k-12 system. She has provided professional development training to educators on LI.

## **Section 6: Final Conclusions and Recommendations**

The Office of Disability Services is an essential office at Suffolk County Community College that helps provide equal access to students with disabilities. The services provided are consistent with the mission and values of Suffolk County Community College.

The Office of Disability Services looks forward to the input and support of Suffolk County Community College.

### **Recommendations**

*See Appendices 3, 5, 5A, 5B, 7, 7A*

- Establish a unified college and campus vision for Disability Services
  - The current organizational chart does not connect the Disability Services counselors directly to the Assistant Director until the President, as the counselors report up to the Director of Counseling, Associate Dean and then Executive Dean, with the exception of the Ammerman Campus. In addition, the current title of the College Assistant Director of Disability Services does not align with the work responsibilities and leadership involved in the role. We need to connect the central position with the counselors on the Michael J. Grant campus and the Eastern Campus.
- Create a long-term vision for college wide plans that will increase the growth of the Office of Disability Services to serve our growing population of students with disabilities.
  - This plan should include aligning services College wide so that students can be served in the same capacity across all three campuses. Currently, the background and training of the counselors vary across the college.
  - There needs to be role consistency across the three campuses for the Disability Services counselors with the same model of caseload division. Currently on the Michael J. Grant campus and Eastern campuses the Disability Counselors are housed with the general counseling center's which creates unequal division of time and resources for the counselors.
  - The Ammerman Campus is the only campus that provides testing services to students with disabilities. The campus does not have the support of a testing center as the Michael J. Grant and Eastern Campus.
- Determine what services need to be offered college-wide in the Office of Disability Services and ensure trained personnel are available to support the campuses
  - Additional services vary widely across each campus which should be reviewed to have the same services college wide. These services include a Learning Specialist on the Michael J. Grant Campus and an Asperger's Support Group on the Eastern Campus.

- Establish appropriate and reasonable expected caseload size for counselors as well and provide adequate space for Disability Services.
  - The current staff-to-student ratio needs to be brought to a manageable level in order to provide meaningful services to students. The current ration does not allow for quick turnaround of accommodation requests or proper case management. It also does not allow for the opportunity of expanding current services and supports. The current ratio and lack of support for counselors is leading to burnout with the area.
  - The current location of the Disability Counselors within a general counseling office on the Michael J. Grant and Eastern campuses do not allow for confidential meetings and documentation storage.
  - The current testing space on the Ammerman Campus needs to be expanded to allow for the growing number of students who utilize extended time and assistive technology on exams.
- Maintain a tri-campus schedule of meetings to ensure consistent communication among campuses
- Investment in a digital case management resource.
  - A digital case management system would allow for better oversight of documentation review, case notes, and student profiles in a confidential manner.
  - A case management system would also allow for quality control of the accommodations and decisions being made across the College.
  - The system would also be useful by other college wide areas, such as in the area of Mental Health Counseling.
  - Examples include Titanium, Social Solutions, and Clockwork
- Investment and planning for additional assistive technology and digital access.
  - Additional planning and research needs to be done into the accessibility of Suffolk County Community College's digital areas including on-line classrooms, Blackboard and the College website. The College needs to ensure we are meeting Section 508 of the Rehabilitation Act and utilize the World Wide Web Consortium (W3C) which maintains the protocols on the be to insure universal access would keep the College compliant.
  - Assistive Technology should be tested on software used by the College to ensure students have equal access to programs including by not limited to Accuplacer, TEAS, and ATI exams.
- Establish a community space for students with disabilities to engage with other students who are registered with the office.
  - A private meeting space would allow for a safe environment for students to become more engaged with students which would positively impact the retention of these students. It would also provide space to have workshops and other activities for this population.

- Establish ongoing professional development workshops for faculty and staff to ensure services are being provided for students with disabilities in the classroom and on campus.
- Establish ongoing professional development opportunities for Disability Counselors to ensure they are aware of best practices in postsecondary disability services, ADA compliance and assistive technology
- Engage in broader conversations regarding how Disability Services can support the Student Affairs mission of enrollment and retention.
  - According to the Suffolk County Office for People with Disabilities, 19% of Suffolk’s residents are individuals with disabilities. This is an untapped area that could help grow our college population.

## **Section 7: Action Plans**

### 1) Analyze CART and Sign Language Interpreter Services

- Timeline: End of the Fall 2015 semester and End of the Spring 2016 semester
- Activities: Email satisfaction survey to student users and pertinent faculty members
- Expected Results: Students and faculty will be satisfied with the current services
- Responsible Individual: Jennifer Forni
- Resources Required: none

### 2) Review Testing Services on the Ammerman Campus

- Timeline: 2015-2016 Academic Year
- Activities: Disability Services will make notations of issues that arise in testing space, such as noise, insufficient space, issues with technology, not receiving tests in a timely manner, etc.
- Expected Results: 70% of exams given will have an issue or concern
- Responsible Individual: Jennifer Forni
- Resources Required: none

### 3) Rubric Development for Accommodations

- Timeline: 2016-2017 Academic Year
- Activities: Develop a rubric during the Fall 2016 semester to determine appropriate, reasonable accommodations. Pilot program for using the rubric for Spring 2017 accommodation requests. Full implementation for the Fall 2017 incoming requests.
- Expected Results: Standardization of documentation review and procedures
- Responsible Individual: Jennifer Forni
- Resources Required: none

#### 4) Faculty Focus Groups

- Timeline: Fall 2017-Spring 2018 Academic Year
- Activities: Focus groups of faculty, college wide, to learn faculty perspective of Disability Services
- Expected Results: To learn faculty perspective of disability services. Office will then need to evaluate policies and procedures as it pertains to faculty. This information will determine future action and assessment.
- Responsible Individual: Jennifer Forni
- Resources Required: none



## Appendix 1

### External Evaluation: Chris Rosa

**Institution:** Suffolk County Community College

**Administrative and/or Educational Support Unit name:** Office of Disability Services

**Date of Evaluation:** April 27 & 28, 2015

**Evaluator(s):** Chris Rosa, Ph.D.

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#### I. Mission, Goals and Strategic Plan

- a. Describe how the unit's mission and goals support SCCC's mission and the strategic plan (institutional goals and measurable institutional objectives).

##### 1. Student Success:

**To foster the intellectual, physical, social, and civic development of students through excellent & rigorous academic programs & comprehensive student support services.**

The ODS of SCCC is critical to the holistic development of the College's more than 2,000 students with disabilities. Without engagement by ODS, SCCC's students with disabilities are at-risk for poor academic performance and attrition. Through the reasonable accommodations and support services provided by ODS, SCCC students with disabilities have equal access to all of the College's academic and co-curricular resources and, as a result, have an equal opportunity to attain the same rate of success as the general population of SCCC students. ODS' partnership with the Testing Center at the Grant Campus is a best practice in promoting students with disabilities' success by ensuring equal access to SCCC's academic resources. Indeed, through ODS' partnership with the Testing Center, students with disabilities receive individualized testing accommodations, in an inclusive setting, and also are also ensured meaningful access to SCCC's tutoring resources via the Testing Center's individualized accommodative tutoring.

*HEATH*, a national clearinghouse of for data on postsecondary education and disability estimates that for every student who self-identifies to a campus office of disability services, there are another two students on campus who, for a variety of reasons do not self-identify (*i.e.* disability stigma, lack of awareness of their ADA rights, *etc.*), who are eligible for and would benefit from reasonable accommodations. Given these projections, there may be as many as 2,000-4,000 students with disabilities who are not served by ODS. Given the strong correlation between reasonable accommodations and success for students with disabilities, these students not served by ODS are likely to be overrepresented among SCCC's at-risk students. Outreach efforts to these unserved students, while certainly increasing the strain placed on ODS, would ultimately improve SCCC's retention and graduation rates.

##### 2. Community Development/Societal Improvement

**To promote the social and economic development of the community we serve.**

*2013 Compendium on Disability Statistics* reports that people with disabilities continue to lag far behind those without disabilities when it comes to employment. Indeed, the gap in employment for people with disabilities compared to people without disabilities still remains around 40.8 percentage points, with 32.7 percent of people with disabilities employed versus 73.6 percent of people without disabilities employed. ODS' collaboration with ACCES-VR on the career readiness for SCCC students with disabilities yields a significant return-on-investment to New York State, and is an economic stimulus to the community SCCC serves. This is particularly the case for SCCC students who receive disability benefits. Indeed, every SCCC student disability benefits recipient who achieves employment via a SCCC degree saves NYS \$14,312 per year in disability benefits. Over the course of a 30 year work history, this represents a total savings of \$418,222 in NYS disability benefits alone for each SCCC graduate who transitions to competitive employment. This savings, coupled with contributions to the NYS tax base, causes every SCCC student with a disability who transitions to work to be a significant economic stimulus.

In terms of civic engagement, ODS' work as an NVRA "Motor-Voter" site ensures that SCCC students with disabilities have equal opportunity to participate in the civic life of the county, state, and nation.

#### **5. Communication:**

**To promote transparent and effective communication within the college community and between the college community and external constituencies.**

ODS is a hub of information and communication related to the College's students with disabilities. The creation of a College-wide Director of Disability Services role is particularly important in this regard, as Jennifer Forni serves as a clearinghouse for all College inquires about student disability issues, and works to ensure that student disability information is integrated into all College communications. The College's digital and web resources provide rich opportunities to reach a broader audience about SCCC's commitment to and resources for students with disabilities in universally accessible formats.

#### **6. Diversity:**

**To reflect the ethnic and economic composition of Suffolk County.**

According to the Suffolk County Office for People with Disabilities, 283,000 of the County's 1.5 million residents (19 percent) are individuals with disabilities. This constituency not only requires equal access to programs, facilities, and resources, it also shares a distinctive identity and understanding of what it means to be Suffolk County residents with disabilities. ODS ensures that Suffolk residents with disabilities participate richly in all aspects of the College's academic and co-curricular life. ODS accomplishes this, not only by ensuring that the growing number of SCCC students with disabilities have equal access to College programs and facilities, but also by working to cultivate a College climate and community that embraces disability culture.

## **II. Functions and Services**

a. *Assess the structure and coherence of the unit's functions and services. To what extent do these functions meet the needs of the SCCC community? Is the unit poised to be flexible to meet emerging needs?*

- Presently, based upon the constellation of resources and disability services expertise available at each campus, it is entirely possible for students to have different determinations regarding their need for reasonable accommodations and different experiences with the quality of disability services based upon the SCCC campus at which they are enrolled. This has significant student equity and risk management implications.
- Because of the very high ratio of students with disabilities to disability services staff, it is difficult for disability services professionals to quickly turn around student requests for reasonable accommodations, or to do the case management that is necessary to ensure the effective provision of reasonable accommodations
- The fact that disability services professionals are also counseling generalists who have their time and energies drawn upon by general student counseling responsibilities undermines these professionals' abilities to meet the service-intensive demands of the burgeoning population of SCCC students with disabilities. Moreover, the fact that by contract, these professionals can elect to "transfer out" of a disability services role is problematic, as when they "transfer," their training, expertise, and local knowledge of students' accommodation needs and how to effectively meet them within a campus context leaves with them.
- The disability services staff on all campuses are talented, highly-motivated, and dedicated to the students they serve – they represent SCCC's chief strategic student disability services resource. However, they have had little opportunity for ongoing professional development around the ADA, the deliberative process of reasonable accommodation determination, best practices in postsecondary disability services, and assistive technology services.
- In this context, in terms of the program's flexibility to meet emerging needs, there is not much capacity to empower the program to be malleable. The staff are very devoted to the students they serve, and stretch themselves past their limits to meet their needs, but would need additional support and development in order to be poised to meet emerging needs. Indeed, a spike in the enrollment of students on the spectrum or Deaf & hard-of-hearing students – both service-intensive populations – would push the program past its limits, undermine its ability to meet the needs of all students with disabilities, and put the institution at significant risk of ADA non-compliance.
- The creation of a Central College-wide Director of Disability Services is an important first step to creating disability services that reflect consistency, integrity, and continuity, potentially allowing the College to maximize its disability services resources by using them in the most impactful way. Jennifer Forni is a great fit for this role, having the expertise, vision, and gravitas to lead SCCC in a more intentional, strategic approach to its disability services operation across its campuses.

### **III. SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis**

- a. *Identify external trends or conditions that present opportunities for threats to the unit's ability to achieve its mission, goals and outcomes.*

### **Strengths**

- **Campus Accessibility** – In general, campus facilities are accessible to individuals with disabilities. The facilities of the Eastern and Grant Campuses are generally accessible to individuals with disabilities, featuring some excellent examples of barrier-free design. Even the Ammerman Campus, the hilly terrain of which poses intrinsic challenges to campus accessibility, reflects a good-faith commitment to facilities access. While some significant design barriers certainly exist, in general SCCC facilities create a sound foundation for academic and co-curricular programmatic access for individuals with disabilities.
- **Disability Services Staff** – SCCC Office of Disability Services features a talented team of student-centered, highly-motivated disability services professionals. Despite being challenged by enormous caseloads, divided responsibilities, and limited resources, members of the ODS team push themselves past their limits in their efforts to meet the accommodation needs of SCCC students with disabilities. Moreover, they express a hunger for the professional development necessary to more effectively serve their students.
- **Dedicated Faculty** – We had the privilege of meeting with faculty, representing a range of disciplines, all of whom were deeply committed to the success of SCCC students with disabilities; all of whom were committed to partnering with ODS and students with disabilities themselves to creating equal access to their courses; all of whom were eager to learn more about ways in which they could be more effective in promoting access and success for students with disabilities. The importance of faculty buy-in to the deliberative process by which accommodations are determined and delivered cannot be overstated; SCCC faculty support is a key strategic resource.
- **Committed Leadership** – The alignment of the Executive Deans of each SCCC campus in support of improving the College's approach to serving students with disabilities is powerful! Not only is this lock-step approach organizationally critical to the top-down transformation of the disability services program at SCCC, it is also symbolically important to the institutions they lead for all key stakeholders to witness that the commitment to equal access for people with disabilities at SCCC begins at the top. Moreover, the College has found a true transformation leader in Jennifer Forni. She is a rising star in higher education disability services with the insight and vision to build a high-quality, cross-campus disability services program at SCCC.
- **Talented Students** – We were honored to meet outstanding SCCC students, from cross-disability backgrounds, representing different academic majors. While each of them had constructive feedback about their experiences with disability services at SCCC, each of them expressed their genuine affection for the College, and gratitude for the support they had received from ODS. As a student-centered institution, students like these make us all want to find better ways to create the “level playing fields” necessary to allow them to succeed on the strengths of their considerable abilities and achievements.

## Weaknesses

- Staff Limitations – ODS staff-to-student ratios are too high. High ratios, coupled with ODS counselors who have counseling and advising responsibilities for the general student population cause ODS to lack the “bandwidth” necessary to assess, deliver, and maintain quality control over reasonable accommodations for the large population of SCCC students with disabilities. Furthermore, staff lack ongoing professional development that allow them to keep on the leading edge of key issues in higher education disability compliance (e.g. the ADA, serving the burgeoning population of students with ASD, etc.)
- Assistive Technology & Digital Access – At a College where much information and instruction is delivered digitally, SCCC needs leadership in the area of assistive technology and digital accessibility. Specifically, investments are needed in AT solutions, in training for ODS and IT professionals in AT and digital accessibility. Specific attention should be paid to the accessibility of digital learning platforms (i.e. Blackboard, etc.) and SCCC web accessibility. This investment will become particularly critical as the College expands distance learning opportunities.
- Accessibility of ODS Offices – While the College’s facilities access is generally good, the ODS Offices posed location (requiring an elevator to access), path-of-travel (not easily to maneuver within the Office), and privacy concerns. Wherever possible, accessibility of ODS Office spaces should be maximized – the layout of these Offices sends a powerful message to students with disabilities about the extent to which their access concerns are taken seriously and their full participation at the College is valued.
- Co-Curricular Life – Students with disabilities expressed a longing for community and for their interests and experiences as people with disabilities to be expressed more richly in curriculum and in student life. The absence of these program elements hurts SCCC’s ability to engage these students which, of course, impacts the retention of students with disabilities.

## Opportunities

- Leveraging Campus Proximity – The relative proximity of SCCC campuses to each other can be leveraged in ways that allow ODS to work more effectively. Cross-campus disability services staff can meet more regularly to develop consistency around the implementation of policy and practice, and to learn from each other around “case conferences.”
- Centralization – Some strategic investments can be made centrally, under Jennifer Forni’s leadership, to improve service quality across campuses. For example, SCCC can invest in an Assistive Technology Specialist that is a centralized, itinerant resource for training and technical assistance, that can serve all three campuses. Modeling the CUNY Assistive Technology Services (CATS), this AT resource professional could lead the building of campus AT capacities, create local campus expertise by “training trainers,” and could liaise with campus IT professionals. This professional could also harness the purchasing power of the AT users across campuses to negotiate preferential rates on site licenses and service & maintenance agreements.
- Invest in Assistive Technology – The cost of assistive technology has fallen appreciably

over the past decade, making it much more affordable to college campuses. Incremental, strategic investments can be made to achieve a baseline standard for AT resources on each campus. A readily achievable baseline is the one created by CATS - [http://catsweb.cuny.edu/?page\\_id=176](http://catsweb.cuny.edu/?page_id=176)

- Investing in Electronic Case Management Software – Investing a digital case management resource would allow counselors to review student files across campuses, share student accommodations profiles, and would allow Jennifer Forni to exercise quality control across all ODS files, since these records document campus efforts around ADA compliance. This digital system can also serve as a rich source of data that would allow ODS to assess efforts-to-outcomes. Examples of such systems are *Titanium* and *Social Solutions ETO*.
- Replicating & Promoting Best Practices – During the course of our program review, we identified some best practices in higher education disability services. Among them were the collaboration between ODS & the Testing Center at the Grant Campus for accommodative testing and tutoring, and a Student Life-faculty collaboration in engaging SCCC students with autism spectrum disorders at the Eastern Campus. Both of these collaborations had collected outcome data which demonstrated their efficacy. These practices should be highlighted and promoted via publications and presentations at regional and national conferences, and where practical, replicated across campuses.
- Student Life & Disability Studies – Students with disabilities should be given support to create student disability clubs and organizations on campus or, cross-campuses. They are an important source of student engagement, peer support, and leadership development for students with disabilities. Moreover, they can be an important force for legislative advocacy on behalf of greater support for SCCC disability services from the County and the State. Faculty should be encouraged to incorporate disability studies into their curricula. For example, in celebration of a “Disability Awareness Day,” faculty could be encouraged to feature disability topics, use disability-related examples in instruction, *etc.* on that day in order to ensure that members of the SCCC community with disabilities have their lived experiences with disability richly reflected in the curricula. This would certainly help to promote the meaningful inclusion of disability into the College’s vision for diversity.

## **Threats**

- ODS Staff Transferring – Investing time, resources and human capital to build the capacity of disability services counselors, only to have them transfer out of ODS to another counseling position undermines the College’s efforts to build capacity in its disability services program. Thoughts should be given to ways to encourage the retention of counseling staff in the role of disability services counselor.
- Digital Accessibility & Video Captioning – The Office of Civil Rights has cited more than 30 colleges and universities for barriers to their digital accessibility, with particular emphasis on captioning of web-based videos. All colleges and universities should be involved in discussions on how they plan to meet this mandate.
- Growing Population of Neurodiverse Students – Students on the spectrum are the fastest growing population among college students with disabilities. They pose significant

challenges to colleges regarding reasonable accommodations, student conduct, and classroom management. College disability services professionals, faculty, public safety, student conduct officers all must build their capacity to address the needs of this burgeoning student group.

- BIT Team Inconsistency – Conversations with faculty and staff reflected some ambiguity around the role and operation of campus Behavioral Intervention Teams, which of course, are critical to ensuring the care and safety of all members of the campus community. To the extent that students with disabilities, particularly those not yet known to ODS, are overrepresented among those exhibiting “behaviors of concern,” it is particularly important to students with disabilities for there to be clarity regarding the role and operation of BIT Teams.
- ODS Credibility with Faculty – A faculty member at the Grant Campus raised concerns about exam security and the integrity of exam administration for students receiving testing accommodations via ODS and the Testing Center. While our review revealed no substantive basis for such concerns, the perception by faculty that exams are handled and administered with anything less than the upmost concern for exam integrity could be absolutely deadly to ODS’ ability to administer exams under accommodative conditions. All campuses should be vigilant about constantly affirming their commitment to the integrity of exam administration under accommodative conditions.

#### **IV. Staffing**

*a. Is there sufficient staff to achieve the unit mission? Explain your response.*

- There presently is not sufficient staff to ensure the effective provision of reasonable accommodations and support services to SCCC students with disabilities. AHEAD has recommended a student-to-staff ratio of 100:1. While it is rare to see this standard met in any ODS in New York State, as a benchmark, it provides a valuable frame of reference. The present ratio at SCCC, depending upon how you count FTE’s, is four to five times greater than this aspirational goal. This circumstance is exacerbated by the practice of ODS counselors also having general counseling & advising responsibilities. It is simply not possible for the existing complement of staff to engage in the deliberative, individualized, case-by-case process of accommodations determination mandated by Title II of the ADA with caseloads of that size. Nor is it possible for staff to do the necessary follow-along for quality control, to ensure that accommodations are effective.
- Moreover, while the existing ODS staff are talented and hardworking, the presently lack the training necessary to be highly effective in their work. Specifically, they lack ongoing training in the deliberative process by which reasonable accommodations are determined, particularly in the shifting context of the Americans with Disabilities Act Amendments Act (ADAAA). They would also benefit from training in basic maintenance and use of a “standard complement” of assistive technologies.

#### **V. Planning and Assessment**

*a. What are the plans and expectations for continuing unit development and self-*

assessment? N/A

- b. Are the assessment plan and assessment measures appropriate? No basis for evaluation.
- c. Describe how the budget request and resource allocation support the unit's ability to deliver on its mission and goals. Information not available during assessment.
- d. *What would you recommend to improve the planning and assessment process?*

I recommend that the assessment of ODS focus upon outcomes that reflect performance around key institutional goals. For example, regarding Student Success, I recommend comparing the retention, academic performance, and graduation rates of students with disabilities to those of the general student population. The extent to which the performance of students with disabilities approximates that of the general student population is a good indicator of the extent to which the College is successful at "leveling the playing field" through reasonable accommodations.

Because ODS at SCCC is an NVRA Motor-Voter site, the annual data reported to the Board of Elections is a good indicator of the extent to which the College is promoting the civic engagement of students with disabilities, *i.e.* ensuring that all SCCC students with disabilities are offered the opportunity to register to vote.

In terms of ODS service quality, offering both students and faculty the opportunity to complete satisfaction surveys would help the Office to monitor the quality of its relationship management with these key stakeholders.

## **VI. Conclusion**

- a. Include any additional observations important to the evaluation of this unit.  
During our exit meeting, it was acknowledged by the Executive Deans that regarding the creation of a Central Director of Disability Services, there is no true precedent at SCCC for Jennifer Forni to model when shaping her role. Moreover, there was acknowledgement that strong campus cultures and identities could complicate the work of a Central Director of Disability Services. SCCC should be mindful of these dynamics when supporting Ms. Forni in the successful performance of her role. Ms. Forni is welcome to consult about her central role with Chris Rosa, who serves a similar role at CUNY's Central Office of Student Affairs, where he has oversight of the operations of disability services operations at 20 campuses.
- b. Summarize the unit's major strengths and weaknesses with particular attention to the degree to which the unit's goals and outcomes are attained.

The commitment to equal access and opportunity from SCCC's senior leadership, talented and student-centered ODS staff, experience and insight from a strong leader like Director Forni, faculty committed to partnering with ODS, and outstanding students with disabilities who love their College are real assets upon which to build a



strong ODS program that promotes student success.

However, efforts to build and sustain a strong ODS program are hampered by high student-to-staff ratios which compromise program effectiveness, the need for staff development around ADA compliance and best practices in higher education disability services, a dearth of assistive technology expertise and resources, and limited co-curricular opportunities for students with disabilities.

- c. Summarize the recommendations for the unit to improve these weaknesses and maintained the identified strengths.
  - Campus Facilities and Planning should consult regularly with ODS and with students with disabilities themselves to help prioritize barrier removal projects and receive feedback on the meaningful accessibility likely to be created by designs.
  - SCCC should do whatever it can to incrementally bring down the very high student-to-ODS staff ratio. These efforts can include strategic investments in full-time staff, part-time staff, relieving ODS staff of generalized counseling responsibilities, counseling interns under the supervision of licensed faculty, and peer mentors.
  - SCCC should do whatever it can to improve retention of counselors in the ODS staff role to preserve the human capital in this highly specialized student support area.
  - When practicable, under the direction of Jennifer Forni, SCCC should seek opportunities to invest centrally in resources that benefit students on all campuses. An Assistive Technology Specialist that provides technical assistance and training to all campuses is an example of such a central resource.
  - Speaking of assistive technology, with the cost of assistive technology coming down, SCCC should seek to make strategic AT investments to create baseline AT resources available on all campuses.
  - ODS staff should receive ongoing and regular professional development in ADA compliance, best practices in postsecondary disability services, and assistive technology services in order to build their capacity to effectively serve students with disabilities in ways that promote success and ADA compliance.
  - Students with disabilities should be given opportunity and support to engage richly in student life and in particular, to form student disability organizations. This will not only improve student engagement, it will create an organized critical mass who can advocate for more disability services resources for SCCC from the County and State.
  - Investing a digital case management resource would allow counselors to review student files across campuses, share student accommodations profiles, and would allow Jennifer Forni to exercise quality control across all ODS files, since these records document campus efforts around ADA compliance. This digital system can also serve as a rich source of data that would allow ODS to assess efforts-to-outcomes.

## **VII. Assessing the Assessment**

- a. Please briefly describe your recommendations for improving the AES unit review process as a result of your experience.

Generally, I think the assessment format was sound. In retrospect, it would have been helpful for the reviewers to have been able to meet one-on-one with the Director to get her valuable, unmitigated perspective. It would also have been helpful to focus more explicitly upon how ODS is resourced. This review left me uncertain as to what ODS' budget is, the process by which resources are allocated to meet accommodation needs, *etc.* The only budget discussion occurred during the final interview with the Executive Deans, when we discussed how to manage the high cost of sign language interpreters.

## Appendix 2

### External Evaluation:

Institution: Suffolk County Community College

Administrative and/or Educational Support Unit name:

Date of Evaluation: April 27-28, 2015

Evaluator(s): Malka Edelman

There are wonderful and hardworking individuals on each campus who took on these roles in Disability Services to help SCCC students with disabilities {SWD} achieve equal access to their education. On each campus we met dedicated staff who are frustrated by the “system” and bigger policies that exists, holding them back from providing the services to students [SWD] that they would want to be able to provide.

On a personal note, I was quite taken by all the administrators with whom we met. You were all warm, open and forthcoming about your campuses and the challenges and your desire to want to see things improve.

I have taken an unorthodox approach to writing this report. I do expect that it addresses all of the issues.

- To ensure appropriate and reasonable accommodations are provided for students with documented disabilities

I might recommend a staff development day for all the DS staff to work on this. Create flow charts that are generic to all SWD and then flow charts that address students with specific needs. [We are well informed about physical access, and we can ask the student with physical access needs to advise us. They will know.] Flow charts about students with severe anxiety, mental illness, ASD, ADHD, seizures, etc. would be so valuable and empowering. What do we want those services to look like? After the flow chart, we make lists and we rank order.

CAS standards can actually help.

- 

What do you want to be able to do for students with disabilities? Do you as institution envision limiting services to academic advisement and testing accommodations? If it is limited to these 2 functions, then address that advisement comes hand in hand with career counseling and a very comprehensive understanding of the disability issues. The DS staff need time to prepare and time to properly counsel. Good advisement is good counseling.

- Ratio of your DS staff to SWD needs to be addressed. Ratio of service provision for this special population of students cannot be viewed through the same lens of general advisement/counseling services.

- There are challenges for any student with disability to easily access a counselor. The “system” in place, and the students needing to explain themselves to a secretary, creates a barrier, of sorts, to access to services.
- We sensed the frustration from the DS staff about wanting to do more for SWD but can’t because their time was disproportionately spent doing other things [general counseling services]
- If our Mission is to provide “equal access” to SWD, then this dedicated staff needs time to get to know the students, their disabilities, and their needs and then as a team, look to provide innovative ways to provide services. [I believe that this will aid in retention of these students].
- Assistive technology is critical AND the ongoing training for all staff is time spent well. Good scanners, problems with Zoom and Jaws and generally with licenses were an issue. Staff MUST be given ongoing training in how to use the software.
- Professional development is critically important. It is my contention that due to the dramatic increase of students with mental health disabilities on all campuses around the US, we need opportunities to support the DS staff with good supervision and professional development to deal with these enormously challenging caseloads. It appears that the DS staff would embrace staff / professional development individually and collectively. This would help to abate some of the burnout issues addressed in the SWOT analysis. RECOMMENDATIONS:

I would encourage participation in the NYS Disability Services Council. This is a very dedicated group of public and private higher education institutions doing very good work. There are resources available on the website.

CUNY is amazingly generous to host some events during the year and invite other campuses to participate.

The University of Connecticut/Storrs hosts an excellent conference each June and it is always driving distance from NY. This year it is in Boston.

Without flying, the costs are more reasonable.

There are webinars regularly that are hosted throughout the year, sponsored by many different organizations. Staff needs to time to search them out and then time to attend.

Physical access can always be improved. There are challenges to Ammerman Campus because of the hills. Look to increase access into buildings would be helpful. The report from the Director of Physical Plant [I don’t recall his name – on the Ammerman Campus] was impressive. The self-study sounded very comprehensive. Renovations to buildings are always costly but

kudos to the institution to taking this on. VERY, VERY impressive to me, was the signage in the stairwells as a safe place in case of emergency.

SPACE – Issues of space varied significantly from campus to campus. This is always a problem. I would urge the DS department to embrace careful data collection of utilization of space and services. Take lots of photos. Write semester reports. Ammerman Campus was fine though the testing space was small. The space issues are clearer at the other 2 campuses but they are connected to the functions of the counselors who serve the SWD, whose time is divided between general counseling and SWD.

Technical Standards: Look at programs where technical standards are appropriate and necessary to protect the academic integrity of the academic program. This may be appropriate in Culinary Arts, as an example. Medical-related degree programs should have them as well.

Testing Accommodations: Testing accommodations administration can best be served by DS staff. They have the relationship with the students. It is the DS students who have the documentation and can best serve the student. Balancing academic integrity with the needs of the students IS possible while addressing the “high maintenance” student who may need breaks. Testing procedures at the Brentwood campus seem to go well in terms of procedures and protocols. The issue is that it is managed by academic affairs and not the DS Office.

ONLINE instruction and learning has quickly become the subject of discussion at all DS conferences and workshops. There are many issues. [I believe it is very difficult for someone to understand the challenges to being the student until he/she has taken an online course.] I would encourage everyone in higher education to do this and be certain that the class has some synchronistic elements to it. Walk one week/semester in the shoes of the online learner – having nothing to do with disability – and then you will understand.

We tend to focus on access for students who are blind and deaf and though this is extremely important, this is not the only SWD who is challenged

Course design – synchronistic / asynchronistic: Students and faculty are often unprepared to address the scheduling and demands on time in an online course. Many of our students have difficulty greater than the average college student, with time management, reading and writing independently, working in groups –either in class OR online. They are not prepared for online learning. Many faculty are blindsided with discovering that their SWD need a different time frame for assignments and on line exams, and other issues. EVERYONE needs help.

## I. Mission, Goals and Strategic Plan

Describe how the unit's mission and goals support SCCC's mission and the strategic plan (institutional goals and measurable institutional objectives).

Current Mission:

The Office of Disability Services supports the mission, academic programs and the advancement of Suffolk County Community College by ensuring that qualified individuals with disabilities are afforded an equal opportunity to participate in the programs, services and activities at SCCC through the identification and enactment of reasonable accommodations to institutional policies and procedures, the provision of effective auxiliary aides and services and other support services while cultivating a campus culture that is sensitive and responsive to the needs of students.

(2014)

Goal #1

To ensure appropriate and reasonable accommodations are provided for students with documented disabilities

I am not sure that these OUTCOMES listed below address this goal.

Let's discuss this. What are the appropriate and reasonable accommodations that need to be provided and are they services that the DS Office provides or delegates out and why is that? I would like to suggest that the current model of testing accommodations being provided by others might not best serve the students. We would want to see staff and facility that has control over this so that needs of SWD are not disclosed to others,

Outcomes:

Review, revise, and enhance, as necessary the process for submitted and reviewing documentation

Designate timeline to determine effectiveness of review process

Ensure completion and accuracy of documentation in order to review and approve reasonable accommodations

Goal #2

Effectively communicate breathe of services to internal and external stakeholders

Outcomes:

Educate students, faculty, staff and external partners of services available

Enhance outreach to high schools, community resources and government agencies

Increase awareness and availability of groups and activities designed to support student learning outcomes

Goal #3

Support the college's continued compliance with ADA Guidelines:

This is a huge issue that the institution needs to embrace. ADA compliance is only partly about physical access but much more complex. My suggestion would be to continue to make physical

plant aware of issues that they can address, but the focus for the DS staff is on academic and student life access.

Outcomes:

- Effectively collaborate with other college units responsible for ADA Compliance
- Evaluate appropriateness of space and facilities in accordance with ADA guidelines

## Response to Disability Services Goals and Objectives

The Mission of the DS Offices is sometimes challenged to fulfill this mission because of inadequate staffing and huge constraints on time to regularly look at their own mission and review how it aligns with the campus.

### II. Functions and Services

a. Assess the structure and coherence of the unit's functions and services. To what extent do these functions meet the needs of the SCCC community? Is the unit poised to be flexible to meet emerging needs?

The big challenge with structure is the independence and autonomy of each campus in the way that services are delivered. If Jennifer Forni is poised to develop consistency of service delivery, which I believe that she is, the question remains, is the leadership of the campus. I believe that the DS staff is committed in the most positive ways to the institution, however, the status quo, for most of the DS staff is problematic and can readily result in repeated burnout.

### III. SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis

Identify external trends or conditions that present opportunities for threats to the unit's ability to achieve its mission, goals and outcomes.

Threats:

- Burnout
- Increasing numbers and demands of students
- Seasonal fluctuations (season times)
- Resistance from professors to honor accommodations
- Lack of knowledge of faculty with regard to disability services
- Limitations of services
- CODY Center
- Overbearing mother/parents
- Legal action
- Loss of funding
- SUNY Budget
- Section 508 Compliant Website
- ADA DOJ/OCR

- Increased enrollment of students with disabilities

The major themes identified in threats were burnout, workload, faculty resistance, budget constraints, legal issues, parental issues, and services provided by outside agencies. When participants were asked to identify and prioritize what they felt the top three threats to the Office of Disability Services was, "Resistance/faculty knowledge" was placed as the number 1 threat, followed by "legal action" and "burnout."

A discussion ensued regarding legal issues and ADA compliance. Staff expressed disappointment regarding the lack of ADA compliance with many of the college's facilities, and concern for its effect on our disabled students. Moreover, ADA compliance requires legal oversight, which adds complexity and time issues to the process.

With regard to the weaknesses and threats as so clearly identified in the report, they are many. Workload, faculty resistance, budget constraints, legal issues, parental issues, and services provided by outside agencies are significant issues. They, together, could/would lead to burnout.

What can you do?

- o More staff!
- o Better staff to student ratio
- o The DS staff and leadership [JF] develop measurable goals and objectives.
- o The DS staff and leadership [JF] develop short term and long term goals.
- o The DS staff and leadership [JF] begin to write policy and procedures for the essential functions of the Disability Services.
- o Administration [academic affairs and student affairs] outspokenly support the policies and procedures set and p and p be universal to all 3 campuses.
- o DS staff be designated staff on all 3 campuses

#### IV. Staffing

Is there sufficient staff to achieve the unit mission? Explain your response.

Ratio of staff to students needs to be changed. One person to hundreds of students is a recipe for burnout and this is what was repeatedly expressed during the 2 days on campus. My perception is that the DS staff believes that the ratio of staff to student is unreasonable and that there is little opportunity to get to know the students in a meaningful way. BURNOUT was repeatedly expressed publicly and quietly. Time divided between other obligations was perceived to be a lack of understanding and appreciation for what the DS counselors are trying to do.

#### V. Planning and Assessment



Are the assessment plan and assessment measures appropriate?

There were significant issues re assessment. Assessment of the Disability Services Offices has not been done. Neither students nor faculty or the other service offices with whom the DS staff work, have ever been surveyed for feedback. Satisfaction surveys with opportunities for feedback on “what are we do well?” and “how can we do our work better?” would be invaluable. This is particular important to your primary constituency, your students.

Describe how the budget request and resource allocation support the unit’s ability to deliver on its mission and goals.

What would you recommend to improve the planning and assessment process?

### Conclusion

Summarize the unit’s major strengths and weaknesses with particular attention to the degree to which the unit’s goals and outcomes are attained.

- The greatest asset is the staff.
- The greatest weakness is insufficient staff
- I hear that there is a genuine need to expand the services to DWS and a genuine desire on the DS staff to want to do this.
- Building alliances on campus is critical.
- Writing policies and procedures that protect the student, the department, the faculty and the institution are critically important.

### VII. Assessing the Assessment

Please briefly describe your recommendations for improving the AES unit review process as a result of your experience.

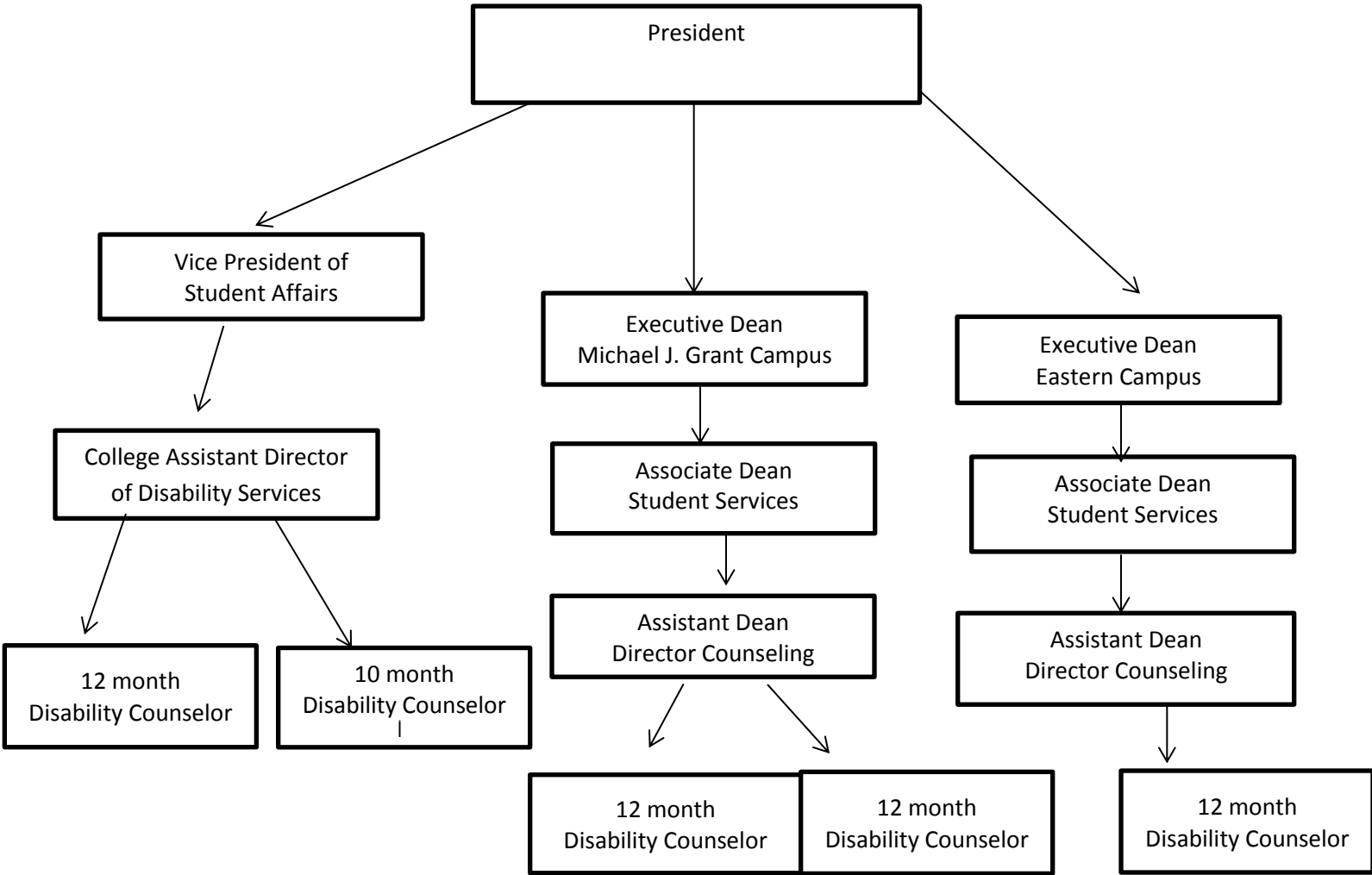
You are all deserving of such praise for this effort. Jennifer’ report for us to read in advance was so valuable and though it spoke to all the challenges of the institution, it was balanced with insight and understanding about a long standing history. It was exceptionally comprehensive and provided a wealth of information prior to the visit.

The format of the 2 days was excellent. I appreciated the structure and consistency from campus to campus and was most appreciative of the time given to us by all of administrators. You articulated a commitment and passion for your work, the well-being of all the students and improving services throughout your campuses wherever and whenever possible. It was a full heart and dedication to the Mission of the College that was so clear to me.

Thank you

**Appendix 3**  
**Disability Services Organization Chart**

**Office of Disability Services Organizational Chart**



**Appendix 4**  
**Disability Services Support Staff**

	Ammerman	Michael J. Grant	Eastern
Principal Clerk	1	0	0
Professional Assistants	0	2 (12 hours/week)	1(12 hours/week)
College Aides	8. Used as scribes in the classroom, proctors for exams and for office work	3 but varies by semester. They are used as Scribes (in the classroom, not the office)	0

**Appendix 5**  
**Enrollment of Students with Disabilities**  
**2000-2001 academic years thru 2013-2014 academic years**

Number/percentage of students eligible and number/percentage who take advantage of disability services

<b>Campus</b>	<b>2000</b>	<b>2011</b>	<b>2013</b>	<b>2000- 2013</b>	<b>% Increase</b>	<b>2011- 2013</b>	<b>% Increase</b>
Ammerman Enrollment	10,571	14,699	14,106	3,535	33.4%	-593	-4.0%
Ammerman Disability	486	927	995	509	104.7%	68	7.3%
Grant Enrollment	5622	9645	9670	4,048	72.0%	25	0.3%
Grant Disability	239	496	543	304	127.2%	47	9.5%
Eastern Enrollment	2190	3954	3976	1,786	<b>81.6%</b>	22	<b>0.6%</b>
Eastern Disability	130	234	356	226	<b>173.8%</b>	122	<b>52.1%</b>

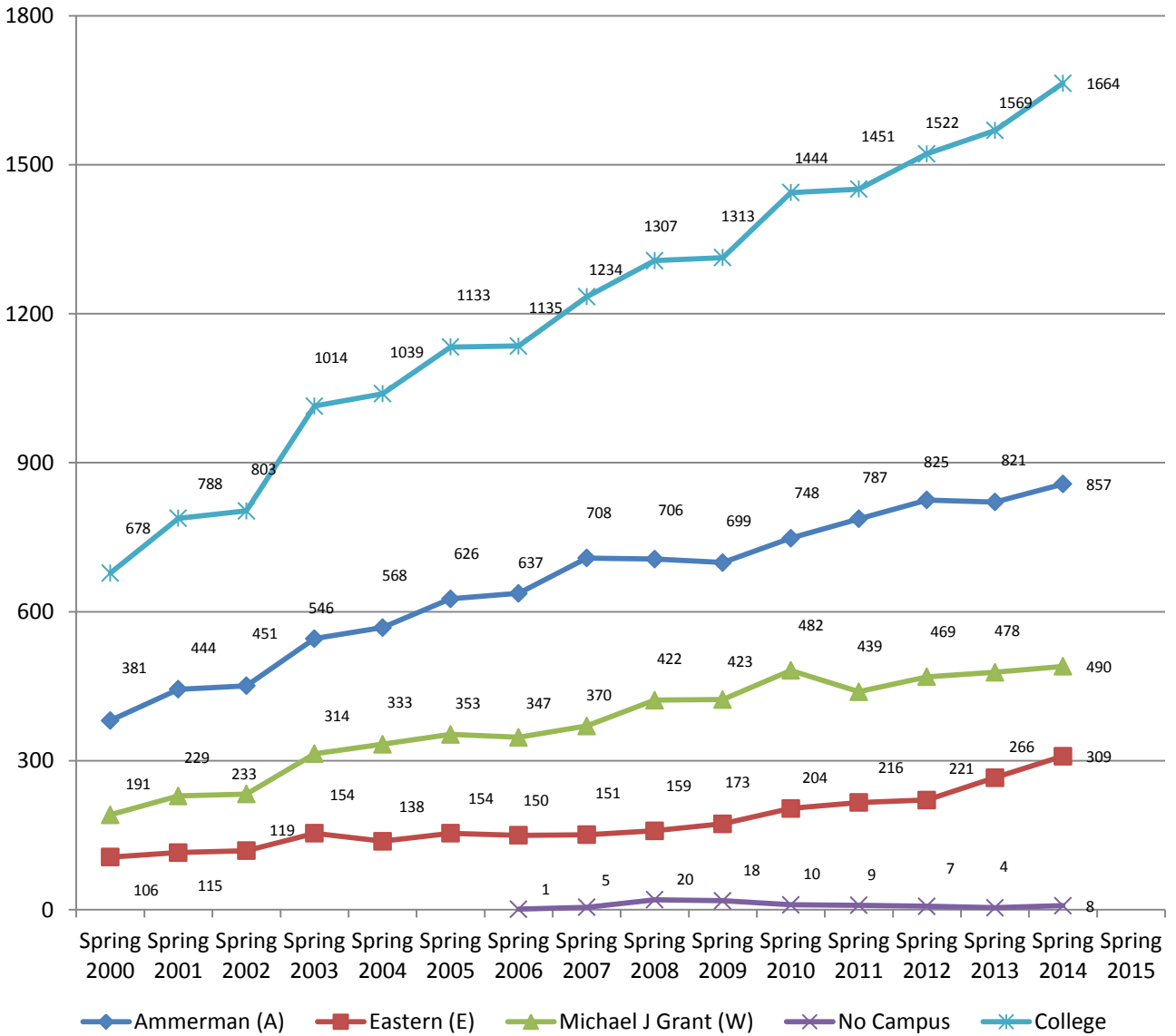
## Appendix 5 A

### Enrollment of Students with Disabilities

2000-2001 academic years thru 2013-2014 academic years

<b>Semester</b>	<b>Ammerman (A)</b>	<b>Eastern (E)</b>	<b>Michael J Grant (W)</b>	<b>No Campus</b>	<b>College</b>
<b>Spring 2000</b>	<b>381</b>	<b>106</b>	<b>191</b>		<b>678</b>
<b>Spring 2001</b>	<b>444</b>	<b>115</b>	<b>229</b>		<b>788</b>
<b>Spring 2002</b>	<b>451</b>	<b>119</b>	<b>233</b>		<b>803</b>
<b>Spring 2003</b>	<b>546</b>	<b>154</b>	<b>314</b>		<b>1014</b>
<b>Spring 2004</b>	<b>568</b>	<b>138</b>	<b>333</b>		<b>1039</b>
<b>Spring 2005</b>	<b>626</b>	<b>154</b>	<b>353</b>		<b>1133</b>
<b>Spring 2006</b>	<b>637</b>	<b>150</b>	<b>347</b>	<b>1</b>	<b>1135</b>
<b>Spring 2007</b>	<b>708</b>	<b>151</b>	<b>370</b>	<b>5</b>	<b>1234</b>
<b>Spring 2008</b>	<b>706</b>	<b>159</b>	<b>422</b>	<b>20</b>	<b>1307</b>
<b>Spring 2009</b>	<b>699</b>	<b>173</b>	<b>423</b>	<b>18</b>	<b>1313</b>
<b>Spring 2010</b>	<b>748</b>	<b>204</b>	<b>482</b>	<b>10</b>	<b>1444</b>
<b>Spring 2011</b>	<b>787</b>	<b>216</b>	<b>439</b>	<b>9</b>	<b>1451</b>
<b>Spring 2012</b>	<b>825</b>	<b>221</b>	<b>469</b>	<b>7</b>	<b>1522</b>
<b>Spring 2013</b>	<b>821</b>	<b>266</b>	<b>478</b>	<b>4</b>	<b>1569</b>
<b>Spring 2014</b>	<b>857</b>	<b>309</b>	<b>490</b>	<b>8</b>	<b>1664</b>
<b>Spring 2015</b>					

**Appendix 5 B**  
**Enrollment of Students with Disabilities**  
**2000-2001 academic years thru 2013-2014 academic years**



## Appendix 6 Overview of Office by Campus

	Support Groups	College Placement Test	Academic Exam/ Testing	Scribes	Available Technology	New Student Advising	Office Support (Structure and roles)	Counselor Responsibility	Database (or lack thereof)
Ammerman	none	Administered by Advising and Testing in "DSTest" in SARS	Done "in house"	College Aides	<i>See attached</i>	1 hour appointment with DS counselor which covers advising and accommodations (changing Spring 2015)	Asst. Dir. 2 Counselors 1 Principal Clerk 6-8 College Aides 2 work studies	<i>See attached</i>	Campus specific Access database
Michael J. Grant	One Learning Disability Specialist for tutoring in the Center for Academic Excellence. Cody Center through Stony Brook Center for Autism.	Administered by advising and testing. DS PA's input accommodations in SARS and students are tested in a SN test.	Done in the Center for Academic Excellence	Provided by Disability Services	Kurzweil, Dragon on 1 computer in testing center, JAWS on 1 computer in the library and 1 in the testing center.	45 minute appointments with Disability Services Counselor. Also a 30 minute appointment (usually 1 month before the semester begins to discuss accommodations)	2 counselors housed in the Counseling Center and 2 part time Professional Assistants	<i>See attached</i>	Excel to keep track of documents received. No database to track students.
Eastern	1. TRIO 2. Autism Support Group 3. Peer Mentor Support 4. Academic Skills Center	<i>See attached</i>	<i>See attached</i>	Hire college-aides. Mainly for blind students or CP.	<i>See attached</i>	<i>See attached</i>	PA- 12 hours/ week for 15 weeks (spring and fall semesters)	<i>See attached</i>	Campus specific Access database

## **Appendix 7**

### **Inventory of Technology**

#### Technology Inventory Ammerman Campus 2014-2015

##### Equipment:

1. Scanner:
  - a. Canon ImageFormula DR-C130 (room 208)
  - b. Epson perfection 1670 Flatbed Scanner (room 207) (probably too old)
2. Stack Cutter: Dahle Model 842
3. Braille printer: Enabling Technologies Juliet Pro
4. Headphones:
  - a. Lab Tec Elite 835 (4)
  - b. Gateway (2)
5. Handheld Magnifier:
  - a. Handi View Modular TV Color
  - b. Quick Look FV
6. Electronic Stethoscope: Electromax Professional 04-1060
7. Alpha Smart Neo v2.1 (probably too old to be useful)
8. Adjustable table set up with computer in library (ACC computer #17)
9. Trackball Mouse: Logitech Marble Mouse (4)

Packaging says will work with Windows XP but not sure if higher

10. Cassette Recorders:
  - a. SANYO TRC-960C (2)
  - b. Panasonic RQL31 (3)
11. CDR-W: (10 left)
12. FM System:
  - a. Comtek AT-72 (2 good, 1 broken and 1 missing parts)
  - b. Phonak Esprit 3G (refurbished)
13. CCTV:
  - a. Room 208: Optelec Clearview 500 (on loan to Grant)

##### Eclipse

- b. Room 207: Optelec Clearview 500
- c. Library: Optelec Clearview 500

##### Software:

1. ABBYY Fine Reader 11 Professional
2. Duxbury Braille Translator 2012
3. JAWS: 3 user Licenses on Ammerman
  - a. DS Room 207
  - b. Advising and Testing
  - c. Huntington library



4. Kurzweil 3000 v13

(Steve Ortiz-Rios reports the campus may be purchasing an upgrade v14)

- a. 10 user site licenses for Ammerman Campus
- b. 10 user site license for Grant Campus
- c. 10 user site license for East Campus

5. Zoomtext 10 : SteveOrtiz-Rios is not sure how many site licenses total

- a. Advising and Testing
- b. DS Room 207: 6 computers
- c. DS Room 208: 1 computer

Memberships:

1. Learning Ally: Institutional Membership
2. Access Text Network: free membership
3. Bookshare.org: free membership (working on it)

Technology Inventory Michael J. Grant

Testing Center:

Kurzweil on all computers

Dragon on 1 computer

Jaws on 1 computer

CCTV: 2 (one currently one loan from Ammerman)

Library:

JAWS on 1 computer in the library

Technology Inventory Eastern Campus

2 Braille Machines : Freedom Scientific Versapoint Duo  
and Index Braille Basic – DV4

Duxbury Braille Translator (DBT) program

1 Easytype keyboard by Datacal

1 computer has Jaws program – version 15.0 (S/N 604253)

2 computers have Kurzweil 3000 (larger font is within the program)

1 computer has Dragon Naturally Speaking (version 12)

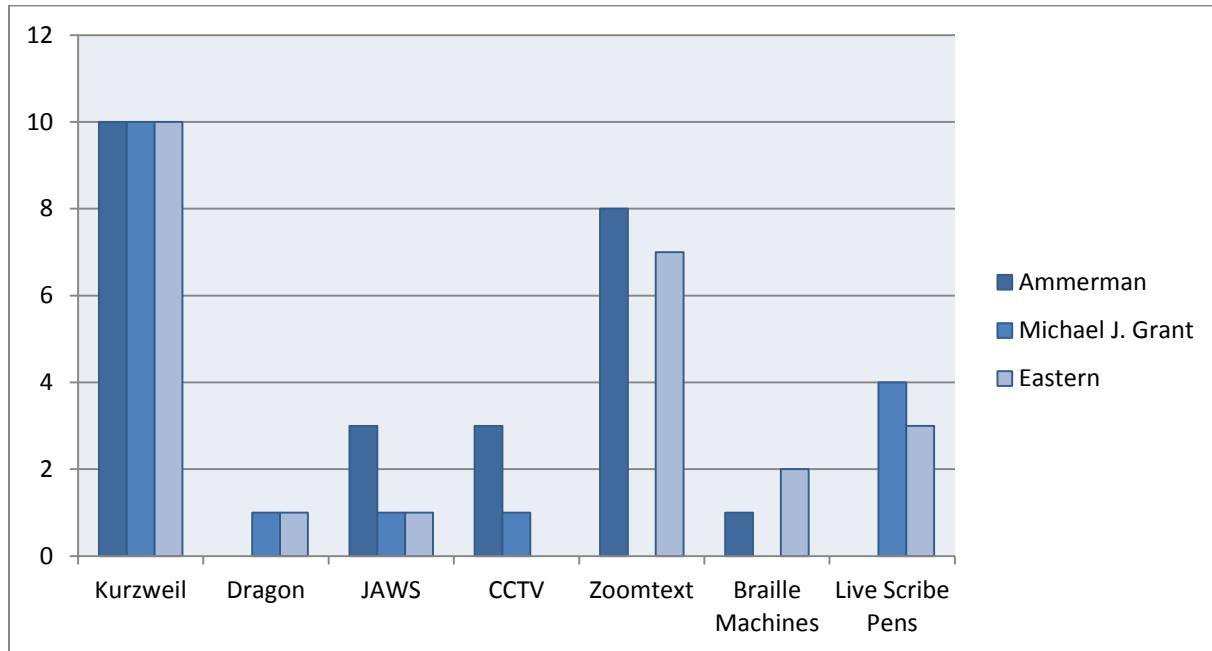
7 ZoomText (2 in Skills Center; 5 in Peconic 206B)

There are none of the following:

CCTV

Large monitors

## Appendix 7A Inventory of Technology



	Kurzweil	Dragon	JAWS	CCTV	Zoomtext	Braille Machines	Live Scribe Pens
<b>Ammerman</b>	10	0	3	3	8	1	0
<b>Michael J. Grant</b>	10	1	1	1	0	0	4
<b>Eastern</b>	10	1	1	0	7	2	3