Enabling Campus Student Success: Bridging the gap between IT and Disability Services

Hosted by ALCTS, Association for Library Collections and Technical Services
Speaker:

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Member SNHU ADA/504 Advisory Committee 2003 – 2006
Chair SNHU ADA/504 Advisory Committee 2007 - 2012
Instructional Support Services Team (a tiny division of ITS)

Director
18+ years working with academic technology and student accessibility

Assistive Technology & Accessibility Consultant
Relatively new position – former Help Desk staffer with interest/experience working on accessibility issues

(3) Instructional Technology Consultants
Each with 10+ years experience in teaching, instructional design, mental health

Instructional Support Coordinator
New position, student focused

Student Workers
Visual accessibility – Braille and screen reader proficient
Physical accessibility
Deliver classroom trainings, technical support

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Instructional Support Services – some (not all) tech we support

- brightspace
- research CORE
- DocuSign
- Digital Measures
- ProQuest RefWorks
- Microsoft Imagine
- turnitin
- Office 365
- chalk & wire
- read&write
- Equatio
- JAWS
- McGraw Hill Education
- tegrity
- Poll Everywhere
- Adobe Connect

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## Campus Accessibility Center (CAC) Statistics

<table>
<thead>
<tr>
<th>Disability Type by %</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
<th>16/17</th>
<th>17/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABI</td>
<td>3.68</td>
<td>2.5</td>
<td>1.8</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>10.87</td>
<td>13.9</td>
<td>15.6</td>
<td>17.1</td>
<td><strong>20.3</strong></td>
</tr>
<tr>
<td>Autism/Asperger's</td>
<td>3.51</td>
<td>2.4</td>
<td>6.5</td>
<td>6.2</td>
<td>6.8</td>
</tr>
<tr>
<td>Chronic Health</td>
<td>12.54</td>
<td>11.2</td>
<td>10.2</td>
<td>10.9</td>
<td><strong>12.9</strong></td>
</tr>
<tr>
<td>Hearing</td>
<td>3.01</td>
<td>2.3</td>
<td>1.6</td>
<td>1.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>30.43</td>
<td>34.5</td>
<td>40.4</td>
<td>34.2</td>
<td><strong>28.9</strong></td>
</tr>
<tr>
<td>Mobility</td>
<td>4.52</td>
<td>4.0</td>
<td>2.3</td>
<td>2.1</td>
<td>1.8</td>
</tr>
<tr>
<td>Neurological</td>
<td>3.68</td>
<td>2.7</td>
<td>2.9</td>
<td>3.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>23.24</td>
<td>22.2</td>
<td>16.4</td>
<td>19.4</td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>Speech/Language Impaired</td>
<td>0.17</td>
<td>0.3</td>
<td>0.0</td>
<td>0.2</td>
<td>0.9</td>
</tr>
<tr>
<td>Visual</td>
<td>4.35</td>
<td>3.6</td>
<td>1.6</td>
<td>1.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>0.8</td>
<td>0.7</td>
<td>0.9</td>
</tr>
<tr>
<td>TOTAL # of Students</td>
<td>316</td>
<td>324</td>
<td>338</td>
<td>337</td>
<td></td>
</tr>
</tbody>
</table>

**CAC staff:**
- 4 full-time staff
- Student workers

**CAC manages accommodations for:**
- Academics
- Housing
- Dietary
- Transportation
- Library

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# Accessible Textbooks

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Textbooks Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>133</td>
</tr>
<tr>
<td>2016/17</td>
<td>97</td>
</tr>
<tr>
<td>2015/16</td>
<td>167</td>
</tr>
<tr>
<td>2014/15</td>
<td>49</td>
</tr>
</tbody>
</table>
# Tests Proctored

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Proctored Tests in CAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>718</td>
</tr>
<tr>
<td>2016/17</td>
<td>456</td>
</tr>
<tr>
<td>2015/16</td>
<td>568</td>
</tr>
<tr>
<td>2014/15</td>
<td>351</td>
</tr>
</tbody>
</table>
# Accessible Van Trips

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>985</td>
</tr>
<tr>
<td>2016/17</td>
<td>414</td>
</tr>
<tr>
<td>2015/16</td>
<td>338</td>
</tr>
<tr>
<td>2014/15</td>
<td>343</td>
</tr>
</tbody>
</table>
## Note Takers

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Note Takers</th>
<th># Classes</th>
<th># Students Requesting</th>
<th>Notes Submitted to CAC</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17/18</td>
<td>103</td>
<td>115</td>
<td>65</td>
<td>854</td>
<td>6</td>
</tr>
<tr>
<td>16/17</td>
<td>54</td>
<td>58</td>
<td>72</td>
<td>Did not have notes DB</td>
<td></td>
</tr>
</tbody>
</table>
How we support the Library

No formalized process and procedures:

Currently Instructional Support is housed in the library
Relationship is informal, collegial, consultative, collaborative
Instructional Support is a resource

Examples of support provided to Library faculty:

Accessibility assessment of new tools/databases
Screen reader training for reference librarians
Promote new academic technology and accessibility tools
Assist students referred to us
How we support the Campus Accessibility Center

Again, no formalized process...

Research new accessibility technologies:
  Sonocent
  EquatIO
  Microsoft Translate
  Microsoft Seeing AI
  iCantHear
  Be My Eyes

Consultations on processes and technologies:
  Developed captioning process
  Developed note taking tracking system

Consultations with current and prospective students

Provide in-service training on accessibility technology tools:
  Office 365 Immersive Reader, accessibility checker

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How we support students

Accessibility Software:
Read & Write Gold
EquatIO
Office 365

Technical support:
Walk-ins
Referrals from Library faculty
Help Desk escalations
Referrals from Campus Accessibility Center (CAC)
Referrals from Online Accessibility Center (OAC)

Training:
As needed

One size does not fit all – we try to meet the needs of each student by providing options and customization.
How we support faculty

**Training on academic technologies:**
- Technical how-to
- Strategies for effective use – discipline, delivery method
- Accessibility

**Consultation on course design:**
- Goals
- Activities
- Assessment
- Tools
- Accessibility
- Universal design

**Captioning:**
- Promote captioning all videos
- Use new captioning process developed with CAC

**Technical Support**

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