

*Accessibility Resource Center  
Executive Summary*

Accessibility Resource Center (ARC) recognizes individuals with disabilities as an integral part of a diverse community and is committed to the provision of comprehensive resources to the University community (faculty, staff, and student) in order to create equitable, inclusive, and practical learning environments.

The Accessibility Resource Center offers services to the University of New Mexico (UNM) self-identified students with disabilities. Students with documented disabling conditions that affect a major life activity are eligible for these services. This includes students with visual, hearing, learning, mobility disabilities, and chronic conditions. The primary duty is to help all students with disabilities gain equal opportunities throughout the campus community, with emphasis on education.

Typical academic adjustments or accommodations are: (a) alternative textbook, course packets, syllabi, and video format; (b) equipment loan; (c) adaptive equipment and software including CCTVs, computer screen magnification software, FM Assistive Listening Systems, digital recorders, Livescribe pens, Braille embosser, Picture in a Flash (P.I.A.F.), voice activated software, screen reading software, and digital literacy tools; (d) computer lab; (e) alternative test taking arrangements, (f) note takers, (g) educational assistants, (h) signed language interpreters, and (i) real-time captioning.

ARC anticipates the budget will remain stable, but a 61% increase in student use of accommodations over the last five years, increased need for real-time and closed captioning in the classroom, and provision of Braille materials requires we anticipate and set in reserve monies for unknown accommodations each year. At this point in time the only way this is accomplished is through cutting other areas.

The universities in New Mexico are unique in offering incentives for students enrolled in classes to provide notes to classmates with disabilities as the majority of universities and colleges across the county provide no incentives. Prior to 2008, ARC employed students as note takers and paid hourly wages. The increase in minimum wage with stable funding required ARC move from hourly paid note takers to a volunteer system with a stipend awarded at the end of the semester. The increase in students requesting accommodations required us to decrease the stipend from \$150.00 to \$100.00 to finally \$75.00 per class. Without additional funding it is only a matter of time before we join the majority of universities and colleges nationally offering no incentives to volunteer student note takers. Our request for \$75,000 for 2015-2016 will allow us to return the stipend to its original amount of \$150.00 and provide students with much needed money at the end of the semester.

ARC collaborates with the ethnic centers, College Enrichment Program (CEP), Student Health and Counseling (SHAC), Dean of Students (DOS), Financial Aid, Admissions, Bursars, and all advisement centers to ensure the continuity of services for students with disabilities enrolled at UNM. The majority of collaboration for ARC is with faculty from all academic departments on main campus, Health Science Center (HSC), School of Law (SoL), and Branch campuses.

## *Application Questions*

1. Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.

### Mission Statement

Accessibility Resource Center (ARC) recognizes individuals with disabilities as an integral part of a diverse community and is committed to the provision of comprehensive resources to the University community (faculty, staff, and student) in order to create equitable, inclusive, and practical learning environments.

- a. What services does your unit specialize in that are not offered in a similar form elsewhere within the University?

The Accessibility Resource Center offers services to the University of New Mexico (UNM) self-identified students with disabilities. Students with documented disabling conditions that affect a major life activity are eligible for these services. This includes students with visual, hearing, learning, mobility disabilities, and chronic conditions. The primary duty is to help all students with disabilities gain equal opportunities throughout the campus community, with emphasis on education.

According to the criteria stated in Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and UNM Policy 2310, we require that students give proof of a disabling condition by providing professional evaluations. Students requesting services must provide documentation of the disabling condition prior to initiation of services. The Accessibility Resource Center Documentation Committee meets to determine eligibility and reasonable appropriate accommodations. The final step in the process is a meeting with Accessibility Resource Center staff and student to determine reasonable appropriate accommodations. Faculty notification of academic adjustments occurs after determination of accommodations.

The following is a descriptive list of typical academic adjustments or accommodations available to students with disabilities and facilitated by ARC.

- Alternative Textbook, Course packets, Syllabi, and Video Format

Students with visual or learning disabilities may arrange audio or electronic formats through ARC. Conversion of text into a spoken format or Braille can be a time consuming process, taking several months to complete.

- Equipment Loan

Students may check out equipment, e.g., digital recorders, Livescribe pens, and FM Assistive Listening devices for use in the classrooms.

- Adaptive Equipment and Software

Adaptive equipment and software are available in the Accessibility Resource Center and Accessibility Services Room at Zimmerman Library. Installation in other labs and classrooms is done upon request by faculty or student.

- CCTV

Students with low vision use the CCTV machine with magnification capabilities up to 7X. Portable versions are available for student use in high visual context courses (i.e. mathematics, chemistry, biology, etc.). Color video magnification and black/white models are assigned to classrooms on a priority need basis. The Zimmerman Library houses a CCTV in the Accessibility Services Room. Portable models are available for student check out as needed.

- COMPUTER SCREEN MAGNIFICATION SOFTWARE

Screen magnification software is available for students with low vision who need 2X to 16X magnification.

- FM ASSISTIVE LISTENING SYSTEMS

FM Assistive Listening Systems are available in the classrooms for students who are hard of hearing. The system allows amplification of the lecturer's voice or audio portion of a videotape and filters out any extraneous noises.

- DIGITAL AUDIO PLAYER/RECORDERS OR LIVESCRIBE PENS

Digital players/recorders are available for student use throughout the academic year to record lectures.

- TIGER EMBOSSER, JULIET BRAILLER

The embosser converts printed English text to Braille through the Duxbury Braille Translator.

- PICTURE IN A FLASH (P.I.A.F.)

The P.I.A.F produces high quality tactile graphics by using heat sensitive capsule paper. The raised images provide quick and easy access to geography, mathematics, orientation and mobility training, all science subjects and more.

- VOICE ACTIVATED SOFTWARE

Voice Activated Software helps students with visual, learning, and physical disabilities complete written assignments independently by voice-activated processing rather than keyboard processing.

- SCREEN READING SOFTWARE

Screen reading software gives students with visual disabilities access to the Windows operating system environment.

- DIGITAL LITERACY TOOLS

ARC implemented use of digital literacy tools for student use on laptops. The software provides alternative supports to students requiring specialized assistance in the area of reading, writing, and study skills for academic purposes. The software works directly with the Internet, electronic books, interactive whiteboards, speech-to-text and all standard document formats providing equal access for students with cognitive and processing disabilities.

- COMPUTERS

For completion of essay exams or accessing information using adaptive software, computers are available for student use at the Accessibility Resource Center, the Accessibility Services room in the Zimmerman Library.

- Alternative Test Taking Arrangements

Alternative test taking arrangements (oral testing, extended time, use of scribe, alternative format, and distraction free environment) are available to students approved for this accommodation.

- Note Takers

Students approved for note taking accommodations and who are requesting the services of a note taker, are required to be registered each semester with the office of ARC. We in turn seek assistance from faculty to make a general announcement at the initiation of the accommodation request.

- Educational Assistants

On occasion it is necessary to employ educational assistants so equal access can be provided. Arrangements are made by Accessibility Resource Center in consultation with faculty. The purpose of the assistants is to perform tasks under the verbal direction of the student with disability due to limited mobility. Lab courses are a typical example of when an educational assistant may be used.

- Sign Language Interpreters

Accessibility Resource Center schedules sign language interpreters when it is determined to be a reasonable accommodation. We will schedule signed language interpreters for both academic and University co-curricular activities when the student makes this request. Requests for interpreter services must be made at least one week prior to the event or activity taking place in order for Accessibility Resource Center to have enough time to contact and schedule a qualified interpreter.

- Real-time Captioning.

A real-time captionist is a stenographer similar to those used in court settings. All verbal communication which transpires during the class session is transmitted onto the screen of the

student's laptop computer via a remote real-time captionist. When the class is over the student is given a copy of their class notes.

- Enlarged Material

The Accessibility Resource Center office staff can enlarge exams and course handouts. Students should bring these materials to the office, allowing adequate time for completion.

- Accessible Classrooms

Accessibility Resource Center will arrange access to classrooms for students with physical disabilities, photo sensitivity to florescent lighting, or chemical sensitivity and request a change of classroom location if necessary. We will make alternative desk or table accommodations for writing surfaces.

- Distinctive Classroom Accommodations

At times, a student may require a distinctive accommodation due to the nature of the course or current health issues. Accessibility Resource Center will serve as liaison to the faculty for unique accommodations and assistance. Specific accommodations will be determined before enrollment or early in the current semester.

**b. How does your unit serve the University's commitment to diversity?**

In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and UNM Policy 2310, UNM tasks ARC to provide and/or determine the necessary reasonable academic adjustments to ensure access to all courses, programs, services, and facilities. Seven hundred ninety-three students requested academic adjustments during the 2013-2014 academic year representing all academic areas of UNM, including main campus, Health Sciences Center (HSC), School of Law (SoL), and Branches campuses.

**4. Describe student participation in your unit, and any plans to improve it, addressing each of the following bullet points.**

During the 2013-2014 year, ARC began implementation of a new software program that allows for improved communication between faculty, volunteer note takers, and students. Improved communication better addresses problem-solving issues that occur throughout the semester, such as need to request new note taker, determine status of missing notes, and providing access to information by the program specialists. Additionally, the software program allows for storage and access of alternative formatted textbooks and scheduling systems for exams proctored by ARC and signed language interpreters. It is anticipated the program will streamline the steps needed to implement the necessary academic accommodations.

**a. How are students involved in the governance/decision-making of your unit?**

All students begin their relationship with ARC by meeting with a program specialist to determine reasonable, appropriate accommodations. While the accommodations listed in question 4 are typical, all decisions and procedures are determined on a case-by-case basis. This allows students to provide information specific to their needs and to voice any concerns with suggested

procedures. Additionally, students are asked to provide input periodically via online surveys on their satisfaction with note taking, sign language interpreting, alternative text, testing accommodations, and overall quality of the department periodically.

**b. How many students do you employ (including graduate assistants, interns, etc.)?**

The current staff has 12 full-time positions. ARC maintains a pool of on call sign language interpreters, technical specialists, readers, and student employees to aid in the facilitation of accommodations (see below). Students are distributed between the director, associate director, and three program specialists according to type of disability. Caseloads are determined by area of expertise and training. ARC combined financial resources with the Associate Vice President for Student Services to cost share the IT manager position with other departments. The position continues to be housed at ARC. This allowed for the hiring of an additional staff member, Technical Support Analyst I to oversee text conversion and stay within our budget (see Table E). ARC continues to offer extended office hours when the University is in session. Office hours are 7:30 AM to 7:00 PM Monday through Thursday and 7:30 AM to 6:00 PM on Friday.

Full Time, Part-Time, & Student Staff

Full Time, Part-Time/On Call Staff		Student Employees	
Permanent Staff Members	12	Hourly Note Takers	0
Sign Language Interpreters	70	Stipend Note Takers	392
Clerical/Technical Specialists	9	Project/Research Assistants	3

**5. Describe specific improvements your unit has made in the last fiscal year to the visibility/accessibility of its services, and any plans to further improve visibility/accessibility.**

ARC enhanced visibility/accessibility in three ways during the last fiscal year that greatly increased visibility/accessibility. ARC piloted a section of University 101 specific to incoming freshmen. The course was taught by staff from Athletics Academic Advising and through this collaboration Athletics was able to maintain a full-time staff position and ARC assisted in several class presentations. The second initiative provided an opportunity to ARC staff to deliver information on our department and how to initiate accommodations during New Student Orientation parent and student sessions. As a result, ARC was able to reach students prior to arrival on campus and increase the awareness of services available to students with disabilities and chronic health issues. Finally, ARC purchased a higher quality digital literacy tool than the one initiated in 2008. The software, Read and Write Gold enhances the quality of electronic text and offers increased screen reading capabilities when using a computer.

**6. How does your unit collaborate with other campus units and/or off-campus entities?**

On campus collaboration with faculty occurs each semester. It begins with accommodation letters sent electronically to faculty. Electronic delivery allows for quick, open communication between faculty and ARC regarding accommodations. ARC also collaborate with faculty on the implementation and continuation of note taking and testing taking accommodations. Faculty

announce the need for note takers and direct student volunteers to ARC. Faculty and ARC share the responsibility of providing additional test time, readers, scribes, and quiet locations for students needing test taking accommodations. Three hundred ninety-two students received a total of \$36,225.00 in the provision of notes for students with disabilities during the last academic year. This was an increase from the previous academic year due to increase in students qualifying for note taking services. ARC also collaborates with the four other centers for students, College Enrichment Program (CEP), Physical Plant, Office of Capital Projects, Student Health and Counseling (SHAC), Dean of Students (DOS), Financial Aid, Admissions, Bursars, and all advisement centers to ensure the continuity of services for students with disabilities enrolled at UNM.

ARC collaborates with the Division of Vocational Rehabilitation (DVR), Commission for the Blind, and Commission for the Deaf, Center for Developmental Disabilities, and Southwest Conference on Disability regularly. The Deaf and Hard-of-Hearing Services (DHHS) unit with ARC collaborates with Central New Mexico Community Colleges DHHS to offer educational conferences for sign language interpreters each semester.

7. What methods have been used in evaluating your unit's impact on the student population (e.g. surveys, focus groups, interviews), and how effective have those methods been?

ARC Goals:

1. Ensure all students with disabilities an equal opportunity for successful participation and achievement while attending the University of New Mexico.
2. Ensure quick efficient implementation of services to new and transfer students
3. Ensure continuity of programming through staff hiring, training, and retention.
4. Ensure access to accommodation information by the campus community through distribution of informational brochures and handbooks, participation in disability and student advisory groups, and participation in educational programming.

The following metrics are currently in place for measuring success:

1. Five-Year Comparison Registered Students with Disabilities
  - Target enrollment of over 700 self-identified students with disabilities for FY2013
  - Target met and exceeded
2. Nine-Year Comparison According to Common Accommodations
  - Maintenance of FY2014 accommodations numbers
  - Target met and exceeded with exception of the number of deaf students requiring signed language interpreters
3. Five-Year Accessible Text Conversion Comparison
  - Target of 120 textbook conversions for FY2104
  - Target met and exceeded
4. Four-Year Comparison Testing Accommodations
  - Maintenance of the number of exams proctored per hour from FY2014 to FY2015
  - Target met, 27% increase in exams proctored per hour from FY2013 to

FY2014

5. Nine Year Budget Reductions and Cost per Student
  - Target of a \$1,000 per student during FY2015
  - Target met and exceeded
6. Nine Year Grade Point Average, Good Standing, and Withdrawals Comparison
  - Target of 90% students in good standing and overall mean GPA of over 3.0
  - Partial target not met with only 88% of students in good standing, but the mean overall GPA was over 3.0

Highlighted data includes:

1037 students eligible for services and enrolled 2013-2014

- 793 sought services
- Increase of 127 from 2012-2013
- Increase of 474 from 2004-2005
- 90% increase from 2009-2010
- 148% increase since 2004-2005

679 students were eligible for 9930 hours of extended test time

13 students received 2857 hours of signed language interpreting

193 students were eligible to receive classroom related reading

391 students received 1344 hours of classroom note taking

Of the 793 students who received services

- 697 (88%) were retained to the following year
- 41 withdrew from classes prior to the end of the semester

The overall mean grade point average (GPA) was 3.0320

The overall mean GPA has been over 3.0 for seven of the last 10 years

See attached Summary of Outcome: Tables A-F for additional details.

8. What are your unit's current non-SFRB sources of funding (e.g. Instructional & General, state or federal grants, self-generated revenue), and if applicable, what additional funding sources are you seeking this fiscal year?

ARC received \$747,474 from Instructional & General and \$191,900 RPSP funds for a total of



\$939,374 for FY15. The only additional funding sought for FY16 is \$75,000 from SFRB.

**a. What increases or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?**

ARC anticipates the budget will remain stable, but a 61% increase in student use of accommodations over the last five years, increased need for real-time and closed captioning in the classroom, and provision of Braille materials requires we anticipate and set in reserve monies for unknown accommodations each year and cut allocations in other areas. The one accommodation needing attention is note taking. Each semester there are classes where note takers are not identified and the applicant pool is too small. This is a chronic problem for disability service providers nationally. The universities in New Mexico are unique in offering incentives for students enrolled in classes to provide notes to classmates with disabilities as the majority of universities and colleges across the county provide no incentives to students in the provision of notes. Prior to 2008, ARC employed students as note takers and paid hourly wages. The increase in minimum wage with stable funding required ARC move from hourly paid note takers to a volunteer system with a stipend awarded at the end of the semester. The amount spent on note taker stipends over the last six years was as high as \$59,731.63 in 2011-2012 and as low as \$33,796.20 in 2009-2010. Each time the expense exceeded \$50,000 we reduced the stipend amount to minimize costs. We went from awarding \$150.00 per class in 2008-2009 to \$100.00 in 2011-2012 and then \$75.00 in 2012-2013. Without additional funding it is only a matter of time before we join the majority of universities and colleges nationally offering no incentives to volunteer student note takers. Our request for \$75,000 for 2015-2016 will allow us to return the stipend to its original amount of \$150.00 and provide volunteer students with much needed money at the end of the semester. We anticipate the increase in stipend will decrease the amount of unfilled courses and increase the selection pool to ensure quality notes.

**b. Please complete Budget Form C for non-SFRB income.**

See attached.

**10. Provide any other information or a narrative that will assist the SFRB in making its decision to fund your unit.**

No additional information is needed.

## SUMMARY OF OUTCOME

**TABLE A: Five-Year Comparison Registered Students with Disabilities**

Self-Identified Students with Disabilities	Total 09-10	Total 10-11	Total 11-12	Total 12-13	Total 13-14	% Increase
Enrolled, Current	492	580	624	666	793	<b>61%</b>
Enrolled, Not Current	116	138	203	253	245	<b>111%</b>
<b>Enrollment Total</b>	<b>608</b>	<b>608</b>	<b>827</b>	<b>919</b>	<b>1038</b>	<b>71%</b>

**TABLE B: Nine-Year Comparison According to Common Accommodations**

Year	Total	Note Taking	Extended Test Time	Alternative Text Conversion	Real Time Captioning	Signed Language Interpreting
2005-2006	319	149	277	77	2	20
2006-2007	313	153	276	76	0	18
2007-2008	344	170	301	81	2	13
2008-2009	416	186	369	83	4	10
2009-2010	492	187	426	82	6	9
2010-2011	580	210	516	82	2	10
2011-2012	620	255	549	96	6	7
2012-2013	666	325	575	127	2	7
2013-2014	793	391	679	201	1	13
<b>Increase from 2005/06 to 2013/14</b>	<b>149%</b>	<b>145%</b>	<b>108%</b>	<b>161%</b>	<b>(50%)</b>	<b>(35%)</b>

**TABLE C: Six-Year Accessible Text Conversion Comparison**

Accessible Text Conversion	Student Approved/Used		Number of Textbooks	Total Material Provided (E-Text & E-Reserves)
2008-2009	83	59	366	NA
2009-2010	82	72	472	NA
2010-2011	82	58	359	NA
2011-2012	96	91	344	NA
2012-2013	127	126	656	826
2013-2014	193	192	697	232
<b>% Increase</b>	<b>133%</b>	<b>225%</b>	<b>99%</b>	<b>(72%)</b>

**TABLE D: Five-Year Comparison Testing Accommodations**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	% Increase
Exams Given (By Hour)	7811	8921	10376	9076	9930	<b>27%</b>
Rooms Alone (By Hour)	3608	3765	2220	2240	2954	<b>(18%)</b>
Use of Non-Testing Room (By Hours)	1897	2210	1977	1459	1875	<b>(1%)</b>
Total Number of Readers and Scribes (staff)	253	235	175	140	233	<b>(8%)</b>

**TABLE E: Nine-Year Budget Reductions and Cost per Student**

Year	Instructional & General	Legislative	Total Allocation	% Change	# Students Served	\$ Per Student
2005-2006	\$734,586	\$222,200	<b>\$956,786</b>	9%	319	\$2,999
2006-2007	\$751,293	\$233,900	<b>\$985,193</b>		313	\$ 3,148
2007-2008	\$783,789	\$246,600	<b>\$1,030,389</b>		344	\$ 2,995
2008-2009	\$797,625	\$249,900	<b>\$1,047,525</b>		416	\$ 2,518
2009-2010	\$782,625	\$233,900	<b>\$1,016,525</b>	(8%)	492	\$ 2,066
2010-2011	\$733,196	\$225,100	<b>\$958,296</b>		580	\$1,652
2011-2012	\$743,000	\$232,600	<b>\$975,600</b>		620	\$1574
2012-2013	\$737,547	\$192,400	<b>\$929,947</b>		666	\$1396
2013-2014	\$742,465	\$192,400	<b>\$934,865</b>		793	\$1179

**TABLE F: Nine-Year GPA, Good Standing and Withdrawals**

Year	Grade Point Average	Good Standing/%	Not in Good Standing	Withdrew
2005-2006	3.0843	283 <b>89%</b>	17	19
2006-2007	3.0191	283 <b>90%</b>	18	12
2007-2008	3.0109	303 <b>88%</b>	25	16
2008-2009	3.0023	372 <b>89%</b>	32	10
2009-2010	2.9818	429 <b>87%</b>	42	21
2010-2011	2.9393	500 <b>86%</b>	60	20
2011-2012	2.9475	541 <b>87%</b>	58	21
2012-2013	3.0110	585 <b>88%</b>	54	27
2013-2014	3.0320	697 <b>88%</b>	55	41