

2010-11 Final ETF Report – Disability Services Office

1. Categorized ETF Expenditure Summary

a. Personnel	\$38,019.34
b. IT infrastructure, equipment and services	\$45,186.18
c. Non-IT infrastructure, equipment	\$57,682.01
f. Reverted Funds to Budget Freeze	\$ 1,423.47
g. Total Expenditures should match total allocations for FY 2010-11	\$142,311.00

2. Justification/Purpose of Expenditures– strategic overview

a. New and/or transformative initiatives undertaken with ETF

- The DSO office has purchased 6 portable video magnifiers to increase access to classroom content by individuals that have low vision.
- The DSO office continues to use the latest in portable technology to provide classroom access to students with multiple disabilities. The tablet, netbook, and mobile technology increases students access to their course content and resources while being lightweight.
- The DSO is using accessible screen capture and recording technology to create training videos to assist students in learning how to use their technology.

b. Actions taken to improve efficiency/return on ETF investments–

- The DSO office has updated the most commonly used software for student accessibility to the latest versions available from the manufacturers. This maintains the University's original investment in accessible software.
- The DSO office has invested in a database program to facilitate multiple services to students, faculty, and staff. The software streamlines the process for a student to make appointments with service providers and the testing center. It also makes it easier for Faculty and Staff to view accommodation letters and send/receive tests to be administered through our testing center. The software provides a concise, accessible, manner to review documentation, determine eligibility, track accommodations and loaned equipment. This will increase efficiency of the office and insure that equipment loaned to students is consistently accounted for each semester.

c. Unmet ETF-eligible needs

- The unpredictable nature of providing services to the disabled student population means that there are potential unmet needs throughout the semester. Equipment needs are determined based on each student's functional limitations. Second semester, CART services were not necessary to make a classroom accessible to students with deafness on campus. There was also no requests for Braille textbooks from students with blindness. However, there has been an increase in students with low vision, creating the need for more portable video magnifiers. CART and Braille services are quite costly and are unpredictable and can change

during the semester as students with disabilities register for classes. This can create the need for additional funding at any point within the funding year.

d. Assessment of impact of ETF investments on student learning

- The DSO reviews the impact of ETF investments on student learning through self report of the students and the renewal of equipment loans from the students continuing from semester to semester. The SmartPen technology loans have been consistently renewed, creating the need to increase our SmartPen purchases to accommodate new requests for this accommodation.

e. Planning and review process

- Students report on the effectiveness or lack thereof of assistive technology and course accommodations through one-on-one meetings with their Service Providers and the Coordinator of Assistive Technology. The DSO collects survey data from the students on an annual basis. Students are presented with a survey when requesting accommodations each semester. The DSO also has an advisory team consisting of students, faculty and staff that provides feedback on new assistive technology ventures.

3. Summarized List of Expenditures by Account Code – see attached