

Vernon College

Assessment Activity/Report Communication Form

Title: 2010-2011 ADA Satisfaction Evaluations Date of completion: October 4, 2011

Please circle: **Assessment Activity** **Report** **Both**

Highlights of data: *Students who received accommodations under the Americans with Disabilities Act evaluated the services for accommodations, the special Services Director, and referrals from counselors or instructors. All students for the year were satisfied with the response time of the Director and the accommodation process. 100 % were also satisfied with all services. Only 3% responded that they were not referred to Special Services upon disclosure of the disability to an instructor or counselor.*

Comments to the question of how we could improve services:

"I would like to keep same interpreter I used to be with."

"Only problem is note-taker—no one will apply—biggest problem. "

"They all are so great!"

"Good so far but the tutor at CCC needs to be like Vernon Campus—way more easy."

"Kathy Peterson is best interpreter here in school. I love her."

"We need interpreters for the deaf for their classes with good skills of sign language as ASL. Need more interpreters or have students to have same classes so interpreters can interpret for all students."

"The interpreters need to learn more sign language skills but each of them are good at it. In the future, the interpreter will need to level up the medical sign language skills, too."

Use of data:

Although it would be nice for each student to be able to choose his or her interpreter, that is not a right under the ADA and is an impossibility with our current resources; therefore, the lead interpreter will continue to schedule interpreters according to their ability and availability. However, when possible, student requests will be taken into account.

Continue to interview and hire excellent sign language interpreters.

Continue to purchase (or acquire from lending library) textbooks early so

interpreters can review vocabulary and content for class before the lecture is presented.

Send out email to all staff encouraging everyone to refer any student who declares a disability to them to the Special Services Department.

Continue to provide accommodations in an efficient and timely manner.

How associated with Student Success?

Regardless of their intellectual ability, most students with disabilities need appropriate accommodations in order to be successful in the classroom and in testing situations. A deaf student cannot access the lecture without an interpreter or CART provider. A quiet place to test can be the difference between passing a test or failing for a student with ADD or ADHD; a student with a learning disability or dyslexia may fail to complete an exam if he or she does not have extended time.

Where the report can be found: Director of Special Services' Office

Submitted by: Deana Lehman **Date:** October 4, 2011

Received by Office of Institutional Effectiveness: 10.4.11

Presented to College Effectiveness Committee: 10.31.11