

**Division of Student Development
End of Year Report Form
Spring 2016**

Department/Unit:	Center for Students with Disabilities (CSD)	
Mission Statement:	The York College Center for Students with Disabilities promotes access, equality, and empowerment for all through collaboration.	
Goals for 2015-16	<ol style="list-style-type: none"> 1. Develop programming with targeted goals, assessments, and outcomes to measure students' experiences with CSD and CUNY LEADS. 2. Design a program communication plan in collaboration with the appropriate York college department(s) to allow for a wider reach to the campus community. Create a branding and marketing campaign and include such things as updating and revising CSD website, brochures, and program materials. 3. Design a survey to assess faculty/staff awareness and compliance of ADA/504 policies. Develop an appropriate action plan as a result of survey findings. 4. Design a survey to assess students' satisfaction and experiences with CSD and CUNY LEADS. Develop an appropriate action plan as a result of survey findings. 5. Create and conduct orientations sessions for new and continuing students with disabilities during the fall and spring semesters. 6. Plan an open house for faculty and staff to provide information on CSD services and compliance requirements. 7. Develop a training program for students on assistive technology and adaptive equipment. 	

	8. Create a CSD faculty and student handbook.	
Status of Goals Attainment for 2015-16	<ol style="list-style-type: none"> 1. CSD had well-rounded programming with goals, objectives, and limited assessments. There needs to be more training and support around assessment tools and outcomes for intentional and specific efforts around measuring student's experiences and success. 2. This goal is still in progress. There have already been meetings with key stakeholders, such as Dr. Mary Osborne from the Office of Institutional Advancement and Kenneth Beck from the Marketing Office, to help start the work on re-formulating a mission statement, creating a logo and other appropriate materials as well as updating the CSD website. A communication plan to include branding and marketing will be formalized and implemented during the 2016-2017 academic year. 3. This goal is still in progress. Although we created an email survey in response to a workshop held for faculty to measure their level of satisfaction with the presentation and to capture their needs around disabilities, a survey to assess faculty/staff awareness and compliance of ADA/504 polices will be created during the 2016-2017 academic year. 4. A survey for CSD was created to evaluate students' satisfaction with events, workshops, and programs offered throughout the academic year. The results will guide and shape planning for programming during the 2016-2017 academic year. Additionally, a student satisfaction survey will be created for CSD and related services and experiences. 5. This goal was accomplished successfully during the fall 2015 semester, however, there were no 	

	<p>orientations held during the spring 2016 semester. For the 2016-2017 academic year, the orientation dates and times will be planned in advanced and made part of the CSD calendar.</p> <ol style="list-style-type: none"> 6. Instead of hosting an open house, CSD facilitated a successful workshop for faculty that addressed CSD services, compliance requirements, testing accommodations as well as policies and procedures, and IT and accessibility compliance with Blackboard. 7. With the support of an Assistive Technology (AT) Specialist, who was hired on an interim basis in January 2016, CSD was able to successfully initiate AT training for students that included workshops and one-on-one/individual sessions. 8. This goal is still in progress. With informal and formal feedback from faculty, staff, and students, we have additional concrete information that will enhance and shape the creation of the handbooks. We expect to complete the handbooks during the 2016-2017 academic year. 	
<p>Amount of Students Using Services this Past Year:</p>	<p><u>Students</u> Fall 2015: 133 Students (44 New Intakes) Winter 2015: 11 Students Spring 2016: 137 Students (34 New Intakes) Summer 2016:19 Students (1 New Intake)</p> <p>Total: 300 students utilized CSD services during the academic 2015-2016 year.</p> <p>Graduates: 20</p> <p><u>Front Desk (Monthly Sign-in Sheets)</u> July 2015: 74 August 2015: 137</p>	

September 2015: 189
October 2015: 190
November 2015: 110
December 2015: 94
January 2016: 87
February 2016: 170
March 2016: 107
April 2016: 71
May 2016: 99
June 2016: 18

Total: 1346 contacts with students.

Computer Lab (Monthly Sign-In Sheets)

June 2015: 15
July 2015: 29
August 2015: 12
September 2015: 133
October 2015: 216
November 2015: 184
December 2015: 69
January 2016: 17
February 2016: 116
March 2016: 144
April 2016: 205
May 2016: 74
June 2016: 2

Total: 1216 students utilized the CSD computer lab.

Accommodations

Testing Accommodations:
July 2015: 58 exams were proctored
Fall 2015: 586 exams were proctored
January 2016: 28 exams were proctored
Spring 2016: 573 exams were proctored

June 2016: 5 exams (as of 06/06/16)

Total: 1250 exams were proctored in CSD.

CUNY Assessment Test (CAT) Testing Accommodations:
Fall 2015: 6 exams
January 2016: 3 exams
Spring 2016: 36 exams
June 2016: 1 exam (as of 06/06/16)

Total: 46 CAT exams were proctored by CSD.

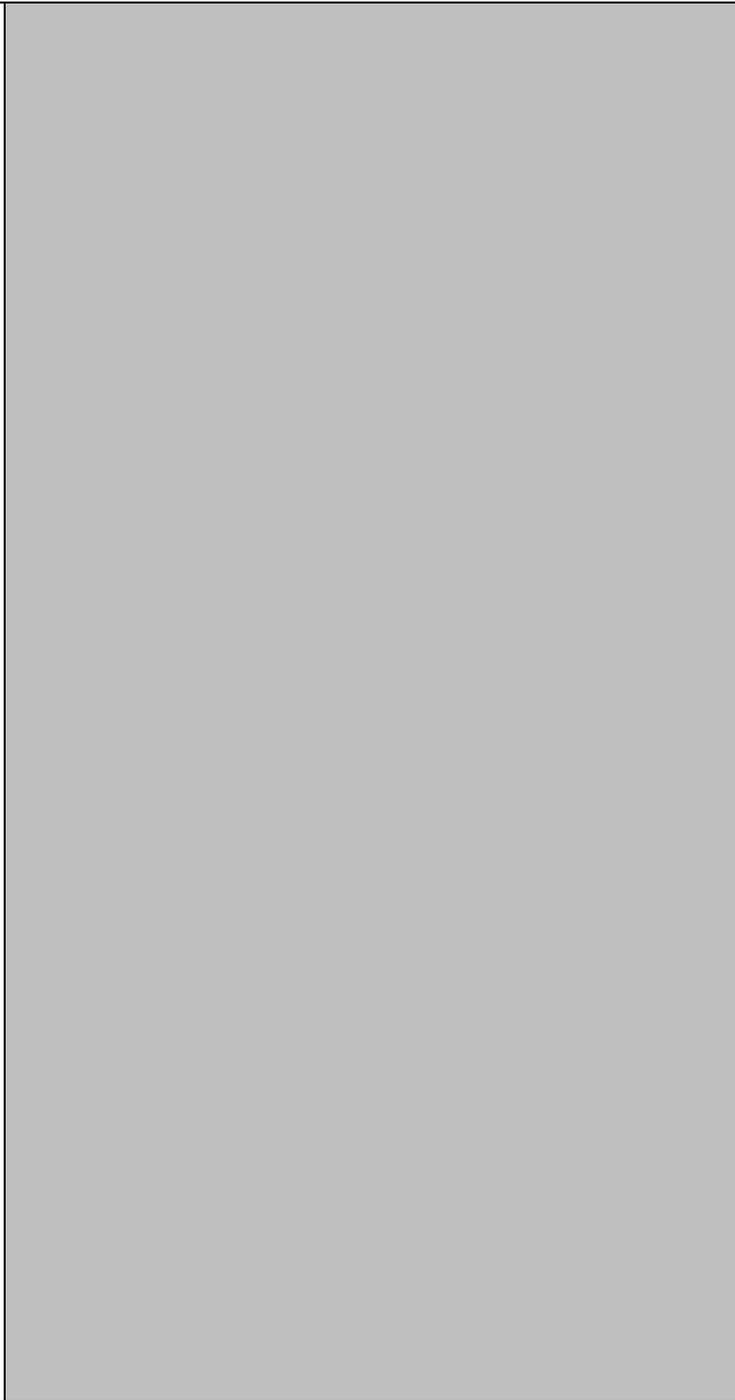
Note-Taking Services:
July 2015: 4 students received note-taking services
Fall 2015: 32 students received note-taking services
January 2016: 4 students received note-taking services
Spring 2016: 33 students received note-taking services
June 2016: 11 students received note-taking services (as of 06/06/16)

Total: 84 students had note-taking services for their classes.

Tutoring Referrals (Academic Achievement Center)
Fall 2015: 4 students were direct referrals
Spring 2016: 4 students were direct referrals
June 2016: 0 students (as of 06/06/16)

Total: 8 direct referrals to the Academic Achievement Center for academic support.

Advocacy/Mediation efforts (with faculty/staff on behalf or with students)
Fall 2015: 6 cases
Spring 2016: 4 cases



	<p>Total: 10 cases that required additional intervention and support.</p> <p><u>CUNY LEADS</u> 8 referred to ACCES-VR 3 referred to Jet Blue internship 14 referred to GoodTemps 6 referred to Matthew Goldstein (All were accepted) 3 referred to USS Donald and Mary Ellen Passantino Students with Disabilities Scholarship (2 were accepted)</p> <p>Total: 34 students were referred and supported around their needs, such as financial and job readiness.</p>	
<p>Types of Services Provided:</p>	<p>CSD provides a wealth of supportive services for a student with a documented disability, aiming at ensuring a “leveled playing field” and equal access to educational, co-curricular programs, and campus activities. CSD provides “reasonable accommodations” such as extended time, assistive technology, and adaptive equipment. CSD also provides supplemental academic advising, personal and career counseling, and referrals to on and off campus resources. It is also an Agency-Based Voter Registration Site for the opportunity to register to vote.</p>	
<p>Amount of Events Staged this Year and # Students Attending Each Event:</p>	<p><u>Collaborations and Events</u> CSD had 22 events during the 2015-2016 academic year.</p> <p>1. Center for Students with Disabilities Orientation (9/17/15): 28 Participants (16 Participants session 1 and 12 Participants session 2). This event provided an orientation for new students as well as a re-fresher for continuing students. There was an introduction/re-introduction to CSD staff, review of services as well as policies and procedures, which emphasized the testing accommodations process and the</p>	<p>How did each event contribute toward integrating, engaging, involving, validating and supporting students at the College?</p> <p>The orientation provided valuable information that would assist new as well as continuing students to navigate the system and resources around disability related services and accommodations.</p>

utilization of computer and testing labs. Additionally, there was a discussion of the campus layout and facilities.

2. Meet your Support Team (10/1/15): 12 Participants

This event highlighted campus resources and support services that promote student success. CSD students were given the opportunity to meet campus representatives from departments, such as Career Services, Counseling Center, TRIO (YES) and the Academic Achievement Center.

3. Advocacy Seminar (10/13/15): 18 Participants

The topics discussed included the importance of self-advocacy (expressing ones needs), effectively communicating accommodation needs to faculty, staff, and administrators, and advocating for employment rights under the Americans with Disabilities Act (ADA).

4. CUNY LEADS Seminar (10/27/15): 9 participants

Guest speaker Kate Wong, CUNY LEADS Job Developer, presented on topics such as, the current job market, seeking employment, appropriate direction to seek employment, realistic career goals, and majors and college involvement as it relates to disabilities.

5. The Livescribe Echo SmartPen Workshop (11/3/15): 8 Participants

This was an interactive hands-on workshop for students to get acquainted with and practice using the Livescribe Echo SmartPen. The discussion included an introduction to the SmartPen and how this assistive technology tool could be utilized for capturing assignments and improving note taking skills.

The event provided CSD students with valuable information regarding campus resources available thereby integrating student support services in CSD programming that facilitate student success.

The seminar provided tools and information that enhanced students' knowledge and skills around effective self-advocacy in their academic and professional endeavors under the Americans with Disabilities Act (ADA).

The event provided strategies, tools, and support for CSD students around career, job readiness, and employment options. It also integrated their academic pursuits. Students were provided with information and support around dealing with self-disclosure, office environment issues, and overcoming insecurities.

This event provided CSD students with information, and resources regarding an assistive technology tool, which can enhance note-taking skills and increase academic productivity for better learning outcomes, and student success.

	<p>6. Library Information Workshop (11/10/15): 3 Participants This workshop discussed how to navigate and use the York library home page to access general resources, such as the catalog, databases, and eBooks to conduct research and complete writing assignments. Academic integrity was also discussed.</p> <p>7. Test Anxiety Workshop (11/12/2015): 7 Participants This workshop explored various techniques and lifestyle practices that help reduce the level of anxiety students experience due to test taking. Students were also provided with information on testing accommodations and related CSD policies and procedures.</p> <p>8. ACCES-VR Information Session (11/17/15): 14 Participants Guest Speaker, Yolanda Adams, ACCES-VR Counselor, spoke of the opportunities ACCES-VR (Adult Career and Continuing Services – Vocational Rehabilitation) had to offer, such as financial support for tuition and career exploration assistance. The presentation also detailed the process in which students enroll in ACCES-VR.</p> <p>9. Retail Job Fair (11/18/15): About 400 Participants CSD in collaboration with Career Services offered a campus wide job fair that was billed as a ‘Retail Job’ fair, due to the participation of companies, such as Guess and Home Depot.</p> <p>10. College is Possible: An Evening of Answers for High School Students and their Parents (12/2/15): 46 Participants CSD in collaboration with INCLUDE NYC held a panel discussion for high school students and their parents to</p>	<p>This event provided students with information on available resources within York’s Library to develop their knowledge and skills around such things as properly citing sources, which will enhance and support their academic experiences.</p> <p>This event validated and supported students’ feelings of anxiety during testing. It helped create a sense of identification and engagement with CSD, which leads to students being connected to and supported by the office as well as the campus community. The event also provided students with tools to deal with test anxiety in order to enhance their academic performance.</p> <p>This event provided information on resources available to students which could enhance their learning experiences while at York as well as when they graduate.</p> <p>This event provided career options, resources, and support to the campus community.</p> <p>This event allowed CSD students to become engaged and provide valuable insight on services, supports, and programs offered through CSD. The campus tour afforded the opportunity to promote York as destination for higher education learning.</p>
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become informed of the resources and services available within higher education for students with disabilities. The discussion was focused on the steps needed to create a plan for college with NYC Special Education Parent Centers, Transition Specialists, and the NYC Department of Education. Prospective students and their family members also participated in a campus tour coordinated by the Admissions Office.

11. "Music Within" (12/8/15): 4 Participants

CSD offered an on-campus screening of the award winning film Music Within, which is based on the life of a veteran with disabilities returning home from war with very little options for work until he creates his own job working for individuals with disabilities.

12. Financial Aid Workshop (2/23/16): 10 Participants

The topics discussed during this workshop included such things as financial aid deadlines, verification process, ADA TAP, accessing FACTS website, work study, and frequently asked questions. A major segment of this presentation was the process of applying for ADA TAP, which is an exclusive funding source for qualified students with disabilities.

13. Get the Most Out of Your Testing Accommodations (03/03/2016): 7 Participants

This workshop explained testing accommodations and CSD policies and procedures related to testing. Students were provided information on campus resources available, such as tutoring, to enhance their academic performance and success. Additionally, the importance of self-advocacy in the student's educational experience was addressed.

This event provided opportunities for students to become engaged with CSD and learn about the ADA and disability awareness.

CSD students were provided with information on financial aid in order for them to retain and maximize this resource to fund their education.

This event provided valuable information to students regarding testing services and resources. It engaged students in the testing process to encourage them to get involved and assume responsibilities for testing and their accommodations. It also supported students around the development of self-advocacy as it relates to their accommodations and interacting with faculty and staff on campus.

	<p>14. Kurzweil 3000 + Firefly Training Workshop (3/17/16): 8 Participants</p> <p>This workshop introduced students to Kurzweil 3000 and its web-based sister program Firefly. Students were given a presentation and live demonstrations of the program’s functions and how it could aid them academically. The various functions of the program, including its reading/OCR components, its writing and note-taking component, and its research capabilities were demonstrated. The presentation emphasized that the program was available to all CSD students and could be used at any time, even at home.</p> <p>15. “When I Walk” Film Screening and Discussion (3/30/15): 46 Participants</p> <p>As part of York’s Cultural Diversity Month, CSD screened a candid documentary of filmmaker Jason DaSilva’s struggle to adapt to the harsh realities of living with multiple sclerosis, while holding on to his creative and personal life. A discussion followed the movie screening.</p> <p><u>CUNY Disability Awareness Month (April):</u> All CUNY campuses have events during the month of April to enhance disability awareness and sensitivity on campuses and across CUNY.</p> <p>16. “Music Within” (4/5/15): 9 Participants</p> <p>CSD in collaboration with Veteran Affairs hosted an encore screening of the film, which is based on the life of a veteran with disabilities returning home from war with very little options for work until he creates his own job working for individuals with disabilities.</p> <p>17. “The Highs and Lows of Life”: A Conversation with De’Norval Parks (4/6/16): 5 Participants</p>	<p>This event provided CSD students with information and resources on assistive technology available to them following the upgrades completed in the CSD computer lab. Students were provided with tools to support their academic work both on and off campus and positively impact academic performance.</p> <p>This college-wide event promoted diversity and raised disability awareness.</p> <p>This event provided opportunities for all students to become engaged, learn about the ADA, and enhance disability awareness.</p> <p>This event provided opportunities for all students to participate in an engaging conversation that helped</p>
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	<p>CSD in collaboration with the Male Initiative Program hosted a discussion featuring Mr. De’Norval Parks author of the books “Sheltered” and “Sheltered Again.” The discussion referenced the emotional highs and lows of raising three boys while living in the New York City shelter system as well as the overcoming of homelessness and despair to become a successful author and mentor.</p> <p>18. Supporting Students with Testing Accommodations Workshop (4/12/16): 16 Faculty/Staff Participants CSD provided information on CSD’s services, programming, resources, and ADA compliance in regards to supporting students with disabilities on campus. There was also a presentation on the utilization of Blackboard for accommodation purposes and the IT services available to support faculty and staff to meet ADA standards.</p> <p>19. Career Panel Discussion (4/21/16): 18 Participants Discussion with guest speaker, Sylvia DeLeon, former student of York College who obtained full-time employment at Charter Bank after participating in a Disability Mentoring Day (DMD). She is the Co-Chair of the Disability and Veteran Engagement Network at her job and shared information on topics, such as the job search, interview skills and preparation, first day job experiences, and career development.</p> <p>20. In Our Own Voices (4/23/15): 31 Participants This presentation is a National Alliance on Mental Illness (NAMI) recovery education initiative provided by trained presenters who themselves have struggled with mental illness and are in recovery.</p> <p>21. Spring Job Fair (5/4/2016): About 400</p>	<p>promote diversity and raise awareness.</p> <p>This event provided valuable information to faculty and staff for the appropriate support of students with disabilities at York.</p> <p>This event provided CSD students valuable career information, resources, and support.</p> <p>CSD and campus-wide students were exposed to mental health and the personalization and normalization of mental health issues in order to help change perceptions and attitudes towards individuals living with mental illness.</p> <p>This event provided career options, resources, and</p>
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	<p>Participants CSD, in collaboration with Career Services, offered a campus wide job fair, which had the participation of over 20 vendors.</p> <p>22. Test Anxiety Workshop (05/12/2016): 3 Participants This workshop explored various techniques and lifestyle practices that help reduce the level of anxiety students experience due to test taking. Students were also provided with information on testing accommodations and related CSD policies and procedures.</p>	<p>support to the campus community.</p> <p>This event validated and supported students' feelings of anxiety during testing. It helped create a sense of identification and engagement with CSD, which leads to students being connected to and supported by the office as well as the campus community. The event also provided students with tools to deal with test anxiety in order to enhance their academic performance.</p>
<p>Highlight 2 Key Signature Events</p>	<p>1. Center for Students with Disabilities Orientation This event provided new as well as continuing students with valuable information on ADA, services, programs, facilities, and campus resources.</p> <p>2. Supporting Students with Testing Accommodations Workshop This event was tailored to faculty and staff as they are an integral part to students with disabilities receiving appropriate support, accommodations, and services to meet their academic needs and facilitate success.</p>	<p>Why do you consider each of these key events to be a signature activity?</p> <p>This was a signature event because it helped to contribute to students' positive first year experience as well as for returning students.</p> <p>Additionally this event:</p> <ul style="list-style-type: none"> • Encouraged campus wide involvement and utilization of resources • Established and enhanced staff-student relationships <p>This was a signature event because CSD had active participation from faculty and staff, which is crucial to supporting students with disabilities at York. The established partnerships and collaborations will ensure equal access, allow for effective and appropriate accommodations, and facilitate a positive and inclusive learning experience for students with disabilities.</p>

		<p>Additionally this event:</p> <ul style="list-style-type: none"> • Stimulated campus-wide awareness of CSD’s services • Outreached to academic departments, schools, and key individuals on campus • Led to collaborations with CSD and various other departments • Resulted in a better understanding of CSD’s purpose and responsibility in providing ADA accommodations to students with disabilities <p>Will lead to future targeted programing for faculty and staff</p>
<p>Status of Strategic Plan Implementation:</p>	<p>Objective: Improve the quality of campus life and student and academic support services</p> <p>Status:</p> <ul style="list-style-type: none"> • CSD continues to focus on increasing disability awareness through its programming and collaborations on campus. • CSD continues to identify and address equal access issues on campus, keeping this at the forefront of communications, meetings, and collaborations with students, faculty/staff and administrators. • CSD continues fostering a sense of community and belonging among students with disabilities at York as evidenced by the climate and environment in the office, the customer service, and the programming and resources provided. <p>Objective: Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.</p> <p>Status:</p> <ul style="list-style-type: none"> • CSD encourages students to utilize their 	

	<p>accommodations and all supportive resources on campus to help meet their needs and accomplish their academic goals.</p> <ul style="list-style-type: none"> • CSD plans to further develop partnerships and collaborations within and across divisions to increase visibility and utilization of support services. <p>Objective: Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.</p> <p>Status:</p> <ul style="list-style-type: none"> • CSD plans to further develop its intentional efforts to expand assessments and evaluations in order to effectively capture students’ needs and improve services and programming as well as staff performance. • CSD will appropriately utilize data to inform planning and programming as well as best practices. 	
<p>Current Challenges:</p>	<ol style="list-style-type: none"> 1. Low response and commitment from key stakeholders in regards to sensitivity, awareness, accommodations, and support to students with disabilities on campus. CSD encounters challenges rooted from stigma and lack of information associated with disabilities and ADA compliance. For instance, some faculty members are not comfortable with exams being proctored in CSD as a result of concerns with academic integrity and perceptions of accommodations as an advantage to students. Due to this mindset, students do not self-identify and/or use their accommodations, which impacts services, academic performance, persistence, and retention. 	<p>2014-2015 Challenges Update:</p> <ol style="list-style-type: none"> 1. The CSD Computer Lab is not fully functional. All of the assistive technology software required to assist CSD students has not been installed by IT. <ul style="list-style-type: none"> • CSD Computer Lab as well as the Testing Labs are now fully ADA compliant and available for students to utilize to enhance academic performance. 2. Low student participation in CSD programming and use of their “reasonable accommodations.” <ul style="list-style-type: none"> • This continues to be a struggle for CSD;

	<ol style="list-style-type: none"> 2. Limited partnerships, collaborations, and interactions with other departments (within and across divisions). 3. Campus wide accessibility issues in particular around IT, facilities, and emergency evacuation procedures. 	<p>however, through programming and services, such as the CSD Orientation, we hope to increase the participation of students. We also plan on surveying our students to capture their satisfaction with CSD services and needs.</p> <ol style="list-style-type: none"> 3. CSD lacks a dedicated staff member to oversee and promote the use of assistive technology and to serve as a liaison to the campus IT staff to assist with resolving IT issues and accessibility compliance campus-wide. <ul style="list-style-type: none"> • With the support of the Student Development Deans, we were able to secure a Disability Accommodations Specialist, who was able to enhance the assistive technology segment of CSD.
<p>Goals for 2016-17:</p>	<ol style="list-style-type: none"> 1. Utilize different modes of assessments and improve analysis and utilization of data in order to appropriately capture students' satisfaction, experiences, and success with CSD and enhance planning and programming to effectively meet their needs. 2. Develop intentional partnerships/collaborations with Academic Affairs and faculty to facilitate success for students with disabilities. 3. Develop and implement a plan in collaboration with IT to create ADA-compliant workstations in computer labs and classrooms and address accessibility compliance campus-wide. 4. Establish a yearly event that celebrates the achievements and success of CSD students. 	

	5. Create a CSD newsletter.	
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