

# Rogue Community College Disability Resources and Services– CAS

## Standards Program Review

### **Introduction:**

This document reviews Rogue Community College’s (“RCC”) Disability Resources and Services based on the Council for the Advancement of Standards in Higher Education (“CAS”) 9<sup>th</sup> edition. Each of the sub-sections of the 12 articulated standards are scored on a numerical system with exceptions.<sup>1</sup>

All staff were asked to rate the Disability Services Office (“DSO”) on each of the CAS standards and subsections. The individual ratings were then averaged and those totals will be given along with a brief explanation of those subsections. For some sections additional information will be provided – particularly when there were a high number of IE ratings. This is because the evidence of meeting those standards may be outside the staff member’s general knowledge of RCC operations.

Rogue Community College maintains a DSO to insure compliance with the Americans with Disabilities Act<sup>2</sup> (“ADA”) and Section 504 of the Rehabilitation Act of 1973<sup>3</sup> (“Section 504”). The DSO is dedicated to ensuring equal access to help students obtain educational success and personal growth from RCC’s programs.<sup>4</sup>

---

<sup>1</sup> The CAS scoring system is: Does not apply (DNA”), Insufficient Evidence or Unable to Rate (“IE), 0 – Does not meet, 1- partially meets, 2 – meets, and 3 – exceeds.

<sup>2</sup> <https://www.law.cornell.edu/uscode/text/42/chapter-126>

<sup>3</sup> <https://www.law.cornell.edu/uscode/text/29/chapter-16>

<sup>4</sup> <https://web.roguecc.edu/disability-services>

The ADA requires that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”<sup>5</sup> While Section 504 requires that “At the postsecondary level, the recipient is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program. Recipients are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.”<sup>6</sup>

To fulfill these charges the DSO offers accommodations that are effective and appropriately related to the student’s disability but do not alter essential functions of the course, impose a direct threat to others, give a student an unfair advantage, or present an undue hardship.<sup>7</sup> Instructors are notified of accommodations on their class roster so they can make the necessary arrangements.

The DSO may be able to provide accommodations without documentation for some disabilities when “a condition or its impacts are readily apparent or comprehensively described.”<sup>8</sup> Other disabilities may require documentation from a healthcare provider that relate to the specific functional limitation. The DSO will – with a signed release – attempt three

---

<sup>5</sup> <https://www.law.cornell.edu/cfr/text/34/104.43>

<sup>6</sup> <https://www.law.cornell.edu/cfr/text/34/104.44>

<sup>7</sup> <https://web.roguecc.edu/disability-services/adasection-504>

<sup>8</sup> <https://web.roguecc.edu/disability-services/documentation>

times to obtain required documentation. If they are not successful after the third attempt it is up to the student to provide the required documentation.<sup>9</sup>

Examples of possible accommodations for students include but are not limited to adaptive/assistive equipment and technology, American Sign Language Interpreting services, note taking services, digital recorders, Smart Pens, electronic textbooks, and testing accommodations.<sup>10</sup>

Accommodations are kept confidential and separate from a student's academic record. These files are maintained by the DSO. A student's specific disability will only be disclosed with a student's written consent unless there is a threat to self or others; a past, present, or potential threat to a child or vulnerable adult; or RCC receives a court order to disclose the information.<sup>11</sup>

## **Part 1: Mission**

### Part 1.1 – Program Mission and Goals

The average numerical rating for this section is two point one (2.1) – meets. The DSO has a mission statement that reads:

Disability Services is an academic support program that helps to provide equal access to educational opportunities for students with disabilities. We collaborate with students, faculty, staff and community members to create usable, inclusive and sustainable learning environments. The program

---

<sup>9</sup> <https://web.roguecc.edu/disability-services/documentation>

<sup>10</sup> <https://web.roguecc.edu/disability-services/academic-accommodations>

<sup>11</sup> <https://web.roguecc.edu/disability-services/confidentiality>

strives to increase awareness and acceptance of those with disabilities in support of RCC's commitment to enhancing each learner's potential and success. RCC recognizes disability as an aspect of diversity that is integral to the campus community and society as a whole.<sup>12</sup>

The DSO collaborates with other departments – particularly the instructional division – to insure that student's accommodation needs are being met. The DSO also has set goals related to RCC's strategic plan. Areas for improvement may include collaboration across campus on universal design. Communication of Disability Office goals can also be improved upon.

#### Section 1.2 – Mission Implementation and Review

The average numerical rating for this section is one point five (1.5) – partly meets. Staff identified that the DSO is constantly changing to meet shifting needs – the office is consistently implementing its mission. However, there is not a formal process in place for regular review of the mission. The mission is also not regularly communicated to the wider college community. Communication does happen on an individual level but could be better at an institution-wide level.

#### Section 1.3 – Mission Statement

The average numerical rating for this section is one point eight (1.8) – partly meets. The mission statement does fit within professional standards and is consistent with the mission and goals of RCC. However, a more explicit mention of the learning and development of students

---

<sup>12</sup> <https://web.roguecc.edu/disability-services>

would serve the mission statement. Also, regular review and updates to the mission statement would be appropriate.

## **Section: Program**

### Section 2.1 – Program Contribution to Student Learning and Development

The average numerical rating for this section is two point three (2.3) – meets. The DSO absolutely contributes to a student’s formal education – the accommodations provided to students are often the only thing that allow a student to successfully learn. The DSO contributes towards student progression and completion by allowing a student to learn in the way that works best for them. Improvement in the area of identifying Student Learning Outcomes from a student’s interaction with the DSO has been identified in this section.

### Section 2.2 Assessment of Learning and Development

The average numerical rating for this section is one point zero 1 (1.0) – partly meets. The DSO documents the usage of accommodations by students as well as the impact those accommodations have.<sup>13</sup> The DS also uses evidence from its interactions with students and staff to create strategies to improve.<sup>14</sup> Identified areas of improvement would be identifying and assessing specific outcomes for students from their interactions with the DSO.

### Section 2.3 – Program Design

The average numerical rating for this section is one point eight (1.8) – partly meets. One identified area of improvement is coming up with specific student learning outcomes. The DSO


---

<sup>13</sup> Disability Services Report

<sup>14</sup> Such as working with programing to allow for letters of introduction to be electronically delivered to instructor’s rosters rather than having a student hand-deliver them which had the potential to out the student.

does a good job of responding to the needs of students and using that information to forecast the needs in the future. The DSO uses many strategies and formats to provide universal access and is responsible for identifying accommodations that allow access in other areas as well. While the DSO serves primarily as a resource for students they are also consistently available to consult with departments and to provide assistance to the institution as a whole related to current laws and regulations.

#### Section 2.4 – Policies, Procedures, and Practices

The average numerical rating for this section is two point zero (2.0)  meets. The DSO clearly articulates the rights of students and their responsibilities as well (such as providing documentation and behaving in a non-disruptive manner). The DSO website also articulates the responsibility of the institution in providing accommodations. The DSO has processes in place for students who self-identify but does not contact students who do not approach them.

The DSO has implemented an electronic “letter of introduction” system for instructors to be informed of student’s specific accommodations and any steps necessary for the instructor/staff member to fully implement that accommodation. This approach helps maintain the privacy of students who may not want it made public – even inadvertently – that they receive an accommodation. Care is taken to minimize burdens on students who are seeking accommodation from the DSO.

#### Section 2.5 – Consultation, Accommodation, and Service

The average numerical rating for this section is two point three (2.3) – more than meets. The DSO does not take a “one size fits all” approach to their work with students. Each student is evaluated individually and the accommodations that the student receives are unique to

them. The DSO also takes care to not fundamentally alter requirements of courses or programs and actively seeks an accommodation which can benefit the student while keeping the essential elements of the program intact. The DSO is available to speak with students and if a specific accommodation is not successful will work to identify other opportunities to benefit students.

### Section 2.6 Proactive Dissemination of Information


The average numerical rating for this section is two point two (2.2) – more than meets. The DSO is active in communicating it’s presence to the college community and to students in particular. Information is included in student’s online orientation, just-in-time emails, the website, and on cards as to the location of the DSO and that it will work with students who request accommodations. DSO information is also included in the Catalog and requirement materials. Additionally, the DSO works with instructors to discuss the availability of accommodations and there is information about the DSO included in all RCC syllabi.

### Section 2.7 Institution-Wide Education, Consultation, and Advocacy

The average numerical rating for this section is two point two five (2.25) – more than meets. The DSO works to create inclusive campus environments and provides guidance to staff and faculty as to reasonable and effective accommodations. The DSO works with individuals across the institution to train on disability related topics and works with other departments to bring them up-to-speed on the most recent expectations. This year RCC implemented a BlackBoard module and the DSO noticed areas of improvement for the training provided to staff. The DSO then partnered with the instructional media department to create a more accurate and positive training for staff.

The DSO helps to build a campus community that values the diversity of disability – which is specifically addressed in the DSO’s mission statement. The DSO continually advocates for students in other offices and works with those offices to provide accommodations when necessary. The DSO has also partnered with RCC’s Diversity Programming Board to bring speakers to campus who highlight the value of having a diverse population of students on campus.

### Section 2.8 – Guidance and Assistance on Disability-Related Laws and Regulations

The average numerical rating for this section is two point zero (2.0)  meets. The DSO provides advice to how the institution can meet its obligations to students and conform to applicable laws and regulations. Conforming to those laws and regulations for employees is the responsibility of the Human Resources office and not the DSO. The DSO ensures students have appropriate accommodations and equal access to programs and activities. The DSO works with programs to make experiences as similar as possible for all students enrolled.

### Section 2.9 Collaboration

The average numerical rating for this section is two point two five (2.25)– meets. The DSO is always looking to collaborate for the benefit of students. The DSO works to ensure all students are served to the best of the institution’s ability and this requires collaboration across all divisions at departments of RCC. The scope of the DSO’s collaborative efforts may need to be better communicated to staff.



## **Section 3: Organization and Leadership**

### Section 3.1 - Organization Documents

The average numerical rating for this section is two (2) – meets. As discussed above clearly written and available goals and outcomes are an identified area of need. Personnel responsibilities are located in job descriptions. College procedures address employee behavioral expectations.<sup>15</sup> The Student Services Organizational Chart delineates the reporting structure for the DSO. Many of the functions of the DSO such as providing interpreters and note-taking services are governed by RCC Budget and Finance Office (“BFO”) procedures.<sup>16</sup>

### Section 3.2 - Institutional Authority

The average numerical rating for this section is two (2) – meets. The DSO is situated within the institution and has the authority to advise RCC on its obligations. The institution supports reasonable accommodations and when there is a difference of opinion the supervisor of the DSO is able to advocate at an executive level for RCC to follow through on required responsibilities. The ability of DSO to advocate and effect the direction of the institution should be better communicated to staff empowering them to work towards positive change for the students they serve.

### Section 3.3. - Actions of Leaders

The average numerical rating for this section is two (2) – meets. The DSO has a Coordinator who is in a leadership position and directs the day-to-day work of RCC’s DSO. However, the supervisor of the DSO is the Dean of Student Success who supervises all the

---

<sup>15</sup> <http://web.roguecc.edu/administrative-procedures/standards-professional-behavior-employees-ap-024>

<sup>16</sup> <http://web.roguecc.edu/administrative-procedures>

employees of the DSO. As a leader the DSO Coordinator models institutional citizenship, participates in program advancement and strategic planning, and keeps abreast of best practices in the field. The DSO Coordinator works to change the understanding of disability for the college community and to advocate for universal design to minimize the need for individual accommodations. This work is a process and the actions of the DSO Coordinator as a leader model the collaborative behavior needed to bring about positive change.

### Section 3.4 – Strategic Planning

The average numerical rating for this section is two point two (2.2) –meets. The DSO sets its mission based on the needs of the population it serves – working to bring about equality in access to education for all students. There is continual assessment of the effectiveness of services and modifications are made as necessary. The work of the DSO aligns with the college mission and strategic plan. The DSO monitors “emerging sub-populations” and analyzes - on a yearly basis - the accommodations used to plan for the future. An area of improvement would be formalizing this planning process with increased staff participation and communicating to staff how the work they are doing impacts the strategic planning of the DSO and RCC as a whole.

### Section 3.5 – Management

The average numerical rating for this section is two (2) – meets. The DSO Coordinator in conjunction with the Dean of Student Success monitor all resources of the DSO. The Dean of Student Success manages the Human Resources process including annual performance evaluations for DSO staff. The DSO Coordinator uses evidence based decision making and is knowledgeable about relevant legal obligations.

### Section 3.6 – Supervision

The average numerical rating for this section is two (2) – meets. The Dean of Student Success – with input from the DSO Coordinator – is responsible for supervision of the DSO staff. The Coordinator also reports to the Dean of Student Success. All professional development, supervision, and evaluation are carried out using the applicable Collective Bargaining Agreement or Contract.<sup>17</sup> The goal of this supervision is to empower employees and to create a more successful unit. Any problems identified by an employee or by the supervisor are addressed and mitigated in order to help the DSO in their work. The DSO staff is encouraged to participate in institutional collaborative efforts to fulfill their mission.

### Section 3.7 – Program Advancement

The average numerical rating for this section is two point two (2.2) – meets. The DSO Coordinator serves as an advocate to promote the missions of the DSO across the institution. Any identified issues are brought to the attention of the Dean of Student Success (the supervisor of the DSO) and then work is done and different levels to mitigate issues. The leadership of the DSO advocates for their perspective in institutional-wide planning initiatives. This program advancement and representative work should be more clearly communicated to DSO staff who do not see the evidence of this work.

---

<sup>17</sup> <https://web.roguecc.edu/human-resources/forms-information>

## Part 4: Human Resources

### Section 4.1 – Adequate Staffing and Support

The average numerical rating for this section is point eight (.8) – below partly meets. According to staff there was a self-study conducted several years ago that showed the DSO was understaffed. The DSO has access to support personnel to complete its mission and has access to RCC technical support personnel in the Instructional Media and Progaming areas. The staffing level of the DSO should be examined to determine if there are current staffing issues that are effecting the office’s ability to complete its mission.

### Section 4.2 – Recruitment, Supervision, and Professional Development

The average numerical rating for this section is one point eight (1.8) – partly meets. The procedures and expectations for recruitment, selection, supervision, and evaluation are governed by the applicable RCC Human Resources procedures and the applicable Collective Bargaining agreements.<sup>18</sup> All DSO staff have the ability to access professional growth funds under the applicable CBA<sup>19</sup> and receive institutional support for further professional growth when necessary. The DSO supervisor considers work-life balances to promote retention and recruitment of employees.

---

<sup>18</sup> <http://web.roguecc.edu/administrative-procedures;>  
<https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/CAMAT/CBAs/Classified%20CBA%202017-2022%20Signed.pdf>; and  
<http://go.roguecc.edu/sites/go.roguecc.edu/files/dept/FAMAT/pdf/Contracts/Faculty%20CBA%202017-2020%20Rev%202-26-2018.pdf>.

<sup>19</sup> <https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/CAMAT/CBAs/Classified%20CBA%202017-2022%20Signed.pdf>; and  
<http://go.roguecc.edu/sites/go.roguecc.edu/files/dept/FAMAT/pdf/Contracts/Faculty%20CBA%202017-2020%20Rev%202-26-2018.pdf>.

### Section 4.3 – Employment Practices

The average numerical rating for this section is two (2) – meets. The Human Resources Department and the DSO supervisor retain position descriptions, implement hiring strategies to promote an inclusive workforce, and have promotion practices that are fair and non-discriminatory. DSO personnel are evaluated at regular intervals based on their Collective Bargaining agreement and part of that review is to identify performance goals and then use those goals in future evaluations. The results of evaluations are used to recognize outstanding performance and to address any identified performance issues. Any training needs identified during evaluations are addressed.

### Section 4.4. – Personnel Training

The average numerical rating for this section is two point zero (2.0) meets. When hired personnel are trained using job-shadowing, regular meetings with leadership, and other trainings specific to their duties. Training is ongoing for staff. Training is also conducted at hire and when needed on regulations, policies, procedures, privacy of student records, technological use and other regulatory guidance. Collaboration and referral to the appropriate resources on campus is part of an individual's training. Professional development opportunities are offered to staff. Staff also receive annual emergency training and are trained in how to handle crisis situations. Training is also specific to the mission of the DSO and covers concepts of universal design.

#### Section 4.5 – Professional Personnel

The average numerical rating for this section is two (2) – meets. Staff of the DSO are required to hold degrees that are appropriate to their work. Additional specific certifications are held by required staff and staff continue to educate themselves throughout their career.

#### Section 4.6 – Interns and Graduate Assistants

There is no average numerical rating for this section. The DSO does not utilize interns or graduate assistants.

#### Section 4.7 – Student Employees and Volunteers

The average numerical rating for this section is two (2) – meets. The DSO utilizes student workers to help fulfill the mission of the office. These student workers are carefully selected and appropriate training is required related to the specific job duties, rules, and regulations of the DSO. Training continues for student workers as needed and they are provided with a clear job description and set of expectations.

### **Part 5: Ethics**

#### Section 5.1 – Ethical Standards

The average numerical rating for this section is two (2) – meets. The DSO operates under professional expectations of all college employees.<sup>20</sup> Additionally, the office operates under ethics specific to the mission of the DSO – particularly related to privacy of information about students. The DSO needs to specifically identify and publish ethical standards however

---

<sup>20</sup> <http://web.roguecc.edu/administrative-procedures/standards-professional-behavior-employees-ap-024>

ethics are paramount in the work of the office. Those DSO employees who are licensed recognize and apply the professional standards of their licensure to the work they do at RCC.

### Section 5.2 – Acting Ethically

The average numerical rating for this section is one point seven (1.7) – partly meets. No specific areas were identified in employee responses when unethical actions have occurred. Through training and professional development the DSO staff have a current and accurate understanding of the conceptual framework for the work they do. The DSO also specifically mentions the value of diversity on campus and how students who are effected by a disability greatly contribute to that diversity.<sup>21</sup>

### Section 5.3 – Statement of Ethical Standards

The average numerical rating for this section is two point two (2.2) – meets. While there is not a specific set of published ethical standards for the DSO, ethics are built into their work and the information published about the DSO. A specific confidentiality statement is featured prominently on the DSO website and specifies when information will be released.<sup>22</sup> Specifically addressing a conflict of interest in the work or supervision of the DSO is an area of improvement though this is addressed in RCC grievance procedures.<sup>23</sup> Student rights and responsibilities, management of funds, and academic integrity are built into college procedures that govern those activities.<sup>24</sup>

---

<sup>21</sup> <https://web.roguecc.edu/disability-services>

<sup>22</sup> <https://web.roguecc.edu/disability-services/confidentiality>

<sup>23</sup> <http://web.roguecc.edu/administrative-procedures/grievance-procedures-ap-101> and <http://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003>

<sup>24</sup> <http://web.roguecc.edu/administrative-procedures>

### Section 5.4 Ethical Obligations

The average numerical rating for this section is two point two (2.2) – meets . Ethics guide the work of the DSO staff and are built into their procedures and decision making practices. Individuals using the DSO are notified of the obligations and limitations of the services they are receiving. Conflict of interest and the training to identify these conflicts are an area of training improvement. Referrals are made when necessary and DSO employees work to stay within the scope of their job duties. Respecting the private nature of the information in the DSO is paramount to the work done and is immediately and continually emphasized by staff, leadership, and supervisors.

## **Part 6: Law, Policy, and Governance**

### Section 6.1 – Legal Obligations and Responsibilities

The average numerical rating for this section is two (2) – meets. The DSO Coordinator stays abreast of current laws and regulations and collaborates with RCC as a whole to ensure compliance with laws and regulations which limits RCC’s liability. There is a designated disability compliance officer the DSO Coordinator for students and the Director of Human Resources for employees. RCC provides access to legal representation if needed. Professional liability insurance is not offered by the institution and employees are not made aware of it – this is an identified area of need. Professional development is utilized to stay informed on the changing legal landscape of disability services in higher education.

### Section 6.2 – Policies and Procedures

The average numerical rating for this section is two point zero (2.0) – meets. There are written procedures for tasks with legal implications but formalization is required. Regular



review of existing procedures takes place but could be formalized more. Responding to an emergency or threat is covered under the RCC Emergency Operations Plan procedure.<sup>25</sup>

Training is available through the Risk Management Department on this process. Procedures are developed in accordance with best practices and when other departments develop a process out of line with best practices the DSO collaborates with that department to modify the process.

### Section 6.3 – Harassment and Hostile Environments

The average numerical rating for this section is two (2) – meets. The DSO and RCC as a whole do not condone any form of harassment that creates a hostile or offensive environment. RCC specifically identifies disability as one of the classes upon which it will not discriminate.<sup>26</sup> Harassment, intimidation, and the creation of a hostile environment are specifically prohibited for employees of RCC and students.<sup>27</sup>

### Section 6.4 – Copyright Compliance

The average numerical rating for this section is two (2) – meets. The DSO either obtains permission or purchases any copyrighted materials used in any of the work of the office.

### Section 6.5 – Governance

The average numerical rating for this section is two (2) – meets. The DSO is impacted by the Board of Education, the Oregon Department of Education, and the federal Department of Education – all of which can have an impact of the services and programs offered by the DSO.

---

<sup>25</sup> <https://web.roguecc.edu/administrative-procedures/emergency-operations-plan-eop-ap-010>

<sup>26</sup> <http://web.roguecc.edu/student-services/notice-nondiscrimination>

<sup>27</sup> <http://web.roguecc.edu/administrative-procedures/standards-professional-behavior-employees-ap-024> and <http://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003>

## **Part 7: Diversity, Equity, and Access**

### Section 7.1 – Inclusive Work Environments

The average numerical rating for this section is two point five (2.5) – more than meets. The stated mission of the DSO is to create and maintain an educational and work environment that is welcoming, accessible, inclusive, and equitable for all students. Neither the DSO nor RCC discriminate on the basis of any protected class.<sup>28</sup> Harassment of any form is prohibited by college procedure for both employees and students.<sup>29</sup>

### Section 7.2 – Structural Aspects of Equity, Access, and Inclusion

The average numerical rating for this section is two point two (2.2) – meets. The DSO looks at not just individual accommodations for students but examines the structure – physical and procedural – of RCC to help ensure access and inclusion for all students. Any identified barriers are targeted for removal using a collaborative process with the appropriate RCC departments. The DSO responds to the needs of students when identifying hours of operation and methods of delivery of services.<sup>30</sup> The needs of distance and online students are taken into account and those students are served in an equitable manner when compared to traditional students.

---

<sup>28</sup> <http://web.roguecc.edu/student-services/notice-nondiscrimination>

<sup>29</sup> <http://web.roguecc.edu/administrative-procedures/standards-professional-behavior-employees-ap-024> and <http://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003>

<sup>30</sup> The DSO has recently moved to virtual interpreting and note taking in response to a shortage of qualified interpreters and note-takers which helps provide consistent access to resources for effected students.

### Section 7.3 – Ensuring Diversity, Equity, and Access

The average numerical rating for this section is two point three (2.3) – meets. The DSO is sensitive to multicultural and social justice concerns and advocates for students using this equitable lens. The DSO works to enhance an understanding of identity with students and staff – particularly as it relates to students with an identified disability. Specific goals surrounding diversity are an identified area of need. The DSO actively fosters disability as a positive and important part of RCC’s diversity. The needs of a diverse set of students are taken into account when establishing programs and services in the DSO. Training is available surrounding diversity, equity, and inclusion to DSO staff.

## **Part 8: Internal and External Relations**

### Section 8.1 – Internal and External Populations

The average numerical rating for this section is one point eight (1.8) – partly meets. The DSO actively collaborates with both internal and external partners to promote an understanding of the needs of the students the DSO serves. The DSO also actively provides information to internal partners about the programs and services offered for students. Additionally, the DSO is an active participant when an internal partner such as an instructor has questions about how best to provide accommodations to a student in need of them. The DSO also actively provides information on the services available to encourage students with a need to seek out resources from the DSO.

### Section 8.2 – Institutional Collaboration

The average numerical rating for this section is one point eight (1.8) – partly meets. There are not specific examples provided by staff as to when institutional collaboration is

lacking – this is something that will be explored as next steps and program modifications are analyzed. Disability Services has a fairly high degree of visibility in the institution and is linked from the front page of RCC’s website and is also included in sample syllabi for instructors.<sup>31</sup> The physical space for the DSO offices are in public areas of the college. The DSO has testing services available to students and collaborates with specific programs when requested. The DSO relies on their supervisor to articulate their needs when campus initiatives are considered. The DSO does experience difficulty in working with institutional partners to address systemic barriers for students.

### Section 8.3 Marketing

The average numerical rating for this section is two (2) – meets. No marketing materials for the DSO contain any deception and care is taken to make sure accurate information is presented. The DSO also collaborates with the Marketing Department on any internal or external communications with large numbers of people.

### Section 8.4 Procedures and Guidelines

The average numerical rating for this section is two (2) – meets. The DSO follows RCC procedure for communicating with the media, managing gifts, managing grants, and contracting with external organizations.<sup>32</sup> The DSO works to make the process of requesting accommodations for students as seamless as possible. All requests for accommodations should come through the DSO and the office collaborates with staff and faculty to make sure they are educated on where to refer a student requesting an accommodation. The DSO identifies

---

<sup>31</sup> <http://www.roguecc.edu/> and <https://intranet.roguecc.edu/faculty.asp>.

<sup>32</sup> <http://web.roguecc.edu/administrative-procedures>

barriers for students and attempts to collaborate with those operational areas to remove barriers.

## **Part 9: Financial Resources**

### Section 9.1 – Adequate Funding

The average numerical rating for this section is one point three (1.3) – partly meets. 

Funding is a struggle for all areas of RCC and the DSO is no exception. However, RCC is committed to providing the necessary funds to meet required obligations. One area where funding would be helpful would be to purchase industry-leading software to better help the DSO manage services to students. RCC does not deny the provision of aids to students based on a lack of funding and institutional support is available when expenditures unexpectedly outpace allocated funds.

### Section 9.2 – Financial Planning and Implementation

The average numerical rating for this section is one point seven (1.7) – partly meets. 

This indicates that staff have not been involved in the funding planning and allocation process. The Coordinator of the DSO will determine any unmet needs and approach the Dean of Student Success if there is financial support needed. The Dean is responsible for the DSO's budget and will work with established college procedures if further funds are necessary. RCC's BFO engages in budgetary planning at least two years in advance with modifications as necessary. Staff do not have access to full budgetary information to use in making decisions but that information is available if necessary. The DSO does advise administration when they feel there are not enough funds to meet their needs.

### Section 9.3 – Policies, Procedures, and Protocols

The average numerical rating for this section is two point zero (2.0) – **meets**. The DSO administers funds using established RCC procedures and the RAPS RogueNet module for making orders. These expenditures are approved at multiple levels and across divisions to ensure they follow established protocols. The DSO is responsible with their funds and provides good stewardship of institutional resources. In compliance with RCC procedures all purchases comply with laws and codes to ensure the RCC receives value for the funds spent. RCC engages in an annual audit to ensure it is in compliance with all required codes and regulations.

## **Part 10: Technology**

### Section 10.1 Current and Adequate technology

The average numerical rating for this section is one point six (1.6) – **partly meets**. All technology use related to the DOS – by students or staff – is required to comply with RCC’s Information Technology Acceptable Use Procedure and student/employee behavioral guidelines.<sup>33</sup> The DSO receives support from the RCC to purchase Smart-Pens, recorders, electronic textbooks, remote video interpreting, and computers for student use. Staff of the DSO also have computer equipment that allows them to complete their work. As RCC migrates to CampusNexus as an ERP solution the DSO staff are hopeful that that system will improve current processes.

---

<sup>33</sup> <http://go.roguecc.edu/department/student-computer-labs/rcc-information-technology-acceptable-use-procedure>; <http://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003>; and <http://web.roguecc.edu/administrative-procedures/standards-professional-behavior-employees-ap-024>.

### Section 10.2 – Use of Technology

The average numerical rating for this section is one point seven (1.7) – partly meets.

The DSO uses its website to advertise services and locations of DSO offices. The DSO also uses technology to provide services to students. The DSO is working to provide information to students in a format that is accessible and the Instructional Media department has taken steps towards this as well. The DSO uses technology to provide letters of introduction to student's instructors which identify the accommodations for particular students. This format helps maintain the privacy of student's information from other students. The DSO is also able to use the RogueConnect App to advertise their services but not to communicate directly with students.

### Section 10.3 - Data Protection and Upgrades

The average numerical rating for this section is two (2) –meets. RCC and the DSO use password protected computers and limited access network drives to protect the privacy of Student Data. Backups of data are conducted on a regular basis by the Information Technology Department. Data backups are stored both onsite and offsite to ensure continuity of data. The DSO follows RCC procedures on the ethical and legal use of technology as identified in the Acceptable Use Procedure.<sup>34</sup> DSO Technology is replaced as necessary to ensure to continued ability for staff to complete their work. This is done in consultation with an established replacement plan by RCC partners.


---

<sup>34</sup> <http://go.roguecc.edu/department/student-computer-labs/rcc-information-technology-acceptable-use-procedure>

#### Section 10.4 - Accessible and Assistive Technology

The average numerical rating for this section is one point seven (1.7) – partly meets. The DSO advocates for adaptive and assistive technology that ensures access and is able to provide this technology to student who need it. The DSO is timely in securing technology for students and works to have technological accommodations in place as soon as possible after identifying a student’s needs. The DSO has partnered with the Instructional Media department to ensure online offerings are offered in an accessible format and has worked with Instructional Media to identify and resolve problems with the accessible training for instructors. The DSO advocates for review of the RCC website, CRMs, electronic materials, software, and hardware. This is an ongoing process and has met with varying levels of success.

#### Section 10.5 – Student Technology Access

The average numerical rating for this section is two point zero (2.0) –  meets. As discussed above students using RCC technology or internet infrastructure are required to follow the Acceptable Use Procedure.<sup>35</sup> The DSO will provide students with training on specific adaptive technology to that office and referrals for technology course and/or help as necessary for a student to learn how to use technology. Student’s agree to the Acceptable Use Procedure when using RCC’s systems.

---

<sup>35</sup> <http://go.roguecc.edu/department/student-computer-labs/rcc-information-technology-acceptable-use-procedure>



## **Part 11: Facilities and Equipment**

### Section 11.1 - Design of Facilities

The average numerical rating for this section is two point zero (2.0) – meets. –The DSO offices at RCC locations are located on the 1<sup>st</sup> floor of buildings and are accessible to students. These spaces are safe and are designed to promote the mission of the DSO. Intuitional support is available if any spaces need to be redesigned. The facilities design allows for engagement of different student populations. The design of facilities – including locking doors and file cabinets ensures the privacy of protected information.

### Section 11.2 – Work Space

The average numerical rating for this section is two point zero (2.0) - meets. Workspaces for DSO staff are located in accessible areas and modifications necessary to the individual are supported by the institution. DSO staff are able to secure their work using locking file cabinets, locking doors, and password protection for electronic work.

### Section 11.3 – Accessible Spaces

The average numerical rating for this section is two point zero (2.0) – meets. The DSO has accessible offices located on the first floor of buildings and program spaces that are accessible. Parking – particularly of the Riverside Campus<sup>36</sup> – can be a challenge for students. DSO has adequate spaces for administering exams and space to produce necessary media. The DSO offices can accommodate someone in a wheelchair but more accessible design would make the process easier. There are nearby accessible restrooms, water fountains, ramps, and

---

<sup>36</sup> RCC does not own or control any of the parking at the Riverside Campus. All parking for that campus is owned and controlled by the City of Medford. This can lead to challenges for convenient accessible parking spaces.

elevators (when necessary) across campus but particularly close to the DSO offices.

Multisensory emergency warning devices are used in some areas but are not available in all areas of campus.

#### Section 11.4 – Equipment Acquisition and Facilities Use

The average numerical rating for this section is two point zero (2.0) – meets.

Sustainable factors are considered with purchasing facilities and equipment. Facilities and equipment are evaluated on an established schedule according to RCC procedure for health, safety, and security. Regular maintenance and other costs are accounted for when acquiring capital equipment but this is not something the DSO regularly participates in. The DSO has access to the institutional student database and a database for record keeping and report generation separate from that accessible to other staff. This allows for the DSO to keep information private that is confidential to their office while still generating reports without identifying student data.

### **Part 12: Assessment**

#### Section 12.1 – Assessment Plan and Practice

The average numerical rating for this section is one point two (1.2) – partly meets.

While assessment does happen on a regular basis there is not a formal plan that involves all staff. This is an area for improvement. Specific goals formulated by the department do exist as part of RCC's planning process but specific outcomes for students needs to be flushed out more. There is data collection and analysis of DSO services. Access to resources to develop assessment plans needs to be put into practice on a regular and formalized basis.

### Section 12.2 Reporting and Implementing Results

The average numerical rating for this section is one point three (1.3) – partly meets. While assessment is not formalized the results from assessments that does occur is used to inform both decision making and planning. Aggregated results – including the number of accommodations used – is reported to stakeholders. Implemented changes are assessed for efficacy but there is not a formalized process to do so.

### **Conclusion:**

The DSO office is ethical in their work and works towards best-practices for the institution as a whole. Identified areas of improvement generally relate to assessment, goal setting, and formalizing process. It is also apparent that there needs to be better communication with DSO staff as to how their work is impacted by general RCC procedures that govern the whole intuition. Overall the DSO works collaboratively and serves as a model across the institution for promoting equity, diversity and most importantly access.

This document will be used to as a stepping stone to continue the work that is being done well and to improve on the areas of weakness identified.