

Higher Learning Commission  
**Self-Study Questionnaire/Report for Non-Instructional Units**

Non-Instructional Unit: CSD

Individual(s) Completing the Questionnaire/Report: Sandy Hall

**BACKGROUND INFORMATION**

1. Describe in a paragraph or two what your unit does (i.e., the services it provides). The Center for Students with Disabilities arranges and or provides for reasonable accommodations for students with disabilities. Additionally the unit provides other supportive services, not mandated by law, which encourage student success. These include out of class aides or homework aides, transportation services assistive technology, work experience and job placement services. The Center has the responsibility to confirm through the review of documentation provided by the student that a disability indeed exists and what types of accommodations are necessary. Assist faculty to provide reasonable accommodations and educate them about reasonable accommodation and universal design. We develop appropriate policy and procedures regarding the accommodation of students with disabilities.
2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
  - Students with disabilities (290)
  - faculty
  - prospective students
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3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

**Human Resources**

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

7      1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations. Overall UWW goes beyond what are typically known as mandated services to students with disabilities. We have typically been able to obtain additional outside funding to enhance our service array. Given satisfaction scores with our services, how quickly students are seen I think overall, we do a good job. In the past we have been rated in the top ten in the country in terms of disability services. If we just had one more Program assistant to help out...things would run even more smoothly.

### Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs). 5

1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations. Despite recent remodeling which has greatly improved our overall appearances we are limited in our space. Given the increased numbers of students we serve, we could use more reception space and more adequate testing space.

### Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs). 5

1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations. *Historically the unit has benefited from funding from third parties to develop both "required by law" services as well as supportive services that go beyond the law. These services in combination have built the positive reputation UWW has nation wide as being a very accommodating place for students with disabilities. Third party funding sources have severely limited their support in the last 4 years yet the University wants to maintain and improve this national recognition as the place for students with disabilities. While UWW has clearly increased its institutional financial support assuring adequate mandated disability services, there is the concern that the university can not afford institutional funding for anything beyond the mandated services. The expectation is that if these additional services are to be made available, its up to the unit to finance them either thru fees or grants.*

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.) *We changed our name and updated our mission spring and summer of 2003. Project ASSIST had also been doing testing accommodations and note taking services for students with LD as well as providing specialized tutoring services. In the Fall of 2003 we took over the responsibility of testing and note taking services for PA students allowing PA staff to focus on the tutorial services. A new director was hired in August of 2002.*

In another paragraph or two, describe why these changes occurred. *It was time, the name reflects current "people first" language when talking about people with disabilities. Picking up the responsibilities for mandated services minimized confusion both on and off campus about who does what.*

### MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed. *Merging with Project ASSIST and our OPR. Also we are*

*getting a \$150,000 grant to develop a program to support students with severe mental illness to attend UWW. This will include direct staff support to the students and faculty education. This will hopefully start in the fall of 2005. Our unit also offers a transition summer camp to high school students with disabilities. The camp is designed to smooth the transition process from HS to post high school activities including attending post secondary institutions and the world of work. We have and continue to work cooperatively with the UWW Dept of Special Ed in seeking federal funding to study this strategy.*

6. Below are five “core values” the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	10
Development of the individual	30
Personal and professional integrity	10
Commitment to serve	20
Commitment to develop a sense of community, respect for diversity, and global perspectives	30
<b>Total=</b>	<b>100 points</b>

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	30
Academic assessment data/information relevant to student performance against learning outcomes	5
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	20
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	5
Campus trends (e.g., changes in university-initiated needs and demands)	
Technology trends (e.g., technology developments that affect delivery of service)	5
Professional trends (e.g., changes evident at other universities/colleges)	
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	5
Available physical resources (e.g., space, existing technology, etc.)	20
Other:	
<b>Total=</b>	<b>100 points</b>

8. Does your unit have a mission statement?

Yes  No

If you answered “yes,” please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

[www.uww.edu/StdRscs/csd](http://www.uww.edu/StdRscs/csd)

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making. It gets us beyond just doing what's required by law and providing additional supports that support success.

#### OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?  
[Increase retention and graduation rate for students with disabilities](#)  
[Increase the satisfaction with our services](#)  
[Increase job placement rate for those students](#)
10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met? [83% retention rate last year, increased satisfaction with services, in the last two years of the students we have worked with, 93% have obtained and maintained employment.](#)
11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)  
Yes  No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- [Recently we have begun to collect satisfaction data from students](#)
  - [Last year and now this year will have satisfaction data form faculty](#)
  - [Just started with retention and graduation data](#)
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12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.
13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- [Vocational Assessments and Comprehensive Disability Assessment](#)
  - [Work Experience](#)
  - [Job Placement](#)
  - [Transition summer camp](#)
  - [Youth leadership forum](#)

14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).

- Division of Vocational Rehabilitation
- Area Employers
- Area High Schools
- DPI
- DHFS
- Governor's Committee on People with Disabilities
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**STUDENT LEARNING** (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes  No

If "yes," please list these outcomes/objectives.

- They will learn about their disability and its implications
- They will learn self advocacy skills
- They will learn about any reasonable accommodations that they will need
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16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Yes No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

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17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.

**SELF-EVALUATION**

**Strengths**

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit

do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit “gone beyond the call of duty?”

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: Many Disability units on college campuses almost create barriers for students with disabilities. They have the attitude of why should we, or we can't do that. Our unit has the attitude of why not?
  - Supporting Evidence: Specific examples of working with faculty for course substitutions, or independent study credits enabling a student to graduate; working with deans/administrators for late drops.
2. Specific Strength: Range of our supportive services
  - Supporting Evidence: No other campus in Wisconsin has special transportation or vocational services
3. Specific Strength: General overall disability awareness on campus and willingness to adapt disability friendly strategies to improve access and services through out campus
  - Supporting Evidence: Involvement of students with disability on UC building committee, adoption a of Universal Design Philosophy into actual policy and creation of the Universal Design Coordinating Committee.

### Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: data gathering procedures are redundant and time consuming
  - Supporting Evidence: about ¼- time position is devoted to gathering basic data that could be computerized.
  - Recommended Actions: Get this computerized

2. Specific Concern: [Not enough time spent on faculty education, particularly with Universal Design concepts](#)

- Supporting Evidence: [Just started presentations a department meetings last year and have completed 26](#)

- Recommended Actions: [Continue these but commit more effort to working with faculty in an organized fashion](#)

3. Specific Concern:

- Supporting Evidence:

- Recommended Actions: