NOT JUST FOR "THOSE" STUDENTS: ASSISTIVE TECHNOLOGY FOR USERS WITH & WITHOUT DISABILITIES

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Background
Disability Studies gives us two models for defining disability:
Medical Model: ability is solely within the individual domain
Cultural Model: nature of ability "is a socially constructed phenomenon based   upon how individuals are perceived within larger social structures" (Hadley & Archer, 2017). Under the cultural model, our definition of "disability" is reconsidered as a constructed byproduct of hegemonic norms.

Barriers to receiving disability documentation as a student:
Administrative burden
Financial costs (McGregor, 2016)
Stigma
Isolation from other diversity work on campus

PURPOSE
Extend text-speech tool to all users including those with and without disabilities
Develop campus partnerships to resolve budget issues
Market this service to all users

Literature Review
Only a handful of institutions in our analysis offer this service to general users in a library setting.
No literature was found that out how the service has been deployed to general users campus-wide and how users use the service.
Most literature discusses how students with learning disabilities make significant academic gains by using text to speech to assist with reading (mostly in K-12 setting)
Our project will expand the research by looking at college-focused cases studies and examining how our distance learning students, general students, faculty and staff make use of this assistive technology (AT) service.

Universal Design & Text-Speech
Users that could benefit from a Text-speech tool include both asers with a documented disability such as physical disability, or learning disability that impacts their reading AND users that:
Have different learning styles (prefer aural methods of processing information)
Are English language learners
Parents that need to multitask
Are in need of time management help, such as commuters, those that work multiple jobs
Want to take ownership over their own learning processes

Have a disability but do not have an accommodation through DRS

Marketing
TARGETED TO
Students
Student Government representatives
Learning Center representatives
Student Success Hub personnel (counselors/advisers)
Other Student Service personnel (ex. Dreamers, Guardian Students)
Faculty
Academic Senators

DELIVERY FORMATS
In-person presentations
Library website and FAQs
Digital signage
Printed flyers & bookmarks at service desks and campus office locations (ex. Student Union, Library Reserves Desk, Library Circulation Desk, Student Research Day Service Desks)
Social Media
Tabling at student events
Emails-liaison emails and campus-wide emails

Campus Partnerships

University Library:	Student Disability Resource Center:	Campus IT:
☐ Grant to purchase the computer hardware & the special equipment ☐ Provide a space in the library for AT equipment	☐ Have NO space in the SdRC for AT equipment & services. ☐ Support the Library with the software & annual license renewal.	☐ Help install & maintain software and hardware. ☐ Pay for continuation of license subscription fees of SensusAccess

☐ Provide on-site user assistance on any AT usages. ☐ Provide tips on how to use a specific command, such as database searching, website navigation, etc. ☐ Marketing text-speech tool	☐ Send the users to the Library & Campus Computer Labs. ☐ Provide comprehensive training on the AT software usage.	

Outcome
Reporting period: 2/1/2019 to 4/31/2020
Total requests by number: 1,383
Requests for MP# (listening): 750
Requests for accessibility conversions: 601
Requests for ebooks: 32

Future Directions
- Propose that the Library add a link to the Library Course Reserves page on OPAC.
  - Link will provide students an option to convert PRINT to MP3.
  - Currently, 90% of the course reserves reading materials are in print format.
  - In the year of 2019, students totally checked out the PRINT reading materials 7584 times.
- Propose that the Library add a link to the full text articles site on Article Search Result site.
  - This link will provide an option for students to convert their digital article to MP3.
  - Students can choose to listen to the articles anytime/anywhere, instead of just reading the articles.

References & Credits
Hadley, W. & Archer, E. E. (2017). College students with learning disabilities. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success* (pp. 75-88)*.* New York, NY: Routledge.

McGregor, K. K., Langenfeld, N., Van Horne, S., Oleson, J., Anson, M., & Jacobson, W. (2016). The University Experiences of Students with Learning Disabilities. *Learning disabilities research & practice : A publication of the Division for Learning Disabilities, Council for Exceptional Children*, 31(2), 90–102.
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