

**Student Services Annual Department Report  
Department: Student Disability Resource Center**

**Humboldt State University**

**Enrollment Management and Student Affairs**

**Dean of Students**

**Student Access Services**

**Student Disability Resource Center**

**Student Access Services Mission Statement**

**Mission Statement**

Student Access Services is a multi-departmental unit that provides services and resources to protected student populations and the HSU community to promote academic success and personal achievement. To meet the unique and varied needs of those we serve, the Student Disability Resource Center, Veterans Enrollment Transition Services, and the Testing Center are all committed to ensuring fair and reasonable access, providing a comprehensive structure of support, and creating a campus environment that encourages inclusivity and independence. Collectively, we value program efficiency, teamwork, and Universal Design.

**Related Items**

**1: To facilitate learning environments**

**Description of Goal**

To facilitate learning environments that are diverse, accessible and inclusive.

## **1a: Independent access to classroom curriculum**

**Type of Outcome:** General Outcome

**Learning Domain:**

### **Description of Outcome**

Student's independent access to classroom curriculum will be increased through the use of technology resources: smart pen, tablet apps, Assistive Listening Device (ALD) and etext.

**Measurement Strategy:** Survey, Existing Data

### **Assessment Method**

Gather base line data on actual usage and compare to traditional approaches. Survey student's satisfaction with technology use and suggestions for improvement.

### **Results of Assessment**

Survey Data:

### **Q1 Please indicate how helpful the following resources have been in improving your independence in completing course requirements.**

Of the 17 respondents who utilized E-text, 93% felt the technology was helpful to significantly helpful.

Of the 26 respondents who utilized SmartPens, 92% felt the technology was helpful to significantly helpful.

Of the 4 respondents who utilized Tablet Apps, 100% felt the technology was helpful to significantly helpful.

Of the 4 respondents who utilized Assistive Listening Devices, 100% felt the technology was helpful to significantly helpful.

Anecdotal comments indicate satisfaction with the support provided by SDRC while developing skills in the use of new technology.

-  [14-15 SAS survey results](#)

### **Conclusions**

44% of respondents make use of some type of technological support for disabilities such as: Blind, Limited Vision, Deaf, Limited Hearing, Learning Disabilities and other disabling conditions affecting their ability to manage instructional materials independently. The use of such technology provides for Independent access at the same time as non-disabled students. Once trained on the technology, the student experiences more flexibility and control thereby increasing the level and quality of access.

SDRC professional staff make concerted efforts to ensure our students are adequately trained on the use of appropriate technology prior to implementation.

## **2: To provide services and resources**

### **Description of Goal**

To provide services and resources that support the educational success of students with disabilities.

## 2a: Services satisfaction

**Type of Outcome:** General Outcome

**Learning Domain:**

### **Description of Outcome**

Students will be satisfied with the services provided by the SDRC.

**Measurement Strategy:** Survey

### **Assessment Method**

Students registered with the SDRC will complete a Survey Monkey satisfaction survey.

### **Results of Assessment**

Of the 114 respondents, 85.09% felt the Disability Advising service was helpful to significantly helpful in navigating the course registration process, advising on communicating with faculty and in many cases coping with the hurdles, both physically and psychologically presented by their disability.

93.04% of respondents feel that SDRC personnel are responsive to their needs to a helpful or significantly helpful degree.

There are many students who are aware, and independently in control of their educational experience and therefore may register with us, but need very little Disability Advising. Although these students may not feel a need for Advising, the difference between the Disability Advising question (85%) and the "responsive to their needs" question (93.4%) may be an indicator of our office's availability and approachability should they need our support.

-  [14-15 SAS survey results](#)

### **Conclusions**

By far the majority of students receiving services from SDRC are happy and satisfied with the support they receive through our office. That is not to say that some are not. The specific comments received are a valuable source of information on where we are, and where we should place our emphasis. Much of the support we provide is direct service which is what most of our students see and feel, however much of what we do is behind the scenes. Our staff is constantly in communication with Faculty either advocating or brainstorming solutions to unique situations our students and Faculty find themselves in because of the impact of the student's disability. For example; we might encourage a student with a Learning Disability to sign up for extra tutoring, however the student does not know of the consultation we do with the Tutoring Center staff on the unique needs of LD students.

## 2b: Meeting the needs of changing demographics.

**Type of Outcome:** General Outcome

**Learning Domain:**

### Description of Outcome

SDRC services will adequately meet the needs of the changing HSU demographics.

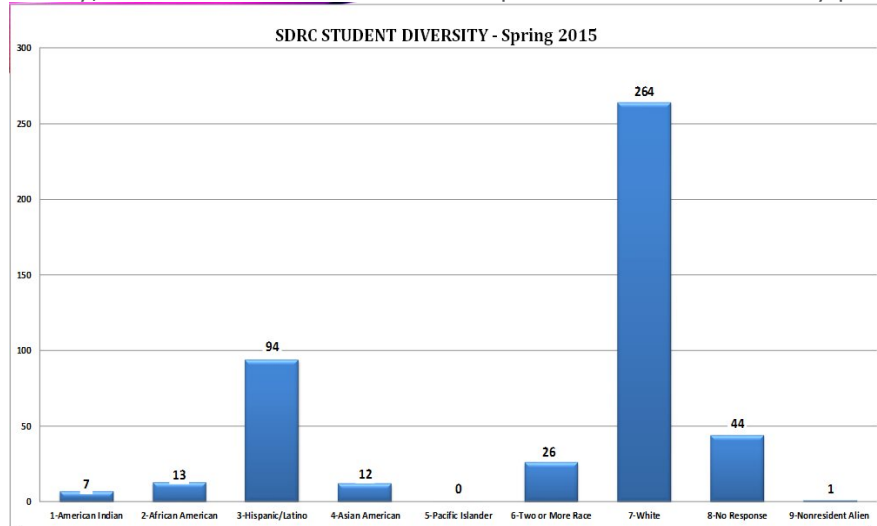
**Measurement Strategy:** Survey, Existing Data

### Assessment Method

Specific questions on a general survey will relate to specific needs and satisfaction of underrepresented groups.

### Results of Assessment

Specific questions related to this topic were inadvertently omitted from the Satisfaction Survey, however our SDRC enrollment duplicates the overall diversity profile of the campus.



### Conclusions

We were not able to add questions related to this topic to our satisfaction survey this year, however since the demographic distribution within the SDRC is comparable to the distribution institution wide and the comments from registered users is predominantly favorable, we may be able to conclude that we are meeting the needs of our various student populations. We have a good working relationship with various URM support programs on campus such as the Office of Diversity and Inclusion, Latino Peer Mentoring, RISS & EOP. We consult often with these programs regarding students who may have "slipped through the cracks" with undiagnosed disabilities.

Of the few less than favorable comments submitted, none were related to this topic.

## 3: To empower students with disabilities

### Description of Goal

To empower students with disabilities to fully participate and experience all aspects of the HSU community.

**3a: Increase independence and self-sufficiency through resource awareness and utilization.**

**Type of Outcome:** General Outcome

**Learning Domain:**

**Description of Outcome**

Students who use SDRC resources will be more independent and self-sufficient in the classroom.

**Measurement Strategy:**

**Assessment Method**

Specific questions on general satisfaction survey will be targeted at self-sufficiency.

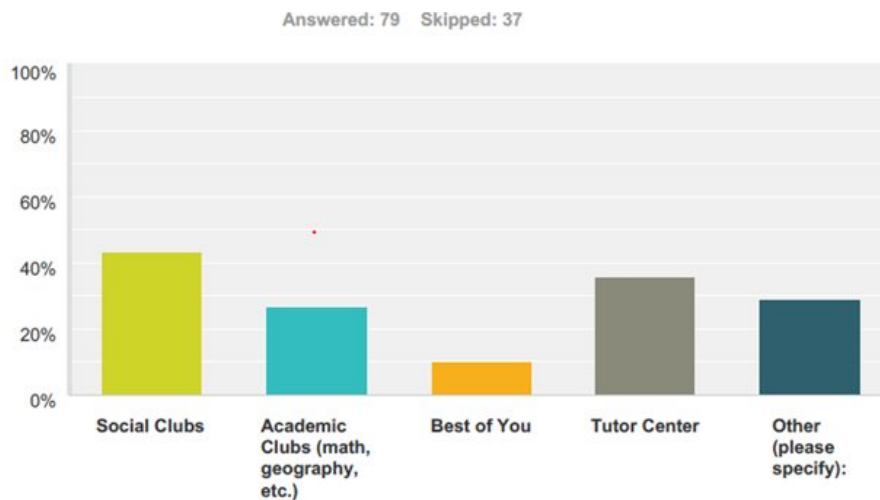
**Results of Assessment**

## Survey results:

Q2-To what degree has the Disability Advising provided by the SDRC been helpful in achieving your educational goals? 85.09% of respondents indicated helpful to significantly helpful.

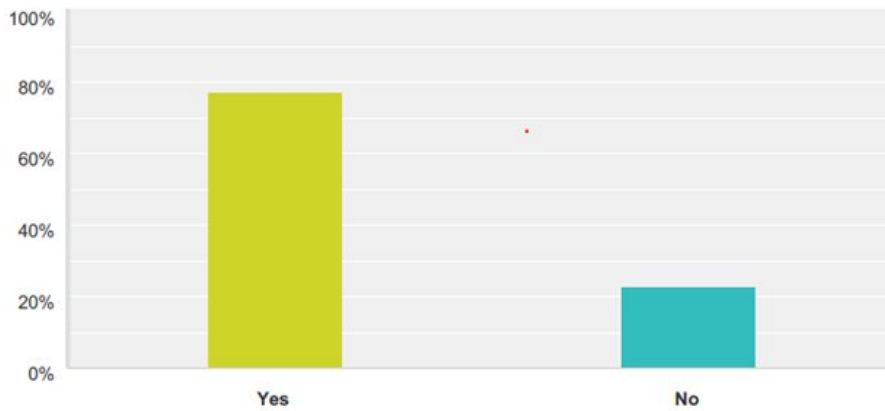


Q4- Beyond your classes, what programs, clubs or activities do you participate in?



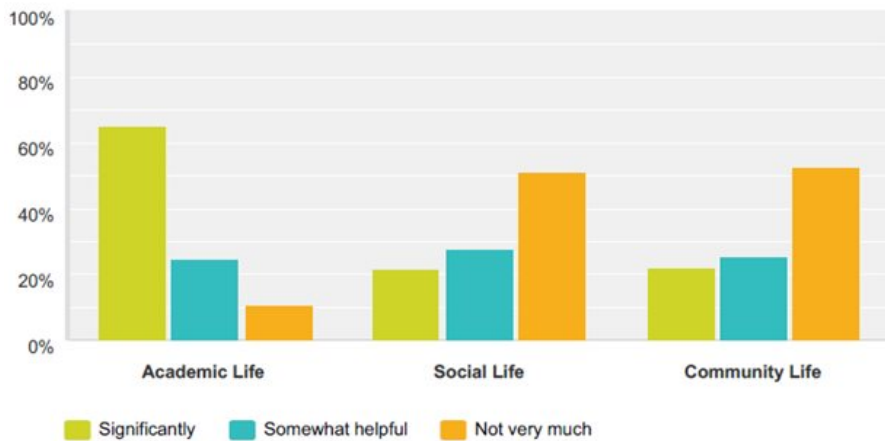
Q5- Has participation in SDRC helped you to discuss your needs with your instructors? 76.99% of respondents indicated in the affirmative.

Answered: 113 Skipped: 3



Q6- Has participation in SDRC helped you feel more confident in obtaining the services you need to fully participate in the following: Academic Life, Social Life & Community Life. (Please refer to graphic related to Q6).

Answered: 115 Skipped: 1



- SAS Survey Results

### Conclusions

Respondents to this survey question (Q6) clearly indicated that while participation in SDRC benefits our students in procuring needed academic resources, they feel their participation in SDRC is considerably less influential in their Social and Community life. We do know that social engagement is often a difficult area for many of our students and since we know that social engagement is a primary factor in student retention, this may be an area to prioritize in the future, for example, we may investigate expanding the "BEST OF YOU" disability support group to encourage students to engage socially, especially in clubs and off campus activities, perhaps through on and off campus social engagements (fieldtrips).

## 4: To ensure compliance

### Description of Goal

To ensure compliance with university policies and federal laws/guidelines related to the ADA.

#### 4a: Resolution of accessibility complaints

**Type of Outcome:** General Outcome

**Learning Domain:**

##### **Description of Outcome**

SDRC will resolve accessibility complaints at the Institutional level.

**Measurement Strategy:** Existing Data, Tracking

##### **Assessment Method**

Data on frequency, content and resolution of formalized complaints.

##### **Results of Assessment**

We have had no formal complaints logged against SDRC this Academic Year. Minor complaints were handled immediately and resolved satisfactorily within the department.





##### **Conclusions**

There is a strong emphasis within the SDRC on personal interactive communication between our professional staff and our students. We make a point to inquire often about our student's experiences with the intent of revealing complications early enough for pro-active action. I believe the excellent working relationship we have cultivated over the years with faculty is significant in keeping formal complaints to a minimum. Even if we run into a problem, if our students see immediate and collaborative efforts on the part of SDRC and faculty to resolve an issue, they at least know that we are interested and concerned about finding a satisfactory resolution.

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### **Staffing and Budget Snapshot**

#### **Investments**

-  [Budget snapshot ADV \(1\)](#)
-  [Budget snapshot ADV \(2\)](#)
-  [Budget snapshot HM 500](#)
-  [Staffing](#)

#### **Related Items**

*There are no related items.*

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### **End of Year Summary**

#### **Summary and Conclusions**

Overall, this has been a very productive year. Our SmartPen program has been very successful and will be expanded next year. Our collaboration with CAPS on the facilitation of our "Best of You" disability awareness group has been well attended and consistent throughout the year. Several students attending the group were able to overcome their resistance to counseling due to the familiarity with the clinical facilitators running the group. Specific trainings and attendance at the National AHEAD Conference in July, 2014 has led to discussions about other programming directions we could pursue including Orientation and LD programming. Finally, everyone on the SDRC staff is well, motivated and intrigued with the possibilities of helping to move the campus forward from a Medical Model of disability to a Social Justice model of accessibility for all students.

#### **Next Steps and Plans for Improvement**

- 1) Expand our SmartPen program through the acquisition of 10 additional sets and expansion of our training model.
- 2) Implement Read & Write Gold Literacy program initially to the SDRC, EOP and Learning Center advising and instructional personnel, and begin developing training programs for all campus instructional personnel.
- 3) Explore the development of LD specific programming.

#### **Related Items**

*There are no related items.*

