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: LD Programming
Type of Outcome: General Outcome
Learning Domain: IC: Interpersonal Competence, PC: Practical Competence

Description of Outcome
SDRC staff will develop a systematic full inclusion programming model for students with Learning Disabilities.

Measurement Strategy: Focus Group, Tracking

Assessment Method
On going tracking of grades and test performance along with Focus Group meetings at least once during the

Academic year will yield sufficient data needed to evaluate and modify if needed the program.

Results of Assessment
As a result of student inquiry and system wide changes in service model delivery, our office is moving away from a segregating "Medical Model" of service delivery toward a "Social Justice" model. This shift reduces the dependency on a single office while maximizing full inclusion of students with Learning Disabilities in existing support programs such as the Writing Center, Learning Center, Math Center, Tutoring Center and individual department support efforts.

Conclusions
SDRC is and will continue to work toward insuring these existing support programs have the skillset and resources to support the unique needs of students with Learning Disabilities. SDRC is sponsoring several new software programs in the areas of productivity, literacy and document conversion will be implementing an institution wide roll out through the 16/17 AY. These programs will be available to all students and student support programs across campus.

2: To provide services and resources

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

2a: Resource alignment
Type of Outcome: General Outcome
Learning Domain: PC: Practical Competence

Description of Outcome
SDRC staff/resource alignment will adequately meet the needs of (or be responsive to) the changing demographics of students with disabilities.

Measurement Strategy: Survey, Observation, Tracking

Assessment Method
CSU Satisfaction Survey due out this academic year will indicate the level of satisfaction with SDRC services and delivery from Students, Faculty & Staff. All critical timelines and targets for compliance will be met by the SDRC staff.

Results of Assessment

The CSU has gained approval from systemwide IRB and is now expected to approve the AHEAD satisfaction survey by September 2016. Implementation will be scheduled during the Spring semester 2017 with results available by summer 2017.

Conclusions
While the delay in formal student/faculty survey data has been disappointing, informal student/faculty inquiry demonstrates positive experiences and satisfaction with disability advising, advocacy, timeliness and faculty support. There have been no formal complaints logged during this assessment period.

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: Independence through technology
Type of Outcome: General Outcome
Learning Domain: IC: Interpersonal Competence, PC: Practical Competence

Description of Outcome
The Smart Pen tool will improve productivity and increase self reliance for students with Learning Disabilities.

Measurement Strategy: Survey

Assessment Method
A graduate level Thesis currently being developed through the Social Work department will investigate the programmatic value of the Smart Pen technology as a replacement of the traditional approach to note taking services for students with Learning and other disabilities. The information gained through the survey component of this thesis and outcome analysis will yield valuable data on the effectiveness of the program and may provide specific recommendations for modification of the program.

Results of Assessment
Key Findings

- Almost all (82%) students rated the training excellent to very good across measures of availability, time

allotted for training, clarity, organization and adaptability.

- The training program was well organized. Information was presented clearly and delivery was adapted to client level of technological comfort and skill.
- The trainers exhibited very high levels of dedication to both the program and the students receiving the LiveScribe Echo accommodation.

- Nearly all students reported high use of the smartpen in class and in preparing for exams(97% and 82% respectively).
- More than three-fourths (77%) of students reported that their use of the LiveScribe Echo smartpen improved their understanding of material and their note taking skills.
- Almost three-fourths (73%) of the students reported that they would consider, if financially able, purchasing their own smartpen in the future.

- 📁LiveScribe Evaluation 2016
- 📄[LiveScribe Echo Executive Summary](#)
- 📄[Randy Prejean LiveScribe Thesis](#)

Conclusions

The SmarPen program has significantly enhanced student success in overcoming the impact of their disability in the area of retrieval of lecture information. Additionally, students who receive training through SDRC's "Peer Technology Student Assistants" express satisfaction with the supportive experience of our Peer-to-Peer training model. Finally, and most significantly, students express appreciation for the use of this tool as it enhances their feeling of independence and self-sufficiency.

4: To ensure compliance

Description of Goal

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

4a: Comprehensive survey
Type of Outcome: General Outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, PC: Practical Competence

Description of Outcome
The AHEAD survey currently being adopted by the CO will be used to benchmark our services to faculty, staff and students with other CSU campus Disability Offices.

Measurement Strategy: Survey

Assessment Method
Review survey results and compare with other CSU campus results.

Results of Assessment
The CSU has gained approval from systemwide IRB and is now expected to approve the AHEAD satisfaction survey by September 2016. Implementation will be scheduled during the Spring semester 2017 with results available by summer 2017.

Conclusions
While the delay in formal student/faculty survey data has been disappointing, informal student/faculty inquiry and departmental satisfaction survey demonstrates positive experiences and satisfaction with disability advising, advocacy, timeliness and faculty support. There have been no formal complaints logged during this assessment period.

Staffing and Budget Snaphot

Investments

- 15-16 D427 SDRC ADV funding
- 15-16 D427 SDRC HM500 TU006 TU007 funding
- 15-16 D427 SDRC staff

Related Items
There are no related items.

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 training and attendance at the
National AHEAD Conference in July, 2014 has led to discussions about other programming directions we will pursue including Orientation and institution wide, full inclusion service delivery. 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. Enhance our SmartPen program through the expansion of our training model to include advanced features and recruitment and training of replacement Peer Technology Student Assistants (PTSA).

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 new ways of enhancing the Social Justice Model of service delivery through system wide efforts in Universal Design.

Related Items
There are no related items.