1.A. Mission/Brief Description of Services

State your department's mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program's impact on student success and how the program supports the broader university's mission.

Narrative

The mission of the Student Disability Resource Center (SDRC) is to provide services and resources for students with disabilities to support and promote their educational success at Humboldt State University and beyond. We are a resource to the HSU campus community in its goal to facilitate accessibility.

This mission statement is compatible with the HSU Mission statement which states; *"We offer access to affordable, high quality education.",* and *"We help individuals prepare to be responsible members of diverse societies."* It also compliments the Mission of the Division of Student Affairs which states; "...*facilitates academic success and personal growth by promoting leadership and providing services and programs for students and the University community."*

The Student Disability Resource Center (SDRC) provides services in support of the educational experience of students with disabilities attending Humboldt State University (HSU) and has done so since 1976. Disabilities include: visual impairments, hearing impairments, deafness, mobility limitations, learning disabilities, and other physical impairments or conditions which impede full participation at HSU. The program serves as an advocate in affirming a student's (with a disability) right to maximize educational opportunities, and as a liaison for integrating students with disabilities into the mainstream of campus life. Eligibility for program participation is predicated on written medical documentation of a disability which is held strictly confidential. Services are approved on a course-by-course, term-by-term basis.

Services are provided under the mandates of the Americans with Disabilities Act (ADA of 1990, Revised 2009) as well as Section 504 of the Rehabilitation Act of 1973. The ADA gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, sex, national origin, age, and religion. Section 504 of the Rehabilitation Act states; *"...No otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from participation in, be deprived the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."*

As a dynamic organization, the SDRC is constantly anticipating changes in service delivery, classroom inclusiveness and the fast paced, changing world of technology. Interacting with students and faculty in finding unique access solutions is one of the most important activities this highly professional/experienced staff engages in.

A priority for this department is community education and support. As a result, we find we are confronted with fewer compliance issues allowing more time for collaboration with faculty and

staff who are comfortable engaging the SDRC with questions. This allows for solution development in anticipation of potential areas of concern rather than reacting to issues after they have surfaced. In most cases solutions can be in place before the student involved is even aware a potential problem occurred, or might have occurred.

Our goal is to have each student with a disability receive a seamless classroom experience which is equivalent in content, expectation, evaluation and timeliness as students without a disability enrolled in the same class.

1.B. Description of Program Goals and Learning Outcomes for Year Under Review

Goals (broad, general statements about what the program intends to accomplish) must include corresponding *objectives* (statements that describe ways to achieve goals) and/or *learning outcomes* (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values-found in the University's Strategic Plan-link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

Example:
GOAL (state the goal and describe how it supports department mission)
  Objective (state the objective and how it supports the goal)
  SLO (state the learning outcome, "As a result of ___, students should be able to ____,"
      and how it supports the goal)

Narrative

SDRC Goals:

Goal 1: The SDRC will promote Self-advocacy.
          Objectives:

   a. Promote disability advising on course selection
   b. Reviewing resources and how to access them
   c. Instructing, modeling and/or attending student/instructor consultation

   SLO: As a result of the interventions listed above, students should be capable of accessing support services and initiating instructor contact, in order to successfully advocate for their specific needs according to their unique disability. SDRC should also see a reduction in the frequency and degree of SDRC Counselor intervention.

Goal 2: The SDRC will encourage Life-long independence.
          Objectives:

a. Encouraging participation in the Federal Workforce Recruitment Program
b. Collaboration with community support agencies such as:
    1. Department of Rehabilitation
    2. Office of Veterans Affairs
    3. Tri-county Independent Living
    4. Humboldt Co. Mental Health
    5. Making Headway

SLO: As a result of continuous encouragement, graduating seniors will demonstrate increased participation in the Workforce Recruitment Program. Students will also make use of on and off campus occupational support services. Success will be evidenced by an increase in the successful employment of graduating students with disabilities moving into the workforce.

Goal 3: The SDRC will be a resource to the campus community.
   Objectives:

a. Deaf/HH/Blind consultation with faculty regarding approaches to access
b. Campus-wide committee involvement
c. Department/Division level Professional Development workshops
d. Mobility assistance for students/faculty/visitors
e. On-line Disability Training

SLO: The SDRC will see an increase in requests for participation on campus committees including search committees, requests for Professional Development training and workshops, and increase in preventative consultation and problem solving and a decrease in crisis response.

Goal 4: The SDRC will support retention and improved time-to-degree.

a. Providing disability counseling and support services to assist student course selection
b. Offering the "Best of You" social/emotional support group
c. Maximizing the use of MapWorks – early warning system

Outcome measure: improvement in Retention and Graduation rates of students with disabilities

1.C. Enrollment/Participant Data

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

Narrative
For a comparison of HSU-SDRC enrollment data with all other CSU campuses, please visit the CSU website link listed under SOURCES at the bottom of this page. Once on the site, scroll down to the section: **Students with Disabilities Profile and Statistics: and click on 2012 (xls)**

 There is a slight majority of females within the students with disabilities (SWD) as it is within the general student population.

Ethnic minority representation within the SDRC appears somewhat lower than the general institutional population. This may be due to cultural norms related to disabilities in general. We are noticing a rise in Hispanic/Latino numbers consistent with this trend within the general student population.

HSU's SWD population continues to maintain equivalency in Academic Standing with the non-disabled population. There is a high incidence of low income, first generation students within this population. Further analysis is needed to determine the differential in persistence and graduation rates between LI & FG populations and other distinct populations.

Reported Ethnicity of SDRC Students

DISABILITY TYPES - SPRING 2014
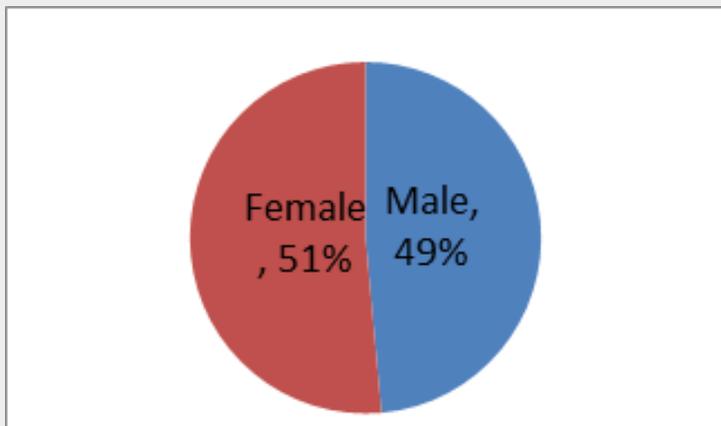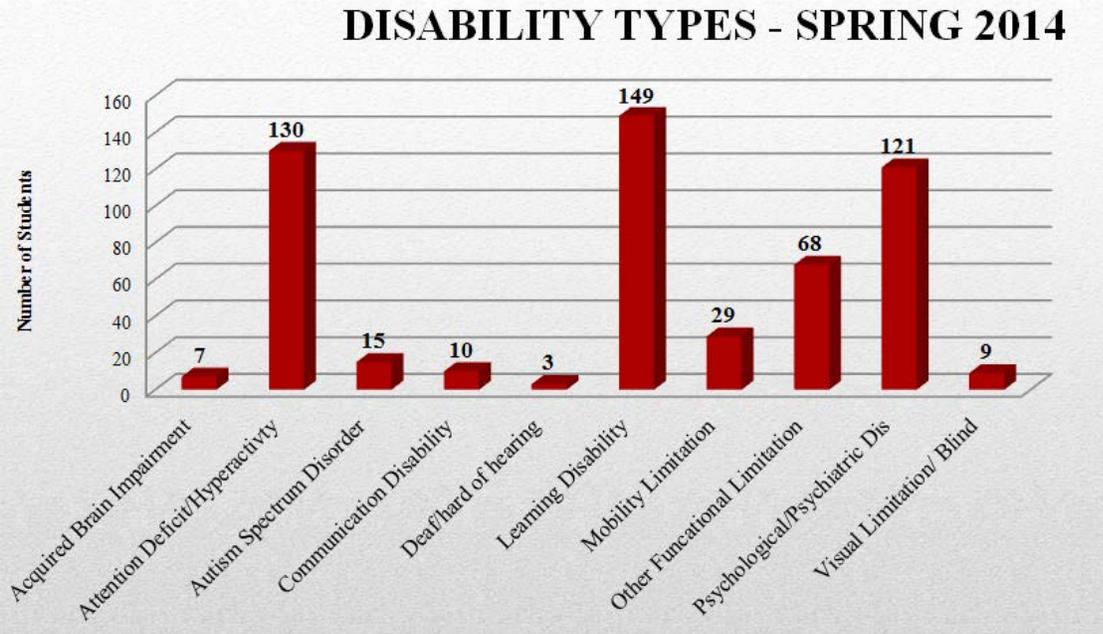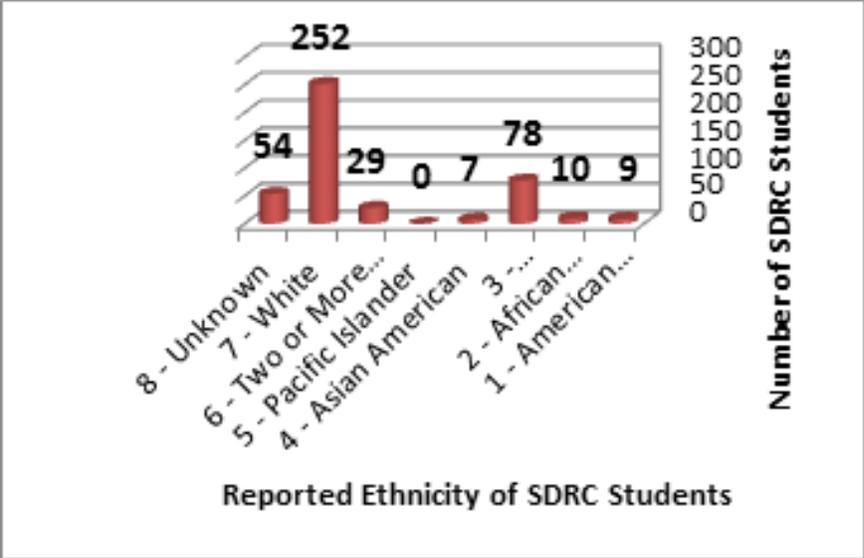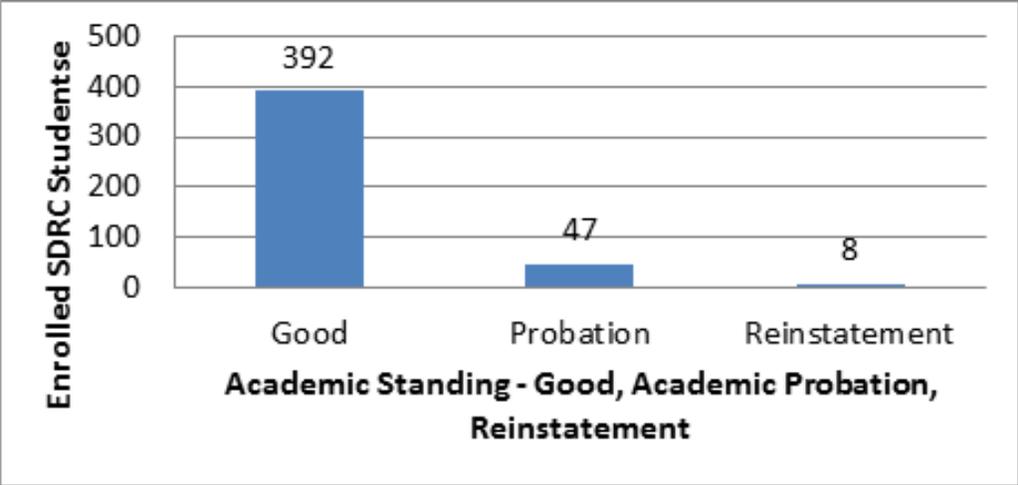
Sources

- [URL] Students with Disabilities Profile & Stats

1.D. Student Retention & Engagement

Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

Narrative

Overall 6 year grad rates by Disability status for first-time students - cohorts and pct graduating											
gradrateall_ft6 report generated: 31-OCT-13											
Disability	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	3yr avg
Disabled	14	22	29	28	41	25	29	31	22	36	30
	50%	50%	21%	43%	44%	32%	21%	45%	55%	22%	38%
Not disabled	717	729	740	696	795	828	731	783	944	1002	910
	41%	45%	45%	42%	43%	42%	38%	41%	41%	42%	42%

Most current cohort data available. While the graduation rate for students with disabilities is reasonably commensurate with the non-disabled population, there are years in which the rate drops significantly (00, 04, 07). It would be interesting to investigate reasons for these aberrations.

1.E. Student Learning Outcomes

Analysis of the SLO's from section 1B. Based on the SLO's from section 1B., describe to what extend the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university's institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

Narrative
Goal 1 SLO:

As a result of the interventions listed above, students will be capable of accessing support services and initiating instructor contact, in order to successfully advocate for their specific needs according to their unique disability. SDRC should also see a reduction in the frequency and degree of SDRC Counselor intervention.

SDRC Counselors have seen over the last several years, an improvement in student diligence to take care of support needs in a timely fashion. Counselors make a point of reviewing support services and taking the student on a tour of the Library Commons. Academic requirements are reviewed and solutions discussed during the first several meetings with the student.

Goal 2 SLO:

Investigate stable on-going financing for "Best of You" social group for students with disabilities.

The "Best of You" Social Support Group" has been re-funded by the Office of Diversity and Improvement small grant funding program for the next AY.

Goal 3 SLO:

Given the "highly specialized" skill set needed in e-text production and tram coordination, redundancy is needed to insure continuity of services during absence of key personnel. Automation of functions will allow for temporary replacement of key personnel during periodic or extended absences.
The e-text request, and delivery systems have been successfully automated. Students can now requests e-text on-line saving them a trip into the office, and submissions can now be "streamed" directly into a student's Moodle account instead of burning to a CD for pick up at the front counter. Additionally, tram communications and scheduling have been upgraded to a tablet system utilizing the Institution's WiFi network. This allows for greater flexibility and redundancy between student employees whether they are working the front desk, or tram driving.

2.A. Staff Engagement in Institutional Efforts and Activities
Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.
Campus and community engagement is a vital and primary objective of this department. To achieve maximum effectiveness, the SDRC must be viewed as an integral part the Institution, rather than the small office one sends disabled students to for services. Accessibility for Disabled persons across campus facilities and curriculum is a whole institution responsibility, therefore there must be a partnership between SDRC, Facilities and the faculty in order to complete the cycle presenting a "whole student" approach to support

Narrative

Linda Parker
- IELI Program Disability and Accommodation Training
- Classroom Observation and Recommendation for Teaching Blind Individuals
- Consultations regarding Interpreter Guidelines: Center Arts, Commencement, Admission, Extended Ed, HR
- Suicide Awareness Prevention training
- ASSIST Training
- Mental Health First Aid USA
- Fall Native Welcome
- Advising Training

- Webinar – Service Animal Questions
- Webinar – Faculty Issues
- Webinar – Documentation Standards Revisited
- SDRC Awards Ceremony
- Campus Mobility Training for two Blind Students
- Pilgrimage Presentation: Japanese Internment to Multicultural Activism
- Student Affairs Staff Dev. Enrollment Management Plan
- Workforce Recruitment Program
- HOP Campus Service Fair
- Northwest Committee for the Employment of People with Disabilities
- Reinstatement and Exceptional Admissions Committee Member
- HSU Local Counselor Conference
- CSU Chancellor's Office – Classification Standards for Interpreter Series
- Graduation Ceremonies - W/C Escort Service
- Community Interpreter Recruitment Committee Member: CR, HC Office of Education, Tri County Independent Living, Department of Rehabilitation
-

Mary Smith
- Mental Health First Aid Training
- Social Work Dept Interface
- Department of Rehab Interface
- Disability Expo
- New Faculty Reception
- Presentation to Residential Life
- ELITE scholar's dinner (foster youth)
- Recreation and Wellness Fair
- NAMI event
- Tabling: Campus Service Fair / HOP / Counselor's Conference
- Volunteer: Student Affairs Breakfast
- Presenter: Counselor's Conference
- 2 book circles
- Bias Response Team
- Institute for Student Success X 2
- Housing Discipline Hearing
- Student Affairs Discipline Hearing
- Faculty Complaint Hearing
- Advising Training
- "What does a President Expect from Student Affairs?"
- Worked with volunteer and interns on Peer Support Group
- Suicide Prevention Workshop
- Dialogue on Race
- Queer Creating Community Event
- Disability Awareness Event x 2
- HSU Author Forum
- Volunteer and Supervisor at Wheelchair Escort Service for Commencement
- Fierce Conversations x 2

Cassandra Tex
- ATI Steering Committee, member
- ATI-Instructional Materials (ATI-IM) Committee, member
- Training & Professional Development Collaborative Group, member
- Served as the Functional Lead for the Portal Implementation
- SAAS Budget Team, member
- Worked with Kimberly Vincent-Layton on the Accessible Word 2010 project for the Chancellor's Office
- Worked with Human Resources (Nancy Resnick and Jeff Williams) for presentation on the topic of "Disability Etiquette" – presented on 5/9/12

Kevin O'Brien
- CSU DSS Directors Group (Chair)
- Accessible Technology Initiative (ATI) HSU CO-Executive Sponsor
- CSU ATI Leadership Counsel (CO)
- ATI Procurement Committee Member (HSU)
- ATI Procurement Special Projects Group (CO)
- Parking & Transportation Committee (HSU)
- Early Start Committee (HSU)
- HOP Student Services Panel (HSU)
- Veterans Advisory committee (HSU)
- Board Member – Making Headway (community Agency)
- Board Member – Tri-County Independent Living (Community Agency)
- Advisory Board – College of the Redwoods Disabled Student Programs & Services (DSPS)
- Graduation Ceremonies - W/C Escort Service (HSU)
- "What does a President Expect from Student Affairs?"
- Suicide Awareness Prevention training
- ASSIST Training
- Mental Health First Aid USA
- SDRC Awards Ceremony

3.A. Investments

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Narrative
Sources

- [XLS] 13-14 SDRC D40027 PREP Staffing rpt April 2014

- [XLS] 13-14 SDRC D40027 PREP Staffing rpt Nov 2013 (1)

3.B. Efficiency

Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Narrative

2.5* Counselors for 469 SDRC registered students (*Director has a reduced caseload)
Additional staff: 10 Work Study student employees (20 hr max. per student)
Assistive Technology Specialist 1.0
Office Manager 1.0
MSW Intern (in training)
Contact hours (Counselors) = 902.5

The average caseload per 1.0 FTE Disability Advisor/Counselor/Accessibility Specialist among all reporting Cal State University directors is **255**.
Directors' Caseloads
Out of **17** campus respondents, **6** campuses indicated that the director carries a case load of students, and **9** campuses responded that the director does not. Of the 9 Directors who do not have a *case load*, **5** directors indicate occasional exception made e.g. for students who have complaints about working with other staff. Another campus reported that the director had limited cases, and the other stated that it depends on case difficulty, whether the director gets involved or not.

4.A. General Conclusions about Past Year Performance

Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

Narrative

SDRC has had another successful year. Annual goals have been met, student satisfaction is up with no substantial complaints logged, and we continue to refine our Business Systems. Our

PeopleSoft Disability Services Modification has been exported to San Francisco State who has modified it to meet their own business process and our new "Smart Pen" approach to note taking service has been successful with all 30 units signed out and returned. We will increase our supply by 10 units next AY. San Bernardino has inquired about how we instituted this system and is planning to duplicate it next AY. Our e-text request and delivery system has been substantially up-graded so that completed e-text files can be streamed directly to individual student Moodle accounts instead of needing to come into the office to pick up discs. Data management has also been enhanced.

We have received funding through the Humboldt Loyalty Fund to purchase approximately 40 upholstered adjustable chairs for classroom use by SDRC registered students needing this type of furniture due to complications of back and spine disabilities. We will be working with Facilities over the summer to inventory existing equipment and develop a distribution plan.

Additionally, we replaced our failing Base to Tram communication radio with new "tablet" communication making use of the campus wifi network saving more than $900 in upfront replacement costs as well as annual fees for tower use.

Our staff continues to be involved throughout the campus community in search committees, campus and academic committees and in-service training. Additionally, our staff consults with departments, or individual instructors on providing equivalent access for students with disabilities.

5 .A. Recommendations, Goals and Student Learning Outcomes for Next Year
Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes but must be informed by your data analysis and conclusions in 4.A.

Narrative

The SDRC Professional staff will be attending the national conference of the <u>Association on Higher Education and Disability</u> (AHEAD) this July in Sacramento. A broad coverage of workshops and symposium will be attended, with extensive debriefing at a planned August Retreat. We will be looking at what is new on the horizon, what we need to prepare for and what we should consider for planning and/or implementation.

Our goals for the 14/15 AY are as follows:

Goal 1
To facilitate learning environments that are diverse, accessible and inclusive.

Goal 2
To provide services and resources that support the educational success of students with disabilities.

Goal 3
To empower students with disabilities to fully participate and experience all aspects of the HSU community.

Goal 4
To ensure compliance with university policies and federal laws/guidelines related to the ADAAA and sections 504, 508 of the Rehabilitation Act.