Annual Review
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.

**Judgment**
☑️ Compliant  ❌ Non-Compliant  ❌ Not Applicable

**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 often 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.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Goal 1) Refine PeopleSoft Disability Business System
   Objective 1: Working with CMS programer, complete requested minor refinements to data entry and reporting functions.
   Objective 2: Extend on-demand report requests privileges to SDRC Counselors.

Goal 1: After one AY of implementation, we are refining the system to provide additional information and efficiency in data input. This PeopleSoft “bolt-on” is being implemented by the CSUS Disability Office and we will be providing a demonstration for the ITEPP program at HSU.

Goal 2) Investigate stable on-going financing for "Best of You" social group for students with disabilities.
   Objective 1: Engage in discussions with the Office of Diversity and Inclusion regarding annual funding for support of the "Best of You".
   Objective 2: Add permanent line item in SDRC budget to supplement funding shortfall.

Goal 2: The "Best of You" social support group initiated in the 11/12 AY has become a stable support network for students with disabilities who struggle with social interaction and/or have limited support networks. Part of the success of the group has been the field excursions to movies or other social activities in the community and the peer interaction over pizza during weekly meetings. Facilitation of the group is an integral duty of the SDRC MSW Internship. Enrollment in the group has been stable over three different Interns. Given the success of this group, evidenced by a stable enrollment across 3 assigned MSW Interns, permanent funding is being sought in order to establish this support structure into the overall SDRC program.

Goal 3) Develop redundancy for "highly specialized" job duties.
   Objective 1: Automate e-text request, production and delivery systems
   Objective 2: Develop dependable standard "Introduction to Tram Service" and scheduling systems which can be completed by student workers reducing dependency on the SDRC Office Manager.
Goal 3: 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.
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 disaggregate 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.

**Judgment**
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

**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)**

While there is a slight majority of females within the general student population, the reverse is true within the Students with Disabilities (SWD) population. Given the significant Learning Disabled population across all disabilities and the research evidence of a predominance of males within the LD community, this gender statistic would appear consistent.

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.
Sources

- CSU Service to Students with Disabilities
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.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Fall 01</th>
<th>Fall 02</th>
<th>Fall 03</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>3yr avg</th>
</tr>
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<tbody>
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<td>14</td>
<td>22</td>
<td>29</td>
<td>28</td>
<td>41</td>
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<td>783</td>
<td>944</td>
<td>1002</td>
<td>910</td>
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<tr>
<td></td>
<td>41%</td>
<td>45%</td>
<td>45%</td>
<td>42%</td>
<td>43%</td>
<td>42%</td>
<td>38%</td>
<td>41%</td>
<td>41%</td>
<td>42%</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Judgment**
✓ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**
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 extent 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.

**Judgment**
☐ Compliant  ☑ Non-Compliant  ☐ Not Applicable

**Narrative**

1) SDRC registered students who participate in the "Best of You" social support group, will demonstrate positive social skills and peer interaction as a result of their involvement. Positive social engagement is considered a primary component in student retention. Improvement will be evaluated via survey and facilitator interview.

Of the three goals established for the 12/13 AY (see 1B), only Goal #2 will have direct impact on students. The intent of goals 1 & 3 are targeted at improving the efficiency and redundancy of our business systems which ultimately will have indirect benefit to students.

**Sources**

- SDRC Best of You Questionaire spring 2013
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.

Judgment
☒ Compliant  □ Non-Compliant  □ Not Applicable

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
- Diversitea
- 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

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 of 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.
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.)

**Judgment**
☑ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**
While SDRC usually stays within budgetary limits, there are unique and often unanticipated expenses incurred for compliance required services. Usually this requires a special funding requests from Institutional funds, however a new account has been established specifically for this purpose.
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.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Staff/student Ratio:

2.5* Counselors for 471 SDRC registered students (*Director has a reduced caseload)

Additional staff:
Assistive Technology Specialist 1.0
Office Manager 1.0
MSW Intern (in training)

Please refer to the table for student enrollment by discrete abilities.
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.

**Judgment**

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

This has been a very successful year for the SDRC. Staff have met personal/professional goals and have been visible throughout the Institution via serving on committees, attending professional development opportunities, and providing consultation for staff and faculty. Specific training goals for the SDRC staff have only been partially met due primarily to continued budgetary constraints on travel.

We have now completed one full AY using our PeopleSoft "paperless" business/data system. The consensus opinion among users is very positive with only minor refinements requested. Overall counselors are more efficient saving student and counselor time, data gathering is more robust and easier to access. We are meeting the "Green Campus" goals for the University by eliminating 90% of our paper forms, primarily 3part NCR forms. CSUSF has adopted our system and the HSU ITEPP program has expressed interest in a demonstration of the system.

While the norm is at least a 10% differential between graduation rates of disabled students and non-disabled students, the Graduation rate for students with disabilities at HSU is comparatively equal to that of non-disabled students.
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.

13/14 Goals:

- Self-advocacy
  - Disability advising on course selection
  - Reviewing resources and how to access them
  - Student/Instructor consultation

- Life-long Independence
  - Workforce Recruitment Program
  - Collaboration with agencies (DOR, VETS, TCIL, MH)

- Resource to the campus community
  - Deaf/HH/Blind consultation with faculty regarding approaches to access
  - Campus-wide committee involvement.
  - Department / Division level workshops
  - Mobility assistance for students/faculty/visitors
  - On-line Disability Training

- Support retention and time-to-degree
  - Disability Counseling and support services
  - “Best of You” support group
  - MapWorks – early warning adjunct advising

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative
As newly validated adults, many of our students have very little experience in "successfully" advocating for themselves. It is imperative that the University experience include opportunities to learn, practice and become comfortable with this needed skill set as they prepare to enter the job market.
**Additional objectives resulting from Student Access Services Retreat, September 2013.**

Provide additional assistance to Learning Disabled Students, our most populous disability category.

Mary Smith, our LD Specialist has been researching specific support programs that have a positive history of assisting LD students in Higher Education. Visitation to specific programs such as the one at CSU East Bay may be useful to observe implementation. Should we receive additional counseling personnel, Both Mary and Linda Parker, will be able to divert more time/energy to support programming (as opposed to classroom accommodations) because of a reduced caseload.

**Implement new Interpreter Policy Document developed during the summer of 2012**

While the official Interpreter Guidelines, developed by a select CSU committee (Linda Parker-member) is under consideration by CSU Council and Union officials, many of the principles are being implemented as "Best Practices". This includes pay scales (dependent on Certifications), minimum hours, prep time, and cancellation policies. Because of our rural community, appropriately certified Interpreter/Real Time Captioners are hard to find as there is a small population to support a private practice, yet there are two institutions of Higher Education, County and City School Districts vying for their time. A coordination effort is underway between Humboldt County of Education, HSU, CR and the Tri-County Independent Living Center to develop stable employment opportunities in Humboldt County.

**Continue to review options, programs or procedures to reduce the number of pages/textbooks converted to electronic text by the SDRC In-house production facility.**

Significant reduction in the number of "in-house" produced e-text pages over the past several fall semesters.

<table>
<thead>
<tr>
<th>Semester</th>
<th># of pages produced “in-house”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>41,211</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>24,935</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>13,404</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>12,485</td>
</tr>
</tbody>
</table>

An IT project proposal was submitted to achieve the following objectives:

1. Allow for on-line (off campus) e-text requests
2. Streaming delivery of finished product directly to a Moodle Site for retrieval by students via password access. This will eliminate back and forth visitation to the SDRC office for pick-up/return of CDs.
3. Automated data collection and reporting.

**Paperless Business Process. Investigate the addition of wireless tablets as an input device for counselors(phase 2)**

Several wireless "tablet" systems have been piloted with limited results. A new tablet by Microsoft has recently been introduced which has significant promise in addressing the need for face-to-face data entry during student consultation.