1.A. Description of Program Services

Brief description of services/activities provided by department, including department’s mission statement.

Mission

“The Mission of the Student Disability Resource Center (SDRC) is to promote self-advocacy, provide services, support, and resources for students with disabilities to maximize educational opportunities at Humboldt State University and beyond. We strive to create an inclusive and accessible environment at HSU by educating the campus community on disability-related issues.”

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.”

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

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 less with 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.
1.B.

Description of Program Goals for Year Under Review

1. Develop and pilot an SDRC business process overhaul. Almost all forms and paper procedures will be replaced by an integrated PeopleSoft “bolt-on” program developed in conjunction with ITS. Once implemented, this project will replace most paper forms (including 3 part NCR) with an annual cost savings of approximately $2,000, greatly improve data collection while reducing data entry time, provide “on-demand” data reporting, and reduce Counselor case management paperwork by approximately 100 hours/AY.

2. Research and develop a Social Support Group for students with disabilities focusing on peer association, coaching, advocating, social skill development and establishing social connections and friendships.

3. Develop a Masters in Social work Internship within the SDRD. By providing a yearlong supervised clinical Internship, the SDRC will expose an MSW Graduate candidate to the day to day workings of a Student Disability Services Office in Higher Education. The Intern will complete all required competencies listed in the MSW FIELD EDUCATION HANDBOOK through the following activities:

- Review of pertinent Federal, State, CSU and HSU polices and statutes
- Observation/participation in student advising sessions
- Participation in weekly staff meetings
- Solo student advising sessions (spring semester)
- Co-facilitation of a weekly Peer Support Group designed specifically for students with disabilities

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Goal 1: Development was completed by July 2012 and approved for production by the CO in August 2012. The system is currently being implemented and will undergo evaluation by May 2013.

Goal 2: The group know as “The Best of You” is now beginning its second semester in operation. It is co-facilitated by the SDRC MSW Intern and a part time faculty (MSW) on a volunteer basis.

Goal 3: The SDRC Masters in Social Work Internship is now beginning its second year. All Learning Agreement competencies were met according to the MSW Field Placement Handbook. Positive evaluations of the Internship placement at SDRC have been noted by Field and University supervisors.
1.C.

Enrollment/Participant Data

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level.

Brief summary discussing data.

For a comparison of HSU-SDRC enrollment data with all other CSU campuses, please visit the CSU website (use Cont, click on the following link: CSU Service to Students with Disabilities. Once on the site, scroll down to the section: Students with Disabilities Profile and Statistics: and click on 2011 (xls)

Judgment

c Compliant  n Non-Compliant  n Not Applicable

Narrative

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.

![Ethnicity Chart]

![Low Income, Veteran, First Gen, Foster Youth Chart]

![Gender Chart]
Sources

CSU Service to Students with Disabilities
1.D.

Student Retention & Engagement
(e.g. graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level).
Briefly summary discussing data.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Fall 96</th>
<th>Fall 97</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>10yr avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>27</td>
<td>20</td>
<td>14</td>
<td>22</td>
<td>29</td>
<td>28</td>
<td>41</td>
<td>25</td>
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<td></td>
<td>52%</td>
<td>50%</td>
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<td>50%</td>
<td>21%</td>
<td>43%</td>
<td>44%</td>
<td>32%</td>
<td>21%</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>Not disabled</td>
<td>796</td>
<td>698</td>
<td>717</td>
<td>729</td>
<td>740</td>
<td>696</td>
<td>795</td>
<td>828</td>
<td>731</td>
<td>783</td>
<td>751</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>45%</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>42%</td>
</tr>
</tbody>
</table>

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Unfortunately, the data listed above is the only cohort data available for the CSU comparison. SDRC is currently working with Institutional Research to compile more current data which will be reported when complete.
1.E.

Student Learning Outcomes
Interpretation of outcome results, can include effectiveness of outcome measurement.

1. By graduation, an HSU student with a disability, who utilizes the services of the Student Disability Resource Center (SDRC), through consultation and SDRC program activities, will have gained the experience, skills, and confidence needed to effectively advocate for their own needs. This will occur in at least 3 out of four graduating seniors who have utilized SDRC services as demonstrated by an increase in self-reliant responses between intake and exit interview self-advocacy questions.

2. Students with disabilities, registered with SDRC, who are graduating, or are one year past graduation, who participate in the Work Force Recruitment Program, will be better able to transfer self-advocacy, pre-interview, and interview skills to federal employment interviewers as evidenced by positive interviewer feedback and offers of federal employment.

Judgment
☐ Compliant  ☑ Non-Compliant  ☐ Not Applicable

Narrative
1) Additional work needs to be done on exit interview questions for the evaluation of growth.
2) HSU continues to be ranked high by federal interviewers on the preparedness of interviewees. HSU maintains at least an 80 percent acceptance into the federal database of all students interviewed.
2.A.

Staff Engagement in Institutional Efforts and Activities
(e.g., committee participation, club advisor, collaboration with another department)

Linda Par

- Graduation Ceremonies - W/C Escort Service
- Workforce Recruitment Program
- HOP Campus Service Fair
- Fierce Conversations
- Northwest Committee for the Employment of People with Disabilities
- Reinstatement and Exceptional Admissions Committee
- HSU Local Counselor Conference
- CSU Chancellor's Office - Work Group for INT/CAP/RTC Payment Guidelines

Mary Sm

- Tabling: Campus Service Fair / HOP / Counselor's Conference
  Volunteer: Student Affairs Breakfast
  Presenter: Counselor's Conference
  2 book circles
  Bias Response Team
  1 Hiring Committee
  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

- 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

Frankie Huey

- BIAS Response Team
- 2 Hiring Committees
- 2 Book Circles
- SAAS Meetings (Occasionally)
- Institute for Student Success - Programs
- SDRC PeopleSoft Project for Paperless System
- Fierce Conversations
- Tune In at Noon (both as a presenter and participant)
- Tyrone Howard luncheon/speaker
- First Aid Training
- Moon Festival
- HSU Graduation (assist with disabled individuals)
- Fall Convocation
‘Brien

- CSU DSS Directors Group
- Accessible Technology Initiative (ATI) HSU CO-Executive Sponsor
- CSU ATI Leadership Counsel
- ATI Procurement Committee Chair
- Parking & Transportation Committee
- Early Start Committee
- Diversity & Inclusion Student Success Collaborative committee (DISSCo)
- HOP Student Services Panel
- Veterans Advisory committee
- 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)
- Search Committee Chair – Asst Dean Student Rights and Responsibilities
- Graduation Ceremonies - W/C Escort Service

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Note: This list was compiled within the last several days. Unfortunately Mary Smith has been and will be out on a personal matter and therefore was unable to respond to this request. She will complete this list upon her return. Her information will be added to this report as soon as it is available.

Campus community engagement is a vital and primary objective of this department. The SDRC must be viewed as an integral part the the Institution, rather than a small office one sends disabled students for services.
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**

**Sources**
- 11-12 D40027 SDRC Funding
- 11-12 D40027 SDRC Staffing
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.

Staff/student Ratio:

3.0* Counselors for 479 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 Narrative for student enrollment by discrete abilities.
- Please refer to the URL listed in the URL Sources sec. for CSU Campus comparison. Once at the CSU site, scroll to bottom and click on **2011** (.xls).
- Please refer to the Document directory for 2011 Personnel Inventory

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

**Narrative**

![Graph of Abilities](attachment:image.png)

<table>
<thead>
<tr>
<th>Abilities</th>
<th>AD/HD</th>
<th>Brain Inj</th>
<th>Comm</th>
<th>Deaf</th>
<th>Learn Disab</th>
<th>Mobility</th>
<th>Oth Funct</th>
<th>Psych</th>
<th>Autism</th>
<th>Visual</th>
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<tbody>
<tr>
<td>Series 2</td>
<td>14.41%</td>
<td>0.42%</td>
<td>1.46%</td>
<td>0.42%</td>
<td>36.12%</td>
<td>6.47%</td>
<td>29.51%</td>
<td>10.65%</td>
<td>1.46%</td>
<td>2.09%</td>
</tr>
<tr>
<td>Series 1</td>
<td>69</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>171</td>
<td>31</td>
<td>127</td>
<td>51</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

**Sources**

- Enrollment Data by Campus and Services to Students with Disabilities code Fall 2011
- Student Access Services PI
4.A.

**General Conclusions about Past Year Performance**

All staff have substantially met individual goals for the year, budget constraints notwithstanding. Program goals including piloting a new business system, institution wide consultation and professional development have been met. It has been a busy but productive year. Data indicates that we have served the access needs of approximately 420 students with a variety of disability related challenges.

**Judgment**

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year

Goals should be established utilizing CAS Standards for the program as well as the university vision and HSU Student Outcomes. Goals must include objectives for a specific or focused area of student support (ex. admissions, financial aid, housing and residential life, learning support services, student conduct, etc.), a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

Goal 1:
Provide additional assistance to Learning Disabled Students, our most populous disability category.

Objectives:
- Research LD Support Programs nationally
- Define specifics of an LD Support Program that will meet the needs of our HSU LD population.
- Determine Staffing needs appropriate to the program being considered
- Determine an evaluation procedure appropriate to the program under consideration
- Implement the program
- Promote the program to our LD Population
- Evaluate the effectiveness of the program
- Develop goals for the next AY based on the program evaluation

Goal 2:
Implement new Interpreter Policy Document developed during the summer of 2012

Objectives:
- In-service SDRC staff on the Policy Document
- In-service and provide a copy of the Interpreter Policy Document to all ASL Interpreters hired by SDRC. Training topics to include: Hiring, attendance and payroll etc.

Goal 3:
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.

Objectives:
- Continue to explore the Access Text Network as a viable option for procuring appropriately formatted digital text for SDRC print disabled students.
- Establish a "distance employment relationship" with community individuals to conduct editing functions off campus.
- Establish levels of editing needed for student need based on type of disability and level of disability.

Goal 4: Paperless Business Process (phase 2)
Investigate the addition of wireless tablets as an input vehicle for counselors. Current practice requires counselors to turn away from students in order to input data into a desktop computer. Using a wireless tablet will allow counselors to maintain face-to-face engagement with students who are at times quite timid, unsure and anxious during their initial meeting when data is gathered and entered into the system.

Objectives:
- Consult with IT regarding the most appropriate tablets for the need.
- Investigate funding sources for tablets.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative