Mission Statement

In accord with the mission of SF State, the Disability Programs and Resource Center (DPRC) collaborates with SF State’s diverse community to ensure that all aspects of campus life—learning, working and living—are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.

Rationale: The DPRC mission statement, along with the University and Division mission statements, emphasizes commitment to supporting a diverse campus environment where learning, working and living is accessible to all.

Planning Goals

Goal #1: Provide students who are new to DPRC with a transparent, meaningful, user-friendly intake process. [supported by SF State Strategic Planning Goal V – Full Participation in University Life]

Goal #2: Increase the retention rates of students with disabilities eligible for accessible media and adaptive technology who are enrolled in courses at San Francisco State University. [supported by SF State Strategic Planning Goals I – Social Justice and Equity, and V – Full Participation in University Life]

Goal #3: Improve student employees’ awareness and understanding of issues surrounding people with disabilities. [supported by SF State Strategic Planning Goals I – Social Justice and Equity, II – Writing, and VI – Resource to Community]

Goal #1: Student Learning Outcomes & Program Objectives

Student Learning Outcomes

1. Students new to DPRC registration process beginning June 2010 and through the 2010-2011 academic year who are determined eligible for reasonable accommodations will self-report a clear understanding of student rights, responsibilities and resources associated with DPRC and the reasonable accommodation process via a written assessment tool and/or focus group combination. Between 2010-2011 and 2011-2012, understanding of student rights and responsibilities will improve by at least 50%.

2. Students new to DPRC registration process beginning June 2010 and through the 2010-2011 academic year who are determined not currently eligible for reasonable accommodations will self-report a clear understanding of what campus resources are available to them while their accommodation request is pending (or in lieu of reasonable accommodations), via a written assessment tool and/or focus group combination. Between 2010-2011 and 2011-2012, understanding of available resources will improve by at least 30%.
**Program Objectives**

1. By May 2011, all intake forms and materials (e.g., intake forms, accommodation and procedural notices, documentation guidelines) will be updated for content and provided to students in a universally accessible format.

2. By May 2011, the DPRC website will be updated for content, ease-of-use, and look and feel. The DPRC website will be a referral source for students wanting to learn about DPRC and other campus resources.

3. Throughout 2010-2011 and beyond, DPRC disability specialists will continue to utilize, as appropriate, and as aligned with the ADA Amendments Act, structured interviews during the intake process. Use of structured interviews as part of the intake process allows the DPRC intake staff to have a more individualized experience with the disabled student. This, in turn, leads to greater self-reported student satisfaction with the intake process as the student reports that he or she was heard and understood by the DPRC staff member. This approach will also help the intake staff align with sociopolitical models of disability, as supported by our departmental mission statement.

**Rationale**

A clear, comprehensive, user-friendly first-time experience with DPRC increases the likelihood that students with disabilities will return to and utilize the DPRC in a manner that is proactive rather than reactive. This also decreases the likelihood of student grievances based on misunderstandings of their rights and responsibilities, and enhances disability identity by empowering students to be self-advocates.

**Measures**

Student Learning Outcomes (SLOs) will be measured through a written assessment tool and/or a DPRC facilitated focus group. Questions reflect the retrospective pretest and posttest design, toward improved understanding of rights, responsibilities and resources. Program Objectives will be met by updating the forms and materials mentioned in a) and b) above, and by continuing to provide training and support to DPRC disability specialists as needed around best practices in conducting a structured interview.

**Results**

DPRC staff provided students new to the campus with an orientation to the DPRC during the August 2010 Welcome Days in a workshop entitled, “DPRC: Your Resource for Disability Access.” Attendance was limited to just a few students.

In November of 2010 a new registration webpage was uploaded to the DPRC website so that the student public would clearly know how to request reasonable accommodations at SF State. This webpage can be viewed at [http://www.sfsu.edu/~dprc/registering.html](http://www.sfsu.edu/~dprc/registering.html). Data collected from November 1, 2010 to May 1, 2011 reflects the following:

- 1,656 page views
- Third most visited page on the DPRC website
- People spend an average of 2:47 minutes on the page

DPRC staff revised disability documentation guidelines between May 2010 and November 2011 to reflect a consistent and clear format. The resulting guidelines are posted for public viewing at the above-referenced URL. The learning disability documentation guidelines are structured differently than the other six (6) due to the unique nature in which a learning disability is diagnosed.

DPRC disability specialist staff participated in three important webinar trainings sponsored by AHEAD (Association of Higher Education and Disability) and the EEOC (Equal Employment Opportunity Commission) that addressed the Americans With Disabilities Act as Amended in 2008 and its relevance on providing reasonable accommodations in higher education.

- “Implementing the New ADA and DOJ Regulations”, aired December 2010 in anticipation of the EEOC implementation guidelines that where then published in March 2011 (AHEAD)
- “Implementing the new EEOC Guidelines”, aired March 2011 (EEOC)
- “Mining Learning Disability Documentation for Clues in Determining Eligibility for Specific Accommodations”, aired March 2011 (AHEAD)
These trainings have informed the professional staff members’ development and refinement of engaging in the interactive process with students with disabilities.

Conclusion
The DPRC Orientation workshop mentioned above is not currently mandated and is in direct competition with other Welcome Days events for student attendance (e.g., academic advising, financial aid seminars, etc.). Although DPRC surveyed attendees on their increased understanding of DPRC services, there was no significant data to collect from this event. The workshop format will be re-evaluated for possible integration into the 2012 DPRC Open House event during Welcome Days. Increased student understanding from this event will be measured by having participants respond to a pretest-posttest evaluation using the DPRC’s SurveyGizmo online account.

The new registration webpage outlining steps for requesting reasonable accommodations and including updated disability documentation guidelines has been useful for sharing this information digitally with prospective students and other professionals assisting prospective students with the registration process. Under the leadership of the DPRC Assistant Director, professional staff will continue in the coming year to working towards “institutionalizing” the interactive process into standard business practices, (e.g., standardizing the interview format, uniformly identifying relevant collateral information in the absence of complete disability documentation, etc.). Meaningful data will be identified and collected on students understanding of the reasonable accommodation process after these changes are in place.

Goal #2: Student Learning Outcomes & Program Objectives

Student Learning Outcomes
1. During 2010-2011, DPRC students with disabilities eligible for accessible electronic media accommodations will learn how to use electronic and information technology (E&IT) in their courses more effectively, and will be at least 25% more likely to complete a course for a satisfactory grade than eligible students who did not use E&IT in their courses. By 2011-2012, completion of a course toward a satisfactory grade will improve by 30%.

2. During 2010-2011 DPRC students with disabilities eligible for adaptive technology accommodations will learn how to use the technology in their courses more effectively, and will be at least 10% more likely to complete a course for a satisfactory grade than eligible students who did not use adaptive technology. By 2011-2012, completion of a course toward a satisfactory grade will improve by 25%.

Additional Program Objectives
1. During 2010-2011, DPRC will partner with Academic Technology to provide 1:1 to select students and faculty on best practice on the use of E&IT in the classroom.

2. During 2010-2011, DPRC will increase and enhance outreach efforts to students DPRC students who are eligible for 1:1 adaptive technology training.

Rationale
Students with disabilities remain one of the most underrepresented minority groups in colleges and universities. Graduation and retention rates of college students with disabilities are also historically very low. Improving satisfactory grades improves college retention rates of students with disabilities. Access to and use of accessible instructional materials and technology improves the likelihood of student success (and employment) both during and after college.

Measures
Objectives will be measured using a variety of existing assessment tools (i.e., DPRC facilitated interviews regarding student use of priority registration; correlations between student accommodation use, training and class completion rate).
**Results**

Data gathering as described in the above measures was tabled due to competing commitments this year. The data will need to be gathered and tracked in future reports. That said, these departmental developments aided in tracking and providing electronic access to students with disabilities:

- The internal referral process of disability specialists connecting students with the accessible media coordinator and accessible technology trainer were streamlined with an online form/email notification process. Since this process was implemented, the correlation between number of students receiving a new referral to accessible media in 2010-2011 (n=23) and the number of new students using accessible media (n=23) is 1, or 100%.
- Expansion of a site license for an assistive technology software program (Kurzweil) that is commonly used by community college transfer students was implemented, which expanded accessibility format options for students.
- The accessible media coordinator worked closely with DPRC and SIMS colleagues in developing a dynamic tracking system for identifying students eligible for accessible media, the courses they are enrolled in and the related instructional materials that they may need to be converted into an accessible format. Plans are in the works for including elements within the tracking system allowing users online access to be able to know where their accessible requests are in the conversion process, and to allow for timelier student access to instructional materials.
- The DPRC Training Coordinator worked with Academic Technology (AT) on accessible instructional delivery via training institutes and 1:1 accessibility instruction offered to interested faculty. Increased accessibility instruction to faculty decreases the number of electronic instructional materials requests that need to be remediated by DPRC on behalf of students, resulting in timelier direct access for the disabled student.

**Conclusion**

As the results section indicates, there are a number of noteworthy developments that will have a direct impact on electronic access to instructional materials and activities. Future data collection will include 2010/2011 data as well as 2011/2012 data and beyond resulting in clearer understanding of the correlation between access to electronic materials and student retention.

**Goal #3: Student Learning Outcomes & Program Objectives**

**Student Learning Outcome**
During 2010-2011 DPRC student employees learn about sociopolitical, attitudinal, and universal access issues of people with disabilities and improve their understanding of these issues by at least 50%. By 2011-2012, this understanding will improve by 80%.

**Additional Program Objectives:**
1. Throughout 2010-2011, incorporate disability awareness and etiquette training into new student employee orientation sessions.
2. Provide regular opportunities for student employees to receive training, feedback and/or an opportunity to dialogue with DPRC staff and/or persons with disabilities about their experience working with people with disabilities.

**Rationale**
DPRC has one of the largest student employee staff on campus. What they learn outside of the classroom is as much a part of the college experience as academics. Students who begin to understand the disability experience through their own employment will carry this knowledge with them through their next employment arena, thus working to diminish the impact of discrimination of persons with disabilities in the workplace.

**Measures**
The Student Learning Outcome (SLO) was measured through a survey distributed to all DPRC student employees in May 2011. Nine Likert measures addressed the 3 areas of learning: sociopolitical,
attitudinal, and universal access issues. In addition, open ended questions allowed employees to share how their work at the DPRC had impacted their attitudes and behavior.

**Results**

Of the 155 DPRC student workers in Spring 2011, 27 (17.4%) completed the survey. Most (74.1%) were undergraduates and from the Bay Area (63%). The majority of students agreed or strongly agreed that: (1) Working at the DPRC had increased their general awareness of disability (77.8%); (2) Felt valued and appreciated in their work at the DPRC (74.0%); (3) Multiple approaches to testing subject matter benefits all students (74%); (4) Told others that promoting equality for all, regardless of disability, benefits all of the society (81.5%). (5) Their work efforts at the DPRC contribute to equality for people of disabilities (81.4%); and (6) Students with disabilities are able to compete academically at the university (74%).

The negatively phrased questions drew slightly less DPRC student worker support for enhancing equality for students with disabilities. Of the 27 respondents, less than two-thirds disagreed or strongly disagreed that (1) Having a learning disability limits one’s selection of an academic major (62.9%); and (2) Less than half (44.4%) disagreed with the statement that timed tests are necessary to measure students’ understanding of subject matter. However, 40.7% selected “uncertain” for this statement, indicating that the students may benefit from further training in this area. The student workers did overwhelmingly disagree (83.1%) with final negatively phrased item — that special course related accommodations provided to students with learning disabilities are unfair to other class members.

Finally, the student workers shared their DPRC work experiences that influenced their answers to the survey. Of the 26 students who responded, half wrote about their interactions with students with disabilities and their appreciation of the student workers’ efforts. "I thought that working with the DPRC really made me more aware of those with disabilities. I feel like I am really helping with my work for the DPRC."

**Conclusion**

In general, the DPRC student workers are very supportive of their efforts and those of the DPRC in enhancing the educational access for students with disabilities; this was particularly true for the positively phrased statements. Two of the three negatively phrased statements had relatively low levels of student disagreement. Nonetheless, most of the quantitative measures revealed opportunities for growth. Further training efforts could be particularly beneficial if dedicated to accessibility and student testing methods (i.e., the role of timed tests). The opportunity for growth for understanding how timed tests relate to reasonable accommodations was particularly striking. The student workers could benefit from understanding not only the contributions that they provide to the SF State students and employees, but also be able to better serve as ambassadors of accessibility.

A few students offered critiques of the DPRC services. Although these were infrequent (2), one is worth noting. One student raised concerns about DPRC’s confidentiality practices. Given the importance of this issue, all trainings should address this topic in detail, including definition, importance, and associated strategies and practices. Role playing may be appropriate to provide students with an opportunity to practice confidentiality.

The evaluation tool could be enhanced for future use. Three distinct scales — sociopolitical, attitudinal, and universal access issues — did not emerge as hoped. The related nature of the three issues is likely to have contributed to this result. Distinct scales for sociopolitical, attitudinal, and universal access issues that include two or measures per issue would be more valid. If this is important then the measures should be revisited.

Finally, change at the 50% level could not be addressed with this survey, as the issue of change was measured with the open-ended questions. Future surveys could include a retrospective pre-test, asking the workers to reflect on their viewpoints prior to their work with the DPRC. However, on average the students had 3 semesters of service at the DPRC (ranging from 1 to 10 or more), which would likely decrease the accuracy of recall.