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 2011 and through the 2011-2012 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 2011-2012 and 2012-2013, understanding of student rights and responsibilities will improve by at least 50%.

2. Students new to DPRC registration process beginning June 2011 and through the 2011-2012 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 2011-2012 and 2012-2013, understanding of available resources will improve by at least 30%.

Program Objectives

1. The program objective for updating content of all intake forms and materials and formatting them so that they are universally accessible will continue for the 2011-2012 cycle (All of the
documentation guidelines were updated during the last cycle but updating the intake forms, accommodation and procedural notices, etc., is still in progress).

2. As of January 9, 2012 the “Registration” webpage on the department website will be updated again to incorporate additional changes to enhance transparency of the registration process to users. The remainder of the website will be updated by March 23, 2012 for 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. Integration of the ADA Amendments Act by the professional will continue in the coming year to “institutionalize” the interactive process, (e.g. standardizing the interview format, uniformly identifying relevant collateral information in the absence of complete disability documentation, etc.) in order to align with the sociopolitical models of disability that are 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
During the 2011-2012 academic year methods of collecting meaningful data on students understanding of the reasonable accommodation process will also be enhanced to include the launch of an annual year-end survey to be administered electronically with SurveyGizmo account during the first week of May 2012. This survey will be designed and coordinated by the assistant director in collaboration with the student resource team and in consultation with the Managing Director. Students will be asked to evaluate their understanding of DPRC services covered throughout the intake process and at other DPRC informational events (e.g., Sneak Preview, DPRC Open House), as well as their ability to find and understand information about DPRC services on the updated departmental website. The May 2012 administration of the year-end survey will establish a baseline of comparison for interpreting learning outcomes in the following May 2013 administration of the survey.

Results
To be reported at the end of the 2011/2012 academic year.

Conclusion
To be reported at the end of the 2011/2012 academic year.

Goal #2: Student Learning Outcomes & Program Objectives

Student Learning Outcomes
1. During 2011-2012, DPRC students eligible for electronic instructional materials will increase their use of priority registration by 25% between the Fall 2011 and Spring 2012 semesters.

2. During 2011-2012 DPRC students with disabilities eligible for electronic media and adaptive technology accommodations will increase their use of these accommodations by 20% (between June 2011 and June 2012) and will be at least 10% more likely to complete a course for a satisfactory grade than eligible students who did not use electronic media or adaptive technology available to them]. By 2012-2013, completion of a course toward a satisfactory grade will improve by 25%.

Program Objectives
1. During 2011-2012, DPRC will continue to enhance outreach efforts encouraging students to utilize priority registration for timelier receipt of electronic instructional materials.
2. During 2011-2012, DPRC and University Registrar/Sims manager will complete required web reports needed to integrate electronic media accommodation eligibility information into SIMS database (towards 2013 integration into the student web portal).

3. During 2011-2012, DPRC will complete a captioned media request form for faculty, and complete the dissemination of the SF State captioning workflow process.

4. During 2011-2012, DPRC will continue to 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. Use of priority registration, integrated web forms and requests, and a transparent captioned media workflow and enhanced adaptive technology training all allow for timelier access to accessible materials, increasing the likelihood that students will complete their courses for a grade.

Measures
Objectives will be measured by using a variety of existing assessment tools (e.g., DPRC existing priority registration web reports, accessible media database, and correlations between student accommodation use, technology training and class completion rate).

Results
To be reported at the end of the 2011/2012 academic year.

Conclusion
To be reported at the end of the 2011/2012 academic year.

Goal #3: Student Learning Outcomes & Program Objectives

Student Learning Outcome
During 2011-2012 DPRC student employees will continue to learn about sociopolitical, attitudinal, and universal access issues of people with disabilities and improve their understanding of these issues by 50%. By 2012-2013, this understanding will improve by an additional 30%

Program Objectives
1. Throughout 2011-2012, continue to incorporate disability awareness and etiquette training into new student employee orientation sessions with an emphasis on maintaining confidentiality rights of the student registered with the DPRC, additional education on the concepts of “opportunity for equity” versus “helping”, and challenging assumptions about demonstrating academic competency, (i.e. time exams versus other measures in line with the universal design for learning model).

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 May 2012 student assistant survey administration will include a retrospective pre-test, asking the assistants to reflect on their viewpoints prior to their work with the DPRC, and include a quantitative analysis design (e.g., five point Likert scale) for comparison across academic years.

**Results**
To be reported at the end of the 2011/2012 academic year.

**Conclusion**
To be reported at the end of the 2011/2012 academic year.