

Student Services
Departmental Goals and Assessment Plans 2014-2015

Department Name: Disability Resource Center

Departmental Goals for 2014-2015 (not all of these have to be assessed)

1. Improve DRC communication with faculty by: (1) Working in partnership with the Dean's Council to attend academic departmental meetings to provide faculty with training on DRC processes and best practices for working with students with disabilities. (2) Revising the DRC Accommodation Letter that is given to faculty to make communication more clear. (3) Developing a glossary of accommodations to help faculty better understand what each accommodation means.
2. Co-host an event with Veterans Services (either a luncheon or dinner) highlighting the DRC/Veterans partnership, to honor veterans with disabilities, and to enhance relationships between the two departments.
3. Pilot a new speech-to-text project (either C-PRINT or TypeWell) for students who are Deaf or Hard of Hearing which is a less expensive alternative to CART, which we currently provide.

Project (Assessment) Title: 2014-2015 Electronic & Information Technology (EIT) Survey

College Priority & Objective

Improve Student Access & Success

Methodology (Plan/Timeline/Method):

Recent Office for Civil Rights settlement agreements have focused on EIT and barriers faced by people with disabilities in digital environments. The Universal Access Committee has set EIT accessibility as our highest priority. We were able to obtain permission from the University of Montana (one of the schools named in a recent OCR settlement agreement) to replicate their EIT accessibility student survey at SLCC. Utilizing Campus Labs, the survey was distributed to all students registered with the DRC. We offered several Bookstore gift cards to the participants, and this seemed to boost the number of responses we received. The results will be used to help prioritize the college-wide transition plan.

Note: If you are assessing a learning outcome, list the Student Services learning outcome

Results/Findings

A total of 115 responses were received for the EIT survey. The questions gathered both quantitative and qualitative data.

Quantitative Data

We asked four basic questions targeting the areas of EIT that have the potential to impact students. The number of responses are indicated below.

1. Have you experienced any difficulties in accessing electronic and information technology (EIT) in any of these General Student Functions?

Due to VP every year on August 15th

College websites	11
BruinMail	21
MyPage	27
DegreeWorks	5
Course Registration	13
Application for Admission/ Enrollment Appeals/ Graduation	8
Financial Aid	9
Telecommunications	1
All Access	10
Other	10
None of the above	62

2. Have you experienced any difficulties in accessing electronic and information technology (EIT) in any of these Specific Academic Functions?

Canvas / Learning Management System	21
Classroom Clickers or other in-class technology	4
Blogs, Electronic Books, and Other Electronic Resources	6
Classroom Presentations/materials - video, audio, lectures, etc.	11
Computer Labs	9
Tutoring and Other Academic Support Services	15
Software Required for Coursework	9
Research	4
Library	5
Library Services, including e-journals, databases and e-books	7
Library Website	4
Library Computer Labs	5
Academic Enrichment, including Study Abroad, Alternative Spring Break, Service Learning and Internships	4
Other	8
None of the above	66

3. Have you experienced any difficulties in accessing electronic and information technology (EIT) in any of these Student Employment areas?

Applications/Job Listing	5
Career and Student Employment Services	2
General Office Equipment (copiers, fax machines, etc.)	4
Computers and Software	5
Telecommunications	2
Training	6
Other	1
None of the above	93

4. Have you experienced any difficulties in accessing electronic and information technology (EIT) in any of these Student Involvement areas?	
Dining Services	6
Career and Student Employment Services	2
Internships	5
Student Government/voting	6
Student Activities (tickets, ATMs, movies, etc.)	6
Other Student Activities	1
Other	3

Qualitative Data

In addition to the answers indicated above, there were a number of written responses identifying accessibility concerns. Some of the themes included:

- Canvas navigation
- All Access connectivity and speed
- Captions not available on media
- Assistive Technology issues (Kurzweil, Smart Pens, etc.)
- Additional tutoring subjects needed

Actions Taken (Use of Results/Improvements)

These results will be shared with the Universal Access Committee, and with key departments with identified accessibility issues. When the Universal Access Coordinator is hired, these results will serve as a roadmap on areas of focus their efforts to identify potential solutions. All of the results from this survey will be utilized to help shape the college-wide transition plan.

Project (Assessment) Title: 2014-2015 DRC Faculty Training Evaluation

College Priority & Objective

Improve Student Access & Success

Methodology (Plan/Timeline/Method):

DRC Advisors attended academic departmental meetings to provide basic training on DRC processes and best practices for working with students with disabilities. At the conclusion of the training, evaluations were distributed to the faculty in attendance via Campus Labs to determine if we were effective in helping faculty gain a deeper understanding of DRC procedures, campus resources, and how to better serve students with disabilities. These results will help us determine if there are other ways to effectively get our message out to faculty.

Results/Findings

We received 20 responses to our survey, however this was not indicative of the number of faculty who participated in our trainings. The responses included:

- 65% indicated that they feel better prepared to provide accommodations in the future
- 65% indicated a better understanding of their responsibility to provide accommodations
- 70% indicated a better understanding of the DRC's role

Due to VP every year on August 15th

- 75% indicated a better understanding of the resources available to them
- 90% ranked the speakers as very knowledgeable

There were only five qualitative responses when asked for comments. The themes included:

- Already familiar with the information
- Already work closely with the DRC

Part of the reason we decided to provide this training to faculty was from the Universal Access Focus Groups, where faculty indicated that they would like more information and better communication about DRC processes. Although the general results of our evaluations were favorable, the quantitative data indicates that faculty felt they already knew this information.

Actions Taken (Use of Results/Improvements)

Since it is not feasible to have the DRC attend all academic departmental meetings, we have determined that it will be more effective to work with the Center for Innovation to post our training on Udemy. We are hoping that online trainings will offer a just-in-time approach that faculty seem to desire. We will also continue to offer this same training at New Faculty Orientation, since it is critical for new faculty to understand their responsibilities.

Project (Assessment) Title: 2014-2015 Disability Awareness Week Evaluation

College Priority & Objective

Improve Student Access & Success

Student Services Learning Outcome

Think reflectively and critically

Methodology (Plan/Timeline/Method)

An evaluation was distributed at the end of each Disability Awareness Week activity to examine its effectiveness in meeting the learning objective of helping the SLCC community gain a deeper understanding of disability. The results were entered into Campus Labs and will be utilized to help determine future programming.

Results/Findings

There were a total of 165 responses:

34	Employment & Disability Panel Discussion
93	Assistive Technology Fair
7	“Going Blind” Film & Panel Discussion
31	Sam Comroe Keynote

Quantitative Data

- 82% felt that they learned more about people with disabilities
- 85% indicated the events were educational
- 77% indicated the events were entertaining

- 88% indicated the events were interesting
- 75% indicated the events were motivational
- 84% indicated the events were well organized

Qualitative Data

Respondents were asked what new information they learned about people with disabilities. The qualitative themes included:

- The types of technology available for people with disabilities.
- Career options/job accommodation issues for people with disabilities.
- A better understanding of Tourette Syndrome.
- There are many programs and services available to help people with disabilities.

Respondents were also asked what suggestions they have for future Disability Awareness Week activities. The themes included:

- Better advertising and signage.
- More time for the panel.
- More information about specific disabilities (i.e., mental health, multiple sclerosis, speech impairments, seizures, etc.)
- Nothing—it was great!

Actions Taken (Use of Results/Improvements)

We have re-evaluated our messaging for future Disability Awareness Week activities to ensure that we are helping the College challenge stigmas and preconceived notions of disability. Our next Disability Awareness Week theme will be “Reframing Disability”. We are also trying to focus some of our efforts on hidden disabilities. We will be offering a Student Panel Discussion with students who have mental disabilities called “Stand up to Stigma”. After reviewing the results of our evaluations, we feel that this perspective will be well-received, and it also falls in line with guidance from AHEAD (our professional organization). We are also working with Institutional Marketing to improve our advertising for the events. We would like to have information to pass out to faculty at Convocation so they can encourage students to attend.