

Student Affairs Annual Highlights 2015-2016

Department Name: Disability Resource Center

Dash Board Indicators: (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

Students Served	2013-14	2014-15	2015-16
	Active 1,424 Pending 89 Closed 2,901	Active 2,355 Pending 409	Active 2,109 Pending 280
Active Students by Disability (2015-16)	Disability Type	Count	% of total
	ADHD	362	25.67%
	Autism Spectrum	42	2.97%
	Blind/Low Vision	22	1.56%
	Communication Disorder	7	0.49%
	Deaf/Hard of Hearing	15	1.06%
	Intellectual Disability	17	1.20%
	Learning Disability	401	28.43%
	Medical Condition	191	13.54%
	Mobility/Orthopedic	28	1.98%
	Neurological	94	6.60%
	Psychological/Mental Health	211	14.96%
	Substance Abuse	4	0.28%
	Traumatic Brain Injury	16	1.30%
	Total	2,109	100%
High School Visits/Tours		2014-15	2015-16
		541 Students 16 Visits 30 Tours	685 Students 122 Parents/Staff 32 Visits 12 Tours

Programming or Service Highlights: (Please use bullet format.)

- Universal Access Coordinator and Specialist were hired to move forward the work of the Universal Access Committee (UAC).
- UAC completed the college-wide transition plan.
- Math Accessibility Working Group (MAWG) developed accessibility guidelines and shared those with all Faculty in the department.
- MAWG presentations at the Instructional Technology Council and the AHEAD national conferences.

- Facilitated Universal Access Teaching Circles in partnership with the FTLC featuring the following books: “Making it Stick” and “Universal Design in Higher Education: From Principles to Practice”.
- UAC distributed 5 grants for faculty and staff to increase enthusiasm for accessibility.
- Implemented the new data system for the DRC—Accommodate by Symplicity.
- Revamped internal DRC processes including testing, notetaking, accommodation notification, and equipment inventory.
- Streamlined student processes including a paperless student accommodation request form, paperless notetaking, and online test scheduling.
- Established a part-time Accessibility Advisor with rotations at West Valley and Redwood campuses.
- The Veterans/DRC partnership was highlighted in the national publication—Disability Compliance for Higher Education.
- Private testing rooms remodeled at South City Campus.
- DRC Advisors are presenting on the NASPA Professional Competency Areas in All Staff meetings to build capacity of the department.
- Several members of the department were awarded an Equity, Diversity and Inclusion Grant to facilitate programming for students on the Autism Spectrum.
- Coordinated DRC Peer Action Leadership Program (PALS) which provides leadership opportunities for students.
- Coordinated Disability Awareness Week activities
 - Student Voices Panel Discussion on Mental Health
 - Assistive Technology Fair
 - Paul Roberts (SLCC Faculty) book reading and reception
 - Keynote speaker Anna Benanati
- Sponsored the DRC Appreciation Luncheon to highlight partnerships college-wide.
- DRC Retreat focused on Teambuilding and shifting perspectives on disability.
- DRC developed a departmental wellness program in partnership with HR.
- Provided eight scholarships for DRC students participating in Alternative Spring Break.
- In addition to accessibility advising, the DRC provided the following services for students:
 - Proctored **2,874** accommodated tests.
 - Coordinated **197** peer note takers.
 - Converted **441** textbooks into accessible formats.

Assessment Highlights: (Please use bullet format.)

- PALS Learning Outcomes
 - DRC developed a new training program and a survey was distributed to all PALS within our department to measure learning outcomes (n=5).
 - Quantitative Data
 - 60% are moderately comfortable covering the front desk.

- 60% feel they are very effective communicating with SLCC faculty and staff.
 - 100% think that confidentiality is extremely important in the work place.
 - 80% feel that working in the DRC has been very beneficial or extremely beneficial toward developing their future career.
 - Qualitative Data--Themes
 - Disability is often hidden.
 - People with disabilities (PWDs) are like everybody else.
 - Many PALS identified learning about testing procedures and working with students who are dealing with test anxiety.
 - The PALS enjoyed the trainings on Deaf culture, assistive technology, and inclusivity the most.
 - Many identified customer service or office skills that were developed in the DRC.
 - Smart Pens seemed to impact the PALS and they were able to make connections to how students without disabilities could also use this technology.
 - All were able to identify skills people need to demonstrate professionalism.
- DRC Intake Learning Outcomes
 - Students completed a survey after completing their informational meeting (n=39)
 - 69.23% rated the performance of DRC front desk employees Excellent in terms of professionalism and courtesy.
 - 58.97% knew that accommodations should be requested every semester.
 - 79.49% understood that classroom accommodations from high school do not automatically be approved at SLCC.
 - 94.87% knew that they should contact their Accessibility Advisor if a faculty member is not giving them their approved accommodation.
 - 64.1% knew that Bruinmail is the preferred/official method that SLCC communicates with students.
- Student Perspective on DRC Language
 - Focus groups were conducted with DRC students examining the use of language surrounding disability and the name of our department.
 - Fourteen students participated on three campuses.
 - Focus group themes:
 - The majority of focus group students stated that they indeed identify as individuals with disabilities.
 - Many of the students also agreed that they found the name “Disability Resource Center” a barrier to access services- stating that there was some perceived stigma for themselves or for their friends or family from accessing services.
 - There were at least four students that were very proud of their disability and did not feel stigmatized in any way.
 - Of the three campuses surveyed there was a consensus that the name “Disability Resource Center” should be changed.

- The term “resource” appeared to trigger a larger reaction from students than the word “disability.” Many students agreed that the term “resource” was too reminiscent of the language utilized while the students were attending the K-12 educational systems.