

Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

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DISABILITY RESOURCE
CENTER

SALISBURY UNIVERSITY

Salisbury University
Office of Student Affairs
[Disability Resource Center]
[August 8, 2022]

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EXECUTIVE SUMMARY (one page)

The Disability Resource Center (DRC) is committed to fostering accessible learning opportunities and environments for qualified students with disabilities. During the 2021-2022 academic year, 701 undergraduate and graduate students were served by the DRC. The DRC currently provides reasonable accommodations and services to 9.3% of the total student population¹, a 6% increase since 2017. Student learning objectives include understanding the process for requesting, receiving, and using reasonable accommodations at SU, as needed, and being able to self-advocate and clearly articulate accommodation needs to others. The DRC goals and student learning outcomes are consistent with Student Affairs' and the University's strategic plans, especially those aimed to advance student leadership development, foster accessible and inclusive communities, and recognize and celebrate student success. These goals are met through DRC services including the provision of reasonable accommodations/services for students with disabilities (including students with temporary disabilities), education about, and referral to, on and off-campus resources, outreach to students, faculty, and staff, and the facilitation of academic skill-building sessions on topics such as study skills, self-advocacy, disability identity, time management, and organization.

DRC staff facilitated over 145 hours of outreach to the campus community during the 2021-2022 academic year. Additionally, DRC staff collaborates extensively with students, faculty, staff, and administration both on and off-campus regarding disability accommodations and services related to student access including physical plant, the Office of Institutional Equity, SU Cares, athletics department, student affairs offices, and academic department chairs and deans along with community-based agencies and peer institutions of higher education.

¹ Total student population: 7,570 (F21)

Section I: Department Overview

Vision

The DRC aims to inform, educate, and support students with disabilities in ways which allow them to achieve their educational, career, and life goals, on the basis of their personal skills, abilities, interests, and values. Equity in access, rights of privacy, and the integrity of academic programs, policies, and practices are emphasized by the DRC.

Mission

The DRC is committed to fostering accessible learning opportunities and environments for qualified students with disabilities. To support its mission, the DRC serves as a resource for students and instructors and values student self-empowerment, self-direction, and self-determination while believing that access to educational opportunities for students with disabilities should in no way compromise the intended learning outcomes of any educational opportunity or environment inside or outside of the classroom setting.

Department Goals

1. Promote the success of students with disabilities through academic skill-building and self-advocacy initiatives.
2. Foster accessible and inclusive communities for students through outreach to the campus community and beyond regarding disability issues.
3. Recognize and celebrate student success.

Scope of Practice – Services Provided

- Provision of quality resources/services to students with disabilities (including temporary disabilities)
- Facilitation of assistive technology training for students with technology accommodations
- Advisement of on and off-campus resources for students
- Facilitation academic skill-building and self-advocacy sessions for students
- Coordination with on and off-campus resources as it relates to disability accommodations and access.
- Facilitation of the AccessAbility Advocate Training Program
- Event programming related to disability issues (e.g., Disability History and Awareness Month (DHAM) campaign)
- Staff training
- Staff and Committee Consultations (e.g., Admissions/Readmissions Committee, Kirwan Center Accessibility, Housing Accommodations Review Committee, and several COVID-19 planning committees)
- Management and coordination of services provided to students through the AccessAbility Peer Advocate Program
- Advisement of Delta Alpha Pi, disability services honor society

Student Learning Outcomes

- DRC-registered students will be able to explain the process for requesting and implementing reasonable accommodations at SU.
- DRC-registered students will be able to clearly articulate their accommodation needs.
- DRC-registered students will be able to identify at least three (3) campus resources for achieving academic success.
- DRC-registered students will be able to identify their rights and responsibilities under the Americans with Disabilities Act

Section II: Service Delivery, Admissions, and Financial Aid Outcomes

Students Served (July 1 – June 30 time period)

*Enter "N/A" if data are not available for this reporting period.
Admissions and Financial Aid and Scholarships skip to below.*

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	641
Total number of "visits" (includes repeat visits)	N/A
Total number of service contact hours across all service types	N/A
Graduates	Outcomes
Total unique number served (do not include repeat visits)	60
Total number of "visits" (includes repeat visits)	N/A
Total number of service contact hours across all service types	N/A
Overall	Outcome
Total unique number of undergraduates and graduate students served	701

Comments:
Appointment information can not be aggregated by student classification.

ALL AREAS

Examples of Major Events, Services, Activities, and Initiatives²

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served
AccessAbility Advocate Training Program	Students, Faculty, Staff, Prospective students/families, and HS Transition Staff	<ul style="list-style-type: none"> ▪ 86 students³ ▪ 47 staff ▪ 41 faculty
Delta Alpha Pi Spring Induction	Students	<ul style="list-style-type: none"> ▪ 25 new inductees⁴
DRC S.T.A.R.S. (Student Transition, Access, Retention and Success Program)	Students	<ul style="list-style-type: none"> ▪ 6 upperclassmen mentors ▪ 21 undergraduate mentees
Access Awards	Students, Faculty, and Staff	<ul style="list-style-type: none"> ▪ 60 attendees ▪ 10 award recipients
Screening of Crip Camp and Discussion w/ Disability Rights Activist, Judy Huemann	Students, Faculty, and Staff	<ul style="list-style-type: none"> ▪ 40+ attendees

² Contact the Associate Vice President for assistance in completing this section if needed.

³ Includes student staff

⁴ DAP eligibility- 3.1 GPA and 24 credits

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2021 – June 30, 2022 Allocations

Budget Category	Allocation
01	\$358,854.93
02	\$29,929
03	\$50,743
Total	\$439,526.93

July 1, 2021 – June 30, 2022 Expenditures

Budget Category	Expenditures
01	\$300,834.45
02	\$22,340.02
03	\$45,985.84
Total	\$369,160

July 1, 2021 – June 30, 2022 Revenue Generated

Initiatives or Purposes	Revenue Generated
<i>Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.</i>	\$12,250.00
Total	

Comments related to budget decisions, concerns, cuts, reallocations, etc.

Section IV: Collaborations and Partnerships (Internal and External)⁵

Examples of Collaborations and Partnerships	Outcomes and Impact
Dorchester County Public Schools	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education
Housing and Residence Life Staff	Presentation on working with students with disabilities. Co-chair the Housing Accommodations Review Committee, Oversight of the Animals on Campus Policy
College of Health & Human Services-SOWK Dept.	Co-developed the University's first Disability Studies minor. Supervision of SOWK of interns in the DRC
Academic Affairs	Fulton Foreign Language requirements Course Substitution/Waiver Policy
Athletics	Provision of temporary accommodations to student athletes
Henson School-Chemistry Dept.	Program technical standards and reasonable accommodations
Center for Student Achievement (CSA)	Strategies and techniques for providing academic supports to students with disabilities
Delta Alpha Pi-Honor Society	Advising support, and facilitation of DAP mentor training, and Induction Ceremony
SU Cares	On-going consultation with Case Manager and referrals to on and off campus resources
Student Health Services	Procedure for disability-related requests for modifications to the University's masking policy
Instructional Design & Delivery (ID&D)	Accessibility of documents and MyClasses
Office of Institutional Equity	Reasonable Accommodation consultations with faculty and staff, as needed
Office of Diversity and Inclusion	Center for Justice, Equity, and Inclusion Open House; Multicultural Alliance (DAP)
Office of Sustainability & Environmental Safety	Policy and procedure for requesting emergency evacuation assistance
Water's Edge Museum	Disability as a Civil Right (Disability Pride event)
Parking Services	Procedure for requests for parking accommodations
Seidel School of Education	Guest Lectures on disability awareness and rights -EDUC 504: Diversity in Democracy -EDUC 620: Higher Education Law
Fulton School of Liberal Arts	Guest Lecture on disability in the workplace -COMM 260: Business & Professional Communication

⁵ Contact the Associate Vice President for assistance in completing this section if needed.

Section V: A Summary of Achievements Related to Student Affairs and SU's Strategic Plan

The following are examples of ways in which the Unit is assisting Student Affairs and the University achieve strategic plan goals. Please use bullet or numerical formatting to provide examples of **significant** achievements. Some achievements may apply to multiple goals. Use measurable outcomes as much as possible.

Goal 1: Enrich academic success and student development.

- Facilitation of the AccessAbility Advocate Training Program; designed to promote disability awareness and understanding throughout the campus community through the development of skills and knowledge necessary to foster an accessible and inclusive living learning environment for individuals with disabilities at Salisbury University (*52 training sessions*).
- Facilitation 597 individual academic skill-buildings on topics such as study skills, self-advocacy, disability identity, time management, and organization.
- Recognition and celebration of student success through the advisement of Delta Alpha Pi International Honor Society and the 2nd annual DRC Access Awards (*Inducted 25 new DAP members and recognized 10 members of the campus*).
- Supervision of Undergraduate and Graduate-level SOWK interns (*16 hours per week for 3 interns*).
- Proctored 1,476 exams for students with approved testing accommodations (*over 2,000 hours*).
- Facilitation of the DRC S.T.A.R.S. (Student Transition, Access, Retention and Success Program) This program provides incoming students with disabilities with the information, resources, and DRC services necessary to ensure a seamless transition to Salisbury University.

Goal 2: Inspire a campus culture of inclusive excellence, support, and collaboration.

- Revamping the DRC AccessAbility Advocate Training Program; designed to promote disability awareness and understanding throughout the campus community through the development of skills and knowledge necessary to foster an accessible and inclusive living learning environment for individuals with disabilities at Salisbury University. (*68 training sessions to the campus community*).
- Facilitation of disability services in higher education outreach to prospective students, families, and HS Transition Staff in Talbot, Dorchester, Queen Anne, and Wicomico Counties.
- Promoting disability pride, acceptance, and awareness through the inaugural DRC Access Awards; nominees for these awards have gone above and beyond to display outstanding support and advocacy for students with disabilities.
- Facilitation of over 145 hours of on and off campus outreach on topics such as disability awareness, inclusive language, disability justice, emotional support and service animals, and disability services in higher education.
- Hosted Judy Huemann, Disability Rights Advocate for a live screening and discussion of the movie Crip Camp.

- Hosted a campus wide student-lead “Don’t’ dis my ABILITY experience panel; students with disabilities shared their knowledge and experience as an individual with a disability.
- Co-developed the University’s first Disability Studies Minor (*scheduled to begin Fall 2022*).
- Participation on the University’s Inclusive Excellence Committee.
- Collaborated with Parking Services to establish a streamline process for students with disabilities to request parking accommodations/modifications.

Goal 3: Support access, affordability, and academic excellence.

- Participation in the recruitment of qualified students with disabilities through the facilitation of presentations on disability services in higher education (transition) to prospective students, families, and HS Transition Staff in Talbot, Dorchester, Queen Anne, Wicomico Counties.
- Exploration of grants and donors to support the DRC’s current and future initiatives.

Goal 4: Deepen engagement with our community.

- Collaboration with community partners to build mutually beneficial partnerships and leverage internal and external resources (e.g. Division of Rehabilitation Services, Bay Area Center for Independent Living, Dove Pointe, Workforce Recruitment Program, No Limits EN/ SSA Ticket to Work Program and the Water’s Edge Museum).

Goal 5: Enhance environmental, social, and economic sustainability.

- Participation in on-going assessment and evaluation of services (and service-delivery model) in an effort to ensure access and inclusion of students with disabilities at Salisbury University.
- Collaboration with University Analysis, Reporting and Assessment to strengthen and update the DRC’s internal assessment tools.
- Exploring opportunities for short and long-term donors to support the DRC’s current and future initiatives.
- Collaboration with the Office of Sustainability and Environmental Safety; Emergency Evacuation Assistance.

Section VI: Measuring Up – Research, Assessment, and Evaluation⁶

Goals and Outcomes July 1, 2021-June 30, 2022

What were your department goals for this past year? List them here then provide summative outcomes.

<p>Promote the success of students with disabilities through academic skill-building and self-advocacy initiatives.</p>	<ul style="list-style-type: none"> ▪ 92% of respondents indicated they “strongly agreed” or “agreed” that registering with the DRC has had a positive impact of [their] academic performance. ▪ 53.4% of DRC-registered students have a Cumulative GPA of 3.0 or higher (<i>Average Cumulative GPA is 3.03</i>). ▪ Facilitated 597 academic skill-building sessions on topics such as time management, study skills, and self-advocacy. Facilitated 319 initial intake appointments to newly registered students with disabilities. ▪ Over 145 hours of outreach to the campus community.
<p>Foster accessible and inclusive communities for students through outreach to the campus community and beyond regarding disability issues.</p>	<ul style="list-style-type: none"> ▪ Facilitated over 50 AccessAbility training sessions on topics such as disability awareness, inclusive language, disability justice, emotional support and service animals, program technical standards and accessible events. ▪ Guest lectures on disability history, law, professional communication and community health. ▪ Collaborated with Parking Services to establish a streamline process for students with disabilities to request parking accommodations/modifications. ▪ Participated on the following departmental and university-wide committees: Admissions/Readmissions, Housing Accommodation Review, SA Strategic Planning, SA Professional Development, Welcome Week, SoTL, and Staff Senate.
<p>Recognize and celebrate student successes</p>	<ul style="list-style-type: none"> ▪ Advisement of Delta Alpha Pi (DAP) Honor Society; inducted 25 new members during the 2021-2022 academic year. ▪ DRC-registered students honored for the following academic achievements: Presidential Citizens Scholar and Fulbright (Alternative). ▪ Promoted disability pride, acceptance, and awareness through the 2nd annual DRC Access Awards; nominees for these awards have gone above and beyond to display outstanding support and advocacy for students with disabilities. (recognizing students, faculty and staff)

⁶ Contact the Associate Vice President for assistance in completing this section if needed.

**Examples of Other Research, Assessment, or Evaluation Projects (if applicable)
July 1, 2021-June 30, 2022**

Project	Key Result(s) or Outcomes	Organizational Changes
DRC S.T.A.R.S. Program	91% of the student (participants) indicated that participation in the Program had an impact on [their] academic and social success at SU.	Established an additional layer of support for students through the use of peer mentors.
DRC S.T.A.R.S. Program	93% of the student (participants) indicated that they would recommend the Program to a new student (with a disability).	Secured minimum-time positions through AmeriCorps the amount and availability of peer mentors.

**Student Learning Outcomes
July 1, 2021 - June 30, 2022**

What were your student learning outcomes for this past year? Did you conduct any assessment of those SLOs to see how you're doing? If so, complete this section.

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
DRC-registered students will understand the process for requesting and implementing reasonable accommodations.			<p>According the 2021-2022 DRC Student Satisfaction Survey</p> <ul style="list-style-type: none"> ▪ 91% of respondents indicated they “strongly agreed” or “agreed” that “[they] know how to request and implement accommodations at SU”. ▪ 93% of respondents indicated [they] meet with [their] professors at least once per semester to discuss the implementation of [their] accommodations.
DRC-registered students will know their rights and responsibilities under the ADA.			<p>According the 2021-2022 DRC Student Satisfaction Survey:</p> <ul style="list-style-type: none"> ▪ 89% of the respondents indicated they have “intermediate” or “basic” knowledge of their rights and responsibilities under the ADA.
DRC-registered students will be able to self-advocate and clearly articulate their accommodation needs to others, as needed.			<p>According to the 2021-2022 DRC Student Satisfaction Survey</p> <ul style="list-style-type: none"> ▪ 91% of respondents indicated “strongly agreed” or “agreed” that “[they] feel comfortable providing their memorandums to faculty. ▪ 93% of respondents indicated “strongly agreed” or “agreed” that “working with the DRC helped [me] to learn to advocate for myself.
DRC-registered students will			According to the 2021-2022

able to identify pertinent campus resources at SU.



DRC Student Learning Outcome Assessment:

- 100% of respondents indicated “strongly agreed” or “agreed” that “[they] have knowledge of at least (3) campus resources that promote student success.

Section VII: Strategic Plan-Related Goals (July 1, 2022 – June 30, 2023)⁷

The following goals are intended to be SMART goals. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended but you may have more. Please use new University Strategic Plan 2020-2025 goals for this section.

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
Promote the success of students with disabilities through academic skill-building and self-advocacy initiatives.	Goal 2 Initiative 3		<ul style="list-style-type: none"> Annual DRC Student Satisfaction Survey AIM annual report (number of students registered with the DRC, number of appointments, etc.)
Foster accessible and inclusive communities for students through outreach to the campus community and beyond regarding disability issues.	Goal 3 Initiative 1		<ul style="list-style-type: none"> Annual DRC Student Satisfaction Survey AIM annual report (number of students registered with the DRC, number of appointments, etc.) Faculty Ambassador Survey
Recognize and celebrate student successes	Goal 4 Initiative 4		<ul style="list-style-type: none"> Navigate annual report (review of GPA's and DAP eligibility) Student/Faculty self-report DRC S.T.A.R.S. participant survey

⁷ Contact the Associate Vice President for assistance in completing this section if needed.

