DISABILITY RESOURCE
CENTER
SALISBURY UNIVERSITY

Salisbury University
Office of Student Affairs
Disability Resource Center
August 8, 2023

EXECUTIVE SUMMARY

The Disability Resource Center (DRC) is dedicated to ensuring equal access, opportunity, and participation in the University's courses, programs, services, and facilities through the determination of reasonable accommodations and services for students with disabilities at Salisbury University. The DRC promotes accessibility awareness through educational programming, the development of student self-advocacy, and collaborations with on and off-campus partners.

During the 2022-2023 academic year, a total of 762 undergraduate and graduate students were served by the DRC. The DRC currently provides reasonable accommodations and services to 10% of the total student population. Additionally, DRC staff facilitated over 100 hours of disability awareness outreach to the campus community on topics such as implementing reasonable accommodations, accessible events, and disability identity/inclusion. The DRC's goals and student learning outcomes are consistent with the strategic initiatives of Student Affairs and the University's strategic plans, specifically, those aimed to advance student leadership development, foster equity and inclusion, and celebrate student success.

Our core services include:

1. Information and Resources: We maintain an extensive database of disability-related resources such as accessible housing, assistive technology, education, employment, health care, and transportation. Our knowledgeable staff provides accurate and up-to-date information, helping individuals make informed decisions about their options.

2. Academic Skill-Building: A support service for students who desire to improve their academic and self-management skills, such as time management, organization, note-taking, and study skills.

3. Assistive Technology: We offer demonstrations, loans, and training on various assistive devices and technologies to improve accessibility and independence.

4. Peer Support: We recognize the value of connecting individuals with disabilities, our DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success) and peer mentoring programs create a network of mutual understanding and encouragement.

5. DEIA-based Education and Training: We deliver workshops, seminars, and training sessions for individuals with disabilities, family members, professionals, and the community at large. These educational opportunities aim to raise disability awareness, enhance understanding, and promote inclusive practices.

6. Advocacy: The DRC strongly advocates for the rights and interests of individuals with disabilities. We actively engage with policymakers, community leaders, and organizations to ensure that the voices of people with disabilities are heard and their needs are addressed.

In conclusion, the Disability Resource Center is dedicated to improving the educational experiences of students with disabilities through comprehensive services, support, and advocacy. By providing access to vital resources, promoting inclusivity, and empowering individuals, we strive to create a society that values and respects the abilities and contributions of every individual.

Vision

To support our mission, the Disability Resource Center is committed to developing a comprehensively accessible learning environment that nurtures the full participation and contribution of every individual. The DRC embraces disability as a dimension of diversity; aiming to empower students and enhance equity through innovative experiences and inclusive excellence. Our team strives to become a model program for serving students with disabilities in higher education and envisions a campus community where all individuals are welcomed, valued, and encouraged.

Mission

The Disability Resource Center is dedicated to ensuring equal access, opportunity, and participation in the University's courses, programs, services, and facilities through the determination of reasonable accommodations. The DRC promotes accessibility awareness through the development of student self-advocacy, and collaboration with campus partners; serving as a valuable resource for the Salisbury University campus community in supporting the success of students with disabilities.

Department Goals

1. Provide quality services for students with disabilities including the provision of reasonable accommodations/services, academic skill-building, and self-advocacy initiatives.
2. Foster equity, accessibility, and inclusion through the development and facilitation of educational programming on disability awareness-related topics.
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 individual and group sessions
- Coordination with on and off-campus resources as it relates to disability accommodations and access.
- Facilitation of the AccessAbility Advocate Training Program (students, faculty, and staff)
- Educational programming on disability awareness-related events and topics (e.g., Disability History and Awareness Month (DHAM) campaign)
- Staff and Committee Consultations (e.g., Admissions/Readmissions Commitee, Housing Accommodations Review Committee, Staff Senate, etc.)
- Management and coordination of services provided to students through the DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success) and Peer Mentoring programs
- 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 have a basic understanding of 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)	762
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)	54
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	762

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

ALL AREAS

Examples of Major Events, Services, Activities, and Initiatives[1]

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	▪ 86 students[2] ▪ 47 staff ▪ 41 faculty
Delta Alpha Pi Spring Induction	Students	▪ 41 new inductees[3]
DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success Program)	Students	▪ 5 upperclassmen mentors ▪ 11 undergraduate mentees
Access Awards	Students, Faculty, and Staff	▪ 115 attendees ▪ 11 award recipients
DRC Faculty Advisory Committee	Faculty	▪ 9 faculty

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[2] Includes student staff

[3] DAP eligibility- 3.1 GPA and 24 credits

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2022 – June 30, 2023 <u>Allocations</u>

Budget Category	Allocation
01	$342,785.60
02	$18,367.00
03	$38,388.00
Total	$398,544.60

July 1, 2022 – June 30, 2023 <u>Expenditures</u>

Budget Category	Expenditures
01	$359,085.18 *(2/21/23-4.5% COLA increase)*
02	$14,564.20
03	$34,366.00
Total	$408,015.38

July 1, 2022 – June 30, 2023 <u>Revenue Generated</u>

Initiatives or Purposes	Revenue Generated
DRC S.T.A.R.S. Program	$1100
Total	

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

Section IV: Collaborations and Partnerships (Internal and External)

Examples of Collaborations and Partnerships	Outcomes and Impact
Talbot, Dorchester, Queen Anne, and Wicomico County Public Schools	Presentation and resource materials on preparing students with disabilities for accommodations in higher education
Housing and Residence Life Staff	Presentation on working with students with disabilities. Oversight of the Animals on Campus Policy
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 support to students with disabilities
Delta Alpha Pi-Honor Society	Advising support, and facilitation of DAP mentor training, and Induction Ceremony
SU Cares	On-going partnership with Case Manager and referrals to on and off campus resources
Student Health Services	On-going collaboration, student referrals, and on/off campus resources
Instructional Design & Delivery (ID&D)	UDL, 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), Ongoing collaboration related to disability awareness and intersectionality
Office of Sustainability & Environmental Safety	Policy and procedure for requesting emergency evacuation assistance
Counseling Center	Outreach collaboration (Chalk It Up, Take Back the Night, Out of the Darkness)
Parking Services	Procedure for requests for parking accommodations
CSIL/GSU	Wellness Wednesdays
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

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. <u>Please use bullet or numerical formatting to provide examples of **significant** achievements</u>. Some achievements may apply to multiple goals. Use measurable outcomes as much as possible.*

Goal 1: Enrich academic success and student development.

- Facilitation of over **100** training sessions/presentations/workshops related to disability awareness, including 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.

- Facilitation **539** individual academic skill-buildings on topics such as note-taking skills, 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 3rd annual DRC Access Awards (*Inducted 41 new DAP members and recognized 11 members of the campus).*

- Supervision of Undergraduate and Graduate-level SOWK interns *(16 hours per week for 2 interns).*

- Proctored **1,974** exams for students with approved testing accommodations *(3,960.3 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.

- 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 3rd annual DRC Access Awards; nominees for these awards have gone above and beyond to display outstanding support and advocacy for students with disabilities.

- Facilitation of 100+ 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.

- Created the DRC Faculty Advisory Committee designed to create a collegial network of campus stakeholders who are equipped with the knowledge, resources, and best practices to significantly improve and enhance the higher educational experiences of students with disabilities at Salisbury University.

- Hosted a campus-wide student-led "Don't' dis my ABILITY experience panel Part 2: Embracing the Stigma; students with disabilities shared their knowledge and experience as an individual with a disability.

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, and Wicomico Counties.

- Collaboration with the Division of Rehabilitation Services (DORS) on funding for post-secondary education and support.

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, Talbot, Dorchester, Queen Anne, and Wicomico Public Schools).

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

- Participation in ongoing 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 Evaluation

Goals and Outcomes
July 1, 2022-June 30, 2023

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

Provide quality services for students with disabilities including the provision of reasonable accommodations/services, academic skill-building, and self-advocacy initiatives.	▪ 93% of respondents indicated they "strongly agreed" or "agreed" that registering with the DRC has had a positive impact on [their] academic performance. ▪ 57.4% of DRC-registered students have a Cumulative GPA of 3.0 or higher *(Average Cumulative GPA is 3.03).* ▪ Facilitated 539 academic skill-building sessions on topics such as time management, study skills, and self-advocacy. ▪ Facilitated 396 initial intake appointments to newly registered students with disabilities *(24% increase from last year)* ▪ Over 100 hours of outreach to the campus community.
Foster equity, accessibility, and inclusion through the development and facilitation of educational programming on disability awareness-related topics.	▪ Facilitated 107 disability awareness training and workshops, including the AccessAbility training sessions on topics such as disability awareness, inclusive language, disability justice, assistance animals, and service animals, program technical standards, and accessible events. ▪ Guest lectures on disability history, law, professional communication, and community health. ▪ Created the DRC Faculty Advisory Committee (9 members) ▪ Collaborated with Parking Services to establish a streamlined process for students with disabilities to request parking accommodations/modifications. ▪ Active participation on divisional and university-wide committees including but not limited to: Admissions/Readmissions, Housing Accommodation Review, SA Strategic Planning, SA Professional Development, Welcome Week, SoTL, and Staff Senate.
Recognize and celebrate student successes	▪ Advisement of Delta Alpha Pi (DAP) Honor Society; inducted 41 new members during the 2022-2023 academic year. ▪ DRC-registered students honored for the following academic achievements: Presidential Citizens Scholar and Fulbright. ▪ State of Maryland Governor's Citation in recognition of the DRC's exemplary services to students with disabilities and significant contributions to improving and enhancing disability awareness initiatives and accessibility at Salisbury University.

	▪ Promoted disability pride, acceptance, and awareness through the 3rd annual DRC Access Awards; recipients of these awards have gone above and beyond to display outstanding support and advocacy for students with disabilities. (recognizing students, faculty, and staff)

Examples of <u>Other</u> Research, Assessment, or Evaluation Projects (if applicable)
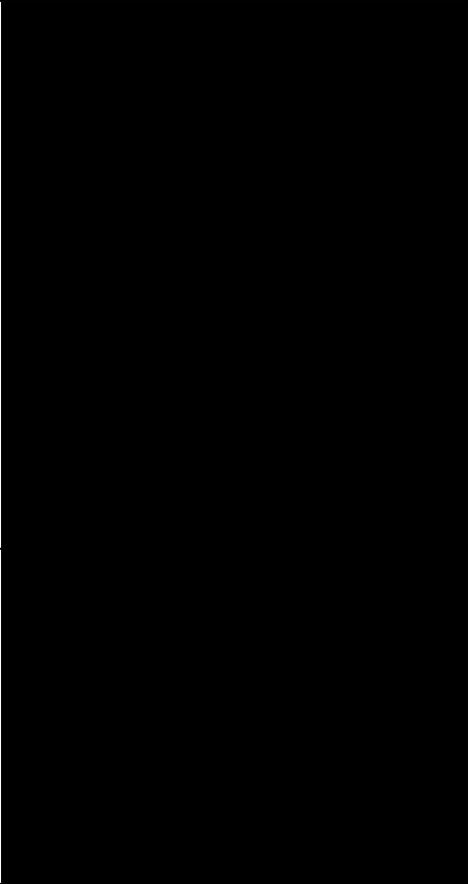**July 1, 2022-June 30, 2023**

Project	Key Result(s) or Outcomes	Organizational Changes
DRC S.T.A.R.S. Program	96% 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 early access and the use of peer mentors.
DRC S.T.A.R.S. Program	95% of the student (participants) indicated that they would recommend the Program to a new student (with a disability).	.

Section VII: Student Learning Outcomes

Student Learning Outcomes
July 1, 2022 - June 30, 2023

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 be able to explain the process for requesting and implementing reasonable accommodations at SU. .			According to the 2022-2023 DRC Student Satisfaction Survey ▪ 97% of respondents indicated they "strongly agreed" or "agreed" that "[they] know how to request and implement accommodations at SU". ▪ 94% of respondents indicated [they] meet with [their] professors at least once per semester to discuss the implementation of [their] accommodations. ▪ 92% of DRC registered undergraduate students and 95% of graduate students were retained or graduated in Fall 2022.
DRC-registered students will be able to clearly articulate their accommodation needs.			According to the 2022-2023 DRC Student Satisfaction Survey: ▪ 97% of the respondents indicated that [they] feel comfortable providing [their] DRC Accommodation Letters to [their] professors. ▪ 91% of the respondents indicated that if [they] have concerns about [their] accommodation [they] feel comfortable discussing.

DRC-registered students will have a basic understanding of their rights and responsibilities under the Americans with Disabilities Act.		According to the 2022-2023 DRC Student Satisfaction Survey ▪ 94% of respondents indicated "strongly agreed" or "agreed" that "[they] feel comfortable providing their DRC Accommodation letters. ▪ 93% of respondents indicated "strongly agreed" or "agreed" that "working with the DRC helped [me] to learn to advocate for [myself] and [my rights/needs].
DRC-registered students will able to identify pertinent campus resources at SU.		According to the 2022-2023 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 VIII: Strategic Plan-Related Goals (July 1, 2022 – June 30, 2023)

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 the 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
Provide quality services for students with disabilities including the provision of reasonable accommodations/services, academic skill-building, and self-advocacy initiatives.	Goal 2 Initiative 3		• Annual DRC Student Satisfaction Survey • AIM annual report (number of students registered with the DRC, number of appointments, etc.) • UARA
Foster equity, accessibility, and inclusion through the development and facilitation of educational programming on disability awareness-related topics.	Goal 3 Initiative 1		• Annual DRC Student Satisfaction Survey • AIM annual report (number of students registered with the DRC, number of appointments, etc.) • Faculty Advisory Committee feedback survey
Recognize and celebrate student successes	Goal 4 Initiative 4		• Utilize Navigate annual report (review of GPA's and DAP eligibility) • Student/Faculty self-report • DRC S.T.A.R.S. participant survey