

## SACS Interim Report

### Assessing Effectiveness - Disability Resource Center

The mission of the Disability Resource Center, in partnership with the university community, is to create an accessible, inclusive campus where students with disabilities have an equal opportunity to fully participate in, and benefit from, all aspects of the educational environment. We provide accommodations and related services to CSU students with documented disabilities to fulfill our institutional commitment of equal access to courses, programs, and activities.

Toward that end, the Disability Resource Center has served a rapidly growing number of students, providing a variety of accommodations, with no increase in staff or resources. The following data represents the effectiveness of staff in carrying out these responsibilities to students:

#### Students Served:

- Current number of active students (Feb. '09): **119**
  - **24% increase from May '09**
- Number of students at end of Fall '09: **111**
  - **15.6% increase from May '09**
- Number of active students in May '09: **96**

#### Tests Administered Individually with Accommodations:

Fall '09

- Total number of tests administered: **316** (**40% increase from Fall '08**)
  - Course Exams: **301**
  - Regents Tests: **10**
  - Other Standardized Exams: **5**

Fall '08

- Total number of tests administered: **225**
  - Course Exams: **218**
  - Regents' Exams: **3**
  - Other Exams: **4**

#### Number of Textbooks in Alternate Media (electronic or audio) provided

- Summer, Fall '09 and Spring '10 (through February only): **100**
  - **69.5% increase from May '09**
- '08-'09: **59**
- '07-'08: **67**

#### Self Advocacy:

The DRC has determined that having an initial conversation with professors concerning their accommodations is a critical form of self-advocacy for students with disabilities. To determine whether students were actually speaking to their professors, students are now required to discourse with their professors and obtain their signatures on a "Master Copy" of their Accommodation Letter. The letter is returned by the student to the DRC early in the semester. Interventions to support self-advocacy are provided for students not returning Accommodation Letters. During the initial term of instituting this procedure, the results were:

- **58 (82.7%) students returned their signed letters.**
- **Of the 10 (17.2%) who did not return signed letters:**
  - **4 (7%) were new students (1 at Fayette Campus)**
  - **2 (3.4%) objected to the process in advance**
  - **2 (3.3%) had disability-related organizational problems**
  - **1 (1.7%) didn't use the accommodations**
  - **1 (1.7%) "Just forgot"**

### **Student Satisfaction:**

A Satisfaction Survey is administered at the end of Fall and Spring Semesters. Representative responses demonstrating the effectiveness of the DRC include responses to the question, "Overall, how effectively has the DRC met your need based on your use of services and contact with the office?"

- Spring 2009
  - **94% Excellent or Good**
  - **6% Adequate**
- Fall 2008
  - **100% Excellent**

In addition, an annual report, listing the number of students served, the nature of their disabilities, and a variety of other information helps the department make assessments to assure that appropriate technology and resources are available for the disability needs that arise.