Salisbury University
Office of Student Affairs
[Disability Resource Center]
[July 30, 2019]

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EXECUTIVE SUMMARY

The Disability Resource Center (DRC) is committed to fostering accessible learning opportunities and environments for qualified students with disabilities. During the 2018-2019 academic year, 603 students were served by the DRC. Student learning objectives include

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 alike 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.

Goals
1. Advance student leadership development by encouraging and promoting student advocacy and self-empowerment regarding issues of disability.
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
x Provision of quality resources/services to students with disabilities (including temporary disabilities)
x Facilitation of technology training for students with technology accommodations
x Advisement of on and off-campus resources for students
x Facilitation of individual and group academic coaching and social skills development for students
x Coordination with on and off-campus resources as it relates to disability accommodations and access.
x ([H F X W L R Q   D Q G   S O D Q Q L Q J ³R B ³J R /H X U %O D Q H X 6D W H J P D D L V P y H u story and Awareness Month (DHAM) campaign
x Facilitation of training on disability issues for faculty, staff, and students, including I0[0n [( )] TJ ET Q q 0.00000912 (

Section II: Examples of Major Events, Services, Activities, and Initiatives

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant
Autism Awareness Outreach	University Police and Security Staff	29 staff members	Staff time
"Language Matters" Raising awareness about offensive and marginalized language	Faculty and Staff	35 faculty and staff	Staff time
Campus Partner Luncheon-DHAM	Staff	25 staff members	[1]
Guest Lecturer-Community Health (Disabilities & Chronic Illnesses)	Students	Fall 2018- 25 students Spr 2019- 23 students	Staff time

Section IV: Collaborations and Partnerships (Internal and External)	
Examples of Collaborations and Partnerships	**Outcomes and Impact**
Dorchester County Public Schools Special Education Staff	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education.
Wicomico County Public Schools Special Education Staff	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education.

Goal 3: Student Affairs aims to embrace innovation.

ƒ **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
   x   Continuous evaluation of assistive technology needs and spaces on campus. Participation in the SU Accessibly Workgroup, which meets monthly to addresses accessible technology concerns on-campus, as well as meeting yearly with MD system staff and administrators.
   x   Continuous collaboration with IT, the web office, and ID&D on improving accessibility.
   x   Evaluation and update of office protocols and processes for storing and managing student data and resources (e.g. online testing form, Titanium scheduling and database, spread sheets).
ƒ **Articulate evidence-based knowledge of students and student life themes.**
   x   Collaboration with colleagues nationally and statewide through membership to MD AHEAD. Participation in listservs such as the ICU (Independent Colleges and Universities), MD-AHEAD, and DSSHE-L (Disabled Student Services in Higher Education).
ƒ **Practice profession-wide competencies as expressed in the Council for the Advancement of Standards (CAS) in Higher Education and other professional standards.**
   x   Attendance at one local and one national training related to CAS during the 2018-2019 academic year.
ƒ **Design new facilities and renovations with an eye toward innovation, inclusion and sustainability.**
   x   Exploration of the establishment of a Testing Center on campus in conjunction with campus administrators, faculty, staff, and student leaders and work with relevant parties regarding the Blackwell Library renovation project.
ƒ **Allocate program, spaces and resources using data-driven analysis.**
   Utilization of the annual student survey, student annotates, research, DRC data, and developments in the field to determine how to improve and expand programs and services

Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.

ƒ **Continue knowledge and relationship building for all student affairs staff.**

ƒ **Promote co-curricular engagement among students**.
  x Facilitation of professional presentations, such as the OIE ADA trainings, guest lectures, and yearly student leader training (e.g. HRL staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center staff).
ƒ **Draw attention to leadership development and career decision making**
  x Engaged members of DAP in bi-monthly meetings related to advocacy and leadership
  x Referrals to on and off-campus resources (e.g. Career Services, Academic Advising, Division of Rehabilitation Services (DORS), campus internship/practicum coordinators).
  x Collaboration with Career Services regarding resources for the employment of individuals with disabilities (e.g. work-site accommodations, Schedule A, employer incentives, Job Accommodation Network (JAN), Mid-Atlantic ADA Center, Eastern Shore Business Leadership Network (ESBLN), One Stop Job Market, DORS).
ƒ **Recognize and celebrate student successes.**
  x Facilitation DAP annual induction (23 students inducted during the 2018-2019 academic year).
  x Supporting 7 students in preparing for Study Aboard learning experiences.

Goal 2: EMBRACE Innovation of the Salisbury University Experience

ƒ **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
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  x Continuous collaboration with IT, the web office, and ID&D on improving accessibility.
  x Evaluation and update of office protocols and processes for storing and managing student data and resources (e.g. online testing form, Titanium scheduling and database, spread sheets).
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Goal 3: FOSTER Community

ƒ **Attract, enroll, and retain a talented and diverse first-year class, transfer class, and graduate cohort.**

ƒ **Demonstrate the ability to understand and respect values, attitudes, and beliefs that differ across cultures, and to respond appropriately to these differences in the delivery of programs and services.**
   - x Participation in campus programming (e.g. Language Matters, Ally Week, Disability History Awareness Month, Autism Awareness, Take Back the Night, Multicultural Festival)
   - x Facilitation of professional presentations for faculty, staff, and students including University Police, ID&D and OIE. On-going campus trainings provided to HRL staff, Admissions and Advising staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center, etc.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

- x Provision of quality services and resources to 603 students with disabilities at Salisbury University per academic year (See Appendix A).
- x Supported a student-led request for a room in the new SU Center for Equity, Justice, and Inclusion in Blackwell Hall to be dedicated to disability issues.
- x Execution and planning of "Bury the Stigma," SU's Disability History and Awareness Month campaign
- x Facilitation of training on disability issues for faculty, staff, and students, including ID&D and OIE campus trainings, HRL staff, Admissions and Advising staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center staff, New and Adjunct faculty, Academic departments, University Police, etc.

Section VII: Measuring Up – Research, Assessment, and Evaluation[2]

Previous Year Data and Outcomes

Department Goals	Summative Outcomes
Advance student leadership development by encouraging and promoting student advocacy and self-empowerment regarding issues of disability	

Other Projects

Project	Key Result(s) or Outcomes	Organizational Changes

Student Learning Outcomes

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division SLOs	Evidence of Learning
Students will understand the process for requesting and receiving reasonable accommodations at SU, as needed			ƒ According to the 2018-2019 DRC Student Survey, 94% of respondents indicated they "strongly agree [they] know how to request accommodations at SU"
Students will understand the process of using accommodations at Salisbury University			

Section VIII: Strategic Plan-Related Goals for 2019 ±2020[3]

The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic university-wide goals and expectations, and the university's mission. Three to five goals are recommended.

Department Goal or Objective	Mapped to University Strategic Plan

APPENDICIES, CHARTS, TABLES, AND GRAPHS

Appendix A

Appendix B

Appointments by Type	2014-15	2015-16	2016-17	2017-18	2018-19	% change since 2015
Intake	121	137	156	216	271	98%
Individual Resource Counseling	266	306	424	427	332	9%
Consultation	80	72	130	127	149	107%