

**Student Affairs**  
**Departmental Goals and Assessment Plans 2016 – 2017**

**Department Name: Disability Resource Center (DRC)**

Departmental Goals for 2016-2017 (not all of these have to be assessed)

1. Flag DRC students in Banner to assist with Starfish implementation and to facilitate robust reporting. *(Completed)*
2. Revamp flexibility with attendance accommodation process in partnership with Associate Deans to make the process more proactive and interactive with Academic Affairs. *(Completed)*
3. Autism Spectrum Pilot Project – A series of workshops will be provided to students on the Autism Spectrum. Workshop topics include: Transitioning to College, Navigating Relationships, Skill Development, and Overall Support. A series of workshops will also be offered to Faculty and Staff to improve understanding of how to work with students on the spectrum. *(See more details below)*

**Project (Assessment) Title: 2016-2017 Autism Spectrum Pilot Project**

**Strategic Goal:** Deepen Culture of Equity and Inclusion

**Methodology** (Plan/Timeline/Method): Four workshops were held for students during fall semester 2016 to improve the transition from high school to college. The topics of the workshops (Transitioning to College, Navigating Relationships, Skill Development, and Overall Support) were designed to increase improvements in social skills and relationship building faculty and staff trainings were also held during fall semester 2016. These trainings focused on learning more about individuals with Autism Spectrum Disorder (ASD) and suggested strategies for working with individuals with ASD.

**Student Learning Outcomes:** Participants will learn about various strategies and resources that lead to successful academic outcomes while providing opportunities that increase self-awareness, self-advocacy, and how to navigate the college experience.

**Results/Findings:** Individuals with ASD typically have many challenges with developing social and relationship building skills. One participant's success story stands out the most from those who attended all sessions. In the first session the advisor/grant planning team observed that this student struggled with severe limitations in the above mentioned skills. By the fourth session, the planning team sensed that the student's comfort level, participation, social skills, and relationship building skills had improved tremendously.

The faculty and staff trainings were held on the Miller, South City, and Taylorsville Redwood campuses. Participants gained information about individuals with ASD and strategies were suggested for working with individuals with ASD. The results were so favorable that requests were made for a repeat training. *(This project can be considered "completed" for the purpose of the grant. However, a stipulation of the grant was that the project would be sustained beyond the grand award period. This continuation of services is in the planning stages for the next academic year.)*

**Action Taken (Use of Results/Improvements):** The students who participated asked questions about how to start a relationship; they were interested in the social skills required in personal and family relationships. Students also mentioned that finding out about campus resources was important to them. Additionally, connections were made between Columbus Community Center (organization offering services for individuals on the spectrum) and SLCC.

Faculty and staff members were eager to be trained in how to interact with individuals on the spectrum as it pertained to their roles at the College.

**Project (Assessment) Title: 2016-2017 DRC Student Survey – Language about Disability**

**Strategic Goal:** Reflect Community: Student Recruitment and Support

**Methodology (Plan/Timeline/Method):** Based on the recommendations of the Universal Access Committee (UAC), the DRC worked with Institutional Research to develop a student survey in Campus Labs. This was a follow-up to the student focus groups conducted last year. The DRC plans to utilize this data to determine if the name of the office poses a barrier to students accessing DRC services.

**Results/Findings:** All enrolled DRC students (over 2,000) were sent a survey, 134 students responded. The majority of the respondents stated that they did not support a change in the name of the DRC. 109 respondents (81.35%) said that they agreed/strongly agreed that they identified as an individual with a disability. 80 students (59.7%) stated that they disagreed/strongly disagreed that the word “resource” promotes a negative connotation for students with disabilities. 58 students (43.28%) agreed/strongly agreed that having a disability is an important part of their identity. 101 students (75.38%) said that they disagreed/strongly disagreed that the department name “Disability Resource Center” prevented them from seeking assistance from the DRC. 65 students (48.51%) said that they would prefer no name change and preferred the name “Disability Resource Center.” Qualitative data showed additional barriers for seeking services. Examples: students didn’t know what qualified as a disability; students didn’t know about the DRC; some students were not sure if they had a disability; the word “disability” carried a stigma for some students.

**Actions Taken (Use of Results/Improvements):** Results were shared with the UAC as well as the monthly All-Staff meeting held for the DRC. The All-Staff meeting discussion talked about each question and response. The end determination from the UAC and the DRC was that the current name appropriately represents student needs and the functions provided by the DRC.

A recent webinar from the southeastern United States addressed the concern of appropriate names for disability services departments. Most of the universities/colleges participating in the webinar that had “accessibility” as part of the department title decided to change their department titles to “Disability Services” because it better reflects the services provided.