

Disability Support Services
Report on Goals and Measures of Performance and Quality
July 1, 2005-June 30, 2006

This has been a transitional year for DSS. The Director, Billie Jackson, retired in December 2005. She continued to work as a retired annuitant to assist with the transition and hiring of the new Director. The new Director started June 1, 2006. However, it appears that DSS had a successful year serving more than 500 students with disabilities. DSS remains committed to improving the effectiveness of services. The major challenge this year has been the process for and production of alternative text for students. The request for this service has increased, though there does not appear to be a mechanism in place to track the usage. There are no written standards and processes for handling accommodation requests. This has left staff feeling a little chaotic in the beginning of the semester, scrambling to handle requests appropriately.

Mission Statement

The mission of the Disability Support Services at California State University, Chico is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment in all aspects of campus life. The program acts as a catalyst and agent for compliance with Federal, State, and CSU laws, regulations and policies mandating equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically related services, which empower students with disabilities to achieve academic and personal self-determination.

Primary Goals

1. Provide professional support and ADA recognized accommodations to students with disabilities.
2. Educate and collaborate with faculty and others regarding equitable treatment and referral of students with disabilities registered with the DSS office.
3. Deliver essential academic support services which promote equal access and equal opportunity to students with disabilities, thus encouraging and assuring them of their potential for achieving academic success.

4. Maintain top quality and current expertise in the field of disabilities and higher education through professional reading, mediated resources, and other opportunities for professional development.
5. Provide knowledge of and access to varied computer applications that meet the educational needs of students with disabilities.
6. Provide ample opportunities to inform students and the campus of DSS services.
7. Assess the effectiveness of the DSS services.

Annual Objectives 2005-2006

1. Provide accommodations to students registered with the DSS office in the primary disability categories: communication disability, deaf and hard-of-hearing, learning disability, mobility limitation, visual limitations and other functional limitations.

Accommodations were provided as follows:

Primary Disability	Fall 2005	Spring 2006
Communication Disability	13	13
Deaf	3	4
Learning Disability	247	247
Mobility Limitation	70	68
Other Functional Limitations	201	206
Visual Limitations	14	17
Total*	548	552

2. Provide educational assistants as note-takers, readers, proctoring of exams, cart services, access to technology and other academic services as needed.

The following chart demonstrates the accommodations provided by DSS.

	Spg 2001	Fall 2001	Spg 2002	Fall 2002	Spg 2003	Fall 2003	Spg 2004	Fall 2004	Spg 2005	*Fall 2005	Spg 2006
Registration Assistance	20	32	38	69	70	57	59	58	60	82	68
Disability Related Counseling	107	63	48	31	25	17	12	9	6	6	8
Special Equipment	4	7	10	11	8	10	6	10	8	8	8
Test Taking Facilitation	356	422	430	441	444	402	442	419	444	405	416
Interpreter	4	4	3	2	3	3	3	2	2	3	4
Mobility Service	23	25	22	20	20	14	16	14	12	15	15
Note Taker Service	15	13	18	17	18	20	18	14	9	10	12
Reader	5	2	2	3	5	2	2	2	2	6	5
Transcription	2	0	0	1	1	0	0	0	1	1	2
Other services	4	4	5	4	7	11	10	8	9	12	14
Total	540	572	576	599	601	536	568	536	553	548	552

NOTE: These numbers only reflect the primary service provided to students. It does not reflect the additional accommodation services. The numbers do not adequately reflect the level of services provided to individual students or the level of usage of DSS services, which is much greater than demonstrated here. DSS will begin to track service usage in a manner that will give us an accurate picture of the services used.

3. Improve the delivery and production of alternative format materials for learning disabled and visually impaired DSS students.

A high speed scanner and compatible hardware and software were purchased to provide access to assist students with disabilities. Providing alternate text for students who normally use taped materials will be expanded in the coming year. Presently, DSS does not have a process to handle requests and productive of alt text, or a system to track the usage. (See revised goals)

4. Provide student satisfaction surveys and feedback sessions during the spring semester.

Surveys are sent annually the last month of each spring semester to students registered with DSS to evaluate the program effectiveness. Often the feedback is utilized in the revamping of the delivery of services. Student satisfaction surveys were sent electronically to students for the first time spring semester. The DSS newsletter was also sent in an electronic form for the first the past year. Periodic DSS announcements were sent through university announcements. Presently, DSS does not have a system in place

to effectively analyze satisfaction surveys and use that information for future planning. (See revised goals)

5. Further utilize the ACCESS database by advisers and other staff on a daily basis to determine student usage and needs.

This program is no longer used by DSS staff. People Soft is current data base program. People Soft appears to be a useful electronic recording system; however DSS staff do not have case recording guidelines to insure consistent documentation and recording. Additionally, People Soft has report capability which is not presently utilized by DSS staff. (see revised goals)

6. Update the office forms and evaluate the effectiveness of providing vital office forms electronically.

The Exam Request (ER) form was updated this year. DSS contracted with IFC to covert the form into a server based form. The web based ER form is ready to go live in Fall 2006. (See revised goals)

7. Continue staff participation on university-wide committees such as the ADA and commencement committees.

DSS staff participate in university-wide committees, including:

ADA Committee
CSU Learning Disability Standards
Student Support Services
UCAC

8. Develop a student advisory/educational committee.

This was not achieved. (See revised goals)

9. Encourage staff participation in staff development opportunities.

Four members of the staff attended the AHEAD Conference in Las Angeles and the CAPED conference in San Francisco. A wide variety of workshops were attended that covered areas such as working with Asperser's Syndrome, Psychological disorders, learning disabilities and other areas that focused on disabilities in higher education.