The Division of Student Affairs at San Francisco State University launched its inaugural assessment program in April 2009. Prior to that date, units within Student Affairs had focused primarily on individual program improvement efforts. In preparation for the WASC Capacity and Preparatory Review scheduled for March 2011, Student Affairs shifted the focus and began a deliberate effort to bring student learning outcomes to the forefront. The move from a student satisfaction/program improvement model to a student learning outcome-based model resulted in this document which describes the assessment plans that were developed and implemented within Student Affairs units during the 2009-10 academic year.

To begin this effort, Student Affairs directors received a two-day training program conducted by Lori Varlotta, Vice President for Student Affairs, California State University Sacramento. The training program helped Student Affairs directors understand the basics of assessment:

- Aligning the department mission with the missions of the Student Affairs Division and the University. In some cases, the departments needed to craft new mission statements.
- Identifying the two to three overarching planning goals to broadly frame their work during the upcoming years.
- Articulating at least three significant student learning outcome and/or program outcomes to achieve for students who participate in their programs or utilize their services.

Directors were asked to develop instruments and collect data to measure the student learning that occurred. As might be expected in an inaugural effort at identifying measurable outcomes, some instruments and assessment approaches proved to be more valuable than others. The second cycle of developing and measuring outcomes will be greatly improved based on the experience gained in 2009-10. The foundation for evidence-based decision making and outcome-based assessment will be used to create more robust assessment plans for the next cycle in 2010-11.

The following report details the assessment plans created by each unit in Student Affairs. For specific questions about the outcomes associated with a certain program area, please contact the Director identified as the contact person for that particular department. Assessment plans for the following Student Affairs departments are included:

- Athletics
- Campus Recreation
- Career Center
- Disability Programs and Resource Center
- Educational Opportunity Program (EOP)
- Financial Aid
- LEAD (Leadership, Engagement, Action, Development)
- Registrar's Office
- Student Health Services
- Student Outreach Services
- Testing Center
- Undergraduate Admissions
- University Housing
Mission Statement
In accord with the mission of SF State, the Disability Programs and Resource Center (DPRC) collaborates with SF State's diverse community to ensure that all aspects of campus life—learning, working and living—are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.

Rationale
The DPRC mission statement, along with the University and Division mission statements, emphasizes commitment to supporting a diverse campus environment where learning, working and living is accessible to all.

Planning Goals

Goal 1: Provide students who are new to DPRC with a transparent, meaningful, user-friendly intake process.  
[Campus Strategic Planning Goal V – Full Participation in University Life]

Goal 2: Increase the retention rates of students with disabilities.  
[Campus Strategic Planning Goal I – Social Justice and Equity, and Goal V – Full Participation in University Life]

Goal 3: Improve student employees’ awareness and understanding of issues surrounding people with disabilities.  
[Campus Strategic Planning Goal I – Social Justice and Equity, Goal II – Writing, and Goal VI – Resource to Community]

Student Learning Outcomes and Program Objectives

Goal 1: Provide students who are new to DPRC with a transparent, meaningful, user-friendly intake process.

Rationale: A clear, comprehensive, user-friendly intake process increases the likelihood that students with disabilities will return to and utilize the DPRC in a manner that is proactive rather than reactive. It also decreases the likelihood of student grievances based on misunderstandings of their rights and responsibilities, and enhances disability identity by empowering students to be self-advocates.

Student Learning Outcome (SLO) #1
Students new to DPRC registration process in 2009-2010 who are determined eligible for reasonable accommodations will self-report a clear understanding of the rights and responsibilities associated with the reasonable accommodation process via a post focus group written assessment tool. Between 2009-2010 and 2010-2011, understanding of student rights and responsibilities will improve by at least 50%.

Student Learning Outcome (SLO) #2
At least 80% of students surveyed via the focus group tool in 2009-2010 will report positive, helpful, collaborative and timely interactions with DPRC staff, throughout and beyond the intake process. By 2010-2011, this response will be at least 95% positive.
Measures:
Student Learning Outcomes (SLOs) #1 and #2 will be measured through a DPRC facilitated focus group that explains what to expect in the intake interview, and students rights and responsibilities as part of the accommodation process, prior to New Student Orientation. A post-test will be distributed to students attending the pilot session (to be held during New Student Orientation, Fall 2009). A comprehensive survey will be distributed to students at the end of the academic year to include the posttest questions and a DPRC student satisfaction component.

Program Objective #1
By December 2009, all intake forms and materials (e.g., intake forms, accommodation and procedural notices, documentation criteria) will be updated for content and provided to students in a universally accessible format.

Program Objective #2
Throughout 2009-2010, DPRC intake staff will utilize, as appropriate, and as aligned with the ADA Amendments Act, structured interviews during the intake process. Use of structured interviews as part of the intake process allows the DPRC intake staff to have a more individualized experience with the disabled student. This, in turn, leads to greater self-reported student satisfaction with the intake process as the student reports that he or she was heard and understood by the DPRC staff member. This approach will also help the intake staff align with sociopolitical models of disability, as supported by our departmental mission statement.

Measures:
Program Objectives will be reached via additional in-house intake staff training regarding student accommodation options based on disability type, as well as integration of material from Project Shift, a three-year Department of Education grant program designed to help select universities implement sociopolitical models of disability and principles of universal design.

Results:
Significant changes in the DPRC staffing structure, including the resignation and leave of absence of two senior student services staff members, our access services web assessment coordinator, and the sabbatical of the DPRC Director during 2009-2010 necessitated redistribution of essential job functions among the remaining existing student services staff members and the Acting Director. Given the limited staff resources, priority in the department during 2009-2010 was placed on providing ADA-mandated reasonable accommodations for students (and employees), and on maintaining legal compliance within the University. In addition, time reductions brought on by state furloughs in 2009-2010 necessitated that the Acting Director withdraw SF State from the three-year Project Shift sociopolitical models of disability grant mentioned above, which was meant to assist DPRC in implementing program objectives related to all of our planning goals for this year. As such, DPRC staff members were unable to focus on assessment of the 2009-2010 Planning Goals and Learning Outcomes as written. DPRC student services staff members designed a Fall 2009 New Student Orientation workshop for students new to the DPRC registration process who were determined eligible for reasonable accommodations vis-à-vis Student Learning Outcome #1 above. Unfortunately, no students attended this workshop session.

However, in 2009-2010 DPRC student services staff members began work on ensuring that all intake forms and materials for students are universally accessible to all students, and that clear, easy to follow registration and intake procedure information is available for the first time on our departmental website. This work will be completed in time for Fall 2010 New Student Orientation. In addition, The Acting Director and the Assistant Director began training DPRC staff members on the use of structured interviews and application of social models of disability within the intake process. This training is in its infancy and is expected to continue in 2010-2011.

Conclusions:
Additional staff restructuring that will allow the Assistant Director to focus solely on student services provision is anticipated in 2010-2011. This will allow DPRC to re-focus departmental goals, student
learning outcomes and program objectives for 2010-2011, continuing the training mentioned above, and revising these items as appropriate.

**Goal 2: Increase retention of students with disabilities enrolled in courses at San Francisco State University.**

**Student Learning Outcome (SLO) #3**
During 2009-2010, students with disabilities will learn how to use their reasonable accommodations and services more effectively, increase their use of accommodations, and be at least 50% more likely to complete a course for a grade than those students with disabilities who chose not to use accommodations and services.

**Student Learning Outcome (SLO) #4**
During 2009-2010, DPRC students with disabilities eligible for accessible electronic media accommodations will learn how to use electronic and information technology (E&IT) in their courses more effectively, and will be at least 50% more likely to complete a course for a grade than eligible students who did not use E&IT in their courses.

**Program Objective #3**
During 2009-2010, DPRC will expand outreach efforts that disseminate access statements and accessible event-planning-information associated with academic events.

**Program Objective #4**
During 2009-2010, DPRC will continue to collaborate with campus allies (e.g., Center for Teaching and Faculty Development, Academic Technology) to provide training to select students and faculty on best practice on the use of E&IT in the classroom.

**Program Objective #5**
By 2010-2011, DPRC will work to increase retention especially in colleges where students with disabilities are historically underrepresented (e.g., Science, Business).

**Rationale:**
Students with disabilities remain one of the most underrepresented minority groups in colleges and universities. Graduation and retention rates of college students with disabilities are also historically very low. Improving retention rates of students with disabilities through access to and use of accommodations and technology improves the likelihood of student success (and employment) after college.

**Measures:**
Objectives will be measured by using a variety of existing assessment tools (i.e., DPRC facilitated interviews regarding student use of priority registration; correlations between student accommodation use training and class completion rate) and these three initiatives:

- DPRC will work with the Counseling Department in the College of Education to provide retention data for their 2009-2010 Accommodation Study, which will examine the success and course completion rates of students with disabilities enrolled in the Counseling Department who used accommodations versus those students with disabilities who did not use accommodations.
- In September 2009, DPRC will collaborate with EnAct Grant researchers to provide focus student group members who will answer questions related to their experience with accessible technology.
- At the end of the 2009-2010 academic year, DPRC will collect retention correlation data regarding students use of accommodations and academic success, as a requirement for Project Shift, mentioned above.

Program measures will be met by actively following the program measures mentioned above.
Results:
As mentioned in Planning Goal 1 results above, DPRC staff members were unable to focus on assessment of the 2009-2010 Planning Goals and Learning Outcomes as written. However, DPRC plans to implement accommodation use training for those students eligible for electronic media accommodations in Fall 2010. In addition, the DPRC Acting Director collaborated with the Counseling Department and EnAct Grant researchers on their studies related to student accommodation and electronic technology use in the classroom in 2009-2010, but to date has not received data for analysis and implementation.

Although the Acting Director withdrew SF State from Project Shift, general disabled student accommodation use data (i.e., the number of students using all categories of reasonable accommodations over a period of years, including electronic media) are currently being compiled and will be provided as part of the narrative report of the WASC Graduation and Retention subcommittee.

Finally, Deaf and Hard of Hearing Services succeeded in expanding outreach efforts that disseminate access statements and accessible event-planning information associated with academic events.

Conclusions:
DPRC anticipates that implementation of electronic media student use training will lead to increased and improved student-use of E&IT in the classroom during the 2010-2011 academic year. Anticipated DPRC staff restructuring in 2010-2011 will allow for better focus on this goal over the coming year. Subsequently, Planning Goal 2 objectives and measures will be revised as appropriate. It is anticipated that targeted work will continue in the expansion and dissemination of disability access statements and accessible event-planning information associated with academic and public events, as written above.

Goal 3: Improve student employees’ awareness and understanding of issues surrounding people with disabilities.

Student Learning Outcome #5
During 2009-2010 student employees learn about sociopolitical, attitudinal, and universal access issues of people with disabilities and improve their understanding of these issues by at least 50%

Student Learning Outcome #6
During 2009-2010, student employees will apply what they’ve learned about disability issues within their 1:1 interactions with persons with disabilities and will obtain at least an 75% positive response rating from student, faculty and staff “customers” regarding service delivery and their interactions around disability issues. By 2010-2011, the positive response percentage will be 80%.

Program Objective #6
Throughout 2009-10, incorporate disability awareness and etiquette training into new student employee orientation sessions.

Program Objective #7
Provide regular opportunities for student employees to receive training, feedback and/or an opportunity to dialogue with DPRC staff and/or persons with disabilities about their experience working with people with disabilities.

Rationale: DPRC has one of the largest student employee staff on campus. What they learn outside of the classroom is as much a part of the college experience as academics. Students who begin to understand the disability experience through their own employment will carry this knowledge with them through their next employment arena, thus working to diminish the impact of discrimination of persons with disabilities in the workplace.
Measures:
Objectives will be measured through an employee orientation quiz and an essay question that is completed at the end of the academic year. Customer service and attitudinal awareness questions will be incorporated into a student satisfaction survey. Faculty and Staff student employee satisfaction will also be polled.

Results:
As mentioned in Planning Goal 1 and 2 results above, DPRC staff members were unable to focus on assessment of the 2009-2010 Planning Goals and Learning Outcomes as written. However, work has began on a DPRC Front Desk training manual meant to assist student employees in relaying more accurate information about DPRC office procedure and practice. This manual will be in place by Fall 2010. In addition, the student employee applicant interview process was revised this year to include 1:1 screening interviews between the student employee applicant and DPRC professional staff supervisors.

Conclusions:
Use of the training manual and improved employee applicant screening will lead to improved DPRC student (and employee) satisfaction with student employees. It is anticipated that this planning goal and student training will continue closely to as written and will be assessed as written above during the 2010-2011 academic year.