



Salisbury University
Office of Student Affairs
Disability Resource Center
August 28, 2020

TABLE OF CONTENTS

CONTENT	PAGE
Executive Summary	p. 3
Section I: Department Overview	
<i>f</i> Vision	
<i>f</i> Mission	

Section I: Department Overview

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.

Section II: Service Delivery

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	703
7RWDO QXPEHU RI 3YLVLVWV' LQFOXGHV UH\$	1806
Total number of service contact hours across all service types	N/A
Graduates	Outcomes
Total unique number served (do not include repeat visits)	18
7RWDO QXPEHU RI 3YLVLVWV' LQFOXGHV UH\$	N/A
Total number of service contact hours across all service types	N/A
Overall	Outcome
Total unique number of undergraduates and graduate students served	721
7RWDO QXPEHU RI 3YLVLVWV' LQFOXGHV UH\$	1806
Total number of service contact hours across all service types	1090.42

Comments:

Titanium reporting software does not capture WRWDO QXPEHU RI 3YLVLVWV' RU 3VHUUYLFH F individual student classification.

Examples of Major Events, Services, Activities, and Initiatives ²

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number (s) Served	Cost Per Participant ³

Section I II: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2019 ±June 30, 2020 Allocations

Budget Category	Allocation
01	\$248,559
02	\$30,654
03	\$39,364
Total	\$317,577.00

July 1, 2019 ±June 30, 2020 Expenditures

Budget Category	Expenditures
01	\$187,678.24
02	\$29,762.12
03	\$17,397.15
Total	\$234,837.51

July 1, 2019 ±June 30, 2020 Revenue Generated

Initiatives or Purposes	Revenue Generated

Section IV: Collaborations and Partnerships (Internal and External)

4

Examples of Collaborations and Partnerships	Outcomes and Impact
Wicomico County Public Schools Special Education Staff/Students	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education.
Housing and Residence Life Staff	Presentation on working with students with disabilities. Co-chair the Housing Accommodations Review Committee, Oversight of the Animals on Campus Policy
Talbot County Public Schools Special Education Staff	

Section V : A Summary of Achievements Related to Student Affairs Strategic Plan

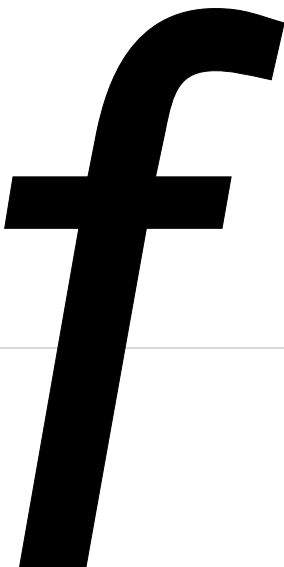
The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals. Please use bullet or numerical formatting to provide examples of significant outcomes.

Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.

- f** Attract, enroll, and retain a talented and diverse first-year class, transfer class, and graduate cohort.
 - x Participation in recruitment of students with disabilities through presentations regarding disability resources at local community colleges and high schools as well as on campus, in conjunction with Admissions. (e.g., Project Access- Howard Community College Fair attended by over 400 college-degree seeking students with disabilities and families).
 - x Supervision of Graduate-level SOWK intern staff (16 hours per week)

- f** Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.
 - x 1 Presentation during Seagull Start-Up and First Flight.
 - x Programming accessibility outreach/consultation to the Asst. Dean of Transitions; ensuring equity and access to programming for students with disabilities.

- f** Strengthen programmatic aspects of the Living and Learning residential environment.
 - x Provision of (2) annual RA and RD training on



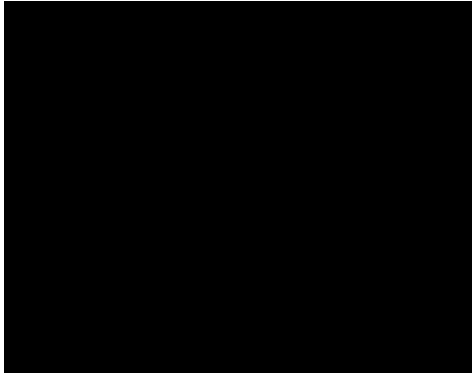
- x Advisement of Delta Alpha Pi-international honor society.
- f** Create opportunities for students to engage intercultural/cross-cultural activity and dialogue.
 - x Facilitation or co-facilitation of (12) events such as Disability History and Awareness Month and participation in events such as Ally Week, New Student Reflection program, Deaf Culture Awareness, Multicultural Festival, etc.
- f** Enhance academic success for students less likely to persist.
 - x Facilitation of 383 (in-person and virtual) individual academic skill-building and accommodation-related consultation sessions. Facilitation of 17 group sessions during the 2019-2020 academic year.
 - x Outreach to the Perdue School of Business ABLE program on the provision of internship/workplace accommodations and disability disclosure. As a result, internship accommodation content is available on the SU [ABLE website](#).
 - x Outreach to Center for Student Achievement and SU Libraries on academic success strategies for students with disabilities.
 - x Trained CSA staff on the facilitation of the C.I.T.E. (learning style) Assessment.
- f** Promote co-curricular engagement among students.
 - x Facilitation of disability awareness/sensitivity training to student leaders (e.g. Fraternity and Sorority Life, HRL staff, Orientation Leaders, Multicultural Student Services, and CSIL staff)

f Practice profession -

2019-2020 Goals and Outcomes
July 1, 2019 -June 30, 2020

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

Examples of Other



x 89% of respondents indicated strongly
DJUHHG'RU 3D

APPENDICIES, CHARTS, TABLES, AND GRAPHS

Appendix A

*on or before 3/30/2020

Appendix B

Appointments by Type	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	% change since 2015
Intake	121	137	156	216	271	280	104%

DRRegistered Graduate Students

DRRegistered Undergraduate Students	DRRegistered Undergraduate Students (Unduplicated)	DRRegistered Undergraduate Students Retained to Next Semester	Retention Rate of DRG registered Ungraduate Students	DRRegistered Undergraduate Students Graduated	DRRegistered Students Graduation Rate	% of DRRegistered Students Graduated or Retained
-------------------------------------	--	---	--	---	---------------------------------------	--

Data Source: M. Belich, University Analysis, Reporting, and Assessment, July 15, 2020
 C. Henry, Disability Resource Center (Titanium), July 15, 2020

