

Department: Disability Support Services

Student Population: Student Employees

HIP Characteristics that apply to the experience that the student population is receiving:

- Meaningful and substantive learning interaction with faculty, staff, students, or external entities
- Experiences with diversity, complexity and change
- Significant student engagement by investment of time and effort

Background:

Disability Support Services at Cal State Fullerton serves a diverse group of over 1,700 students, which offers new and complex situations every day. In the Disability Support Services Office, student employees make up about 50% of the department. Student assistants work in three different specialized areas of the department.

The first area student employees support is the front office and program operations. This area provides students with customer services, daily office transactions, and helps facilitate disability accommodations and provide technical assistance, outreach and education to the campus. Additionally, student assistants also work in specialized roles to develop programs for students with disabilities such as the Peer Mentor Program and Student Advisory Board.

The second area of the department that student assistants work with is supporting our disability counseling staff and counseling graduate assistant. Our five disability counselors provide students with disabilities with disability management, counseling and specialized groups and workshops.

The last area student employees support is our Information and Computer Access Program. We have four full time staff members, a graduate assistant and student workers who provide accessible instructional materials to student with disabilities. They also work in our accessible technology lab and provide IT technical support to the department.

Each area of the department is specialized, each student worker invests their time and effort to be provided training and professional development in their area of focus, and are cross-trained to understand the functions of the other areas of the department. In addition, each student worker gains experience working as a team, is involved in creative problem solving, and communicating in different mediums with faculty staff, students and campus guests.

Student workers are required to attend at least 3 different professional development trainings each semester that include specialized training and resources that give them the tools to best support students within DSS. Some of these trainings include: *Student in Crisis Training, Sign Language Training, Emotional Support Animal Training, Disability and Gender Training, LGBTQ Ally Training and Vet Net Ally Training.*

What are the student learning outcomes?

Disability Support Services aims to provide an enriching experience for all student workers in the department. The goals are to develop student employee's soft skills, provide training on department functions, and provide professional development to develop transferrable skills that can be taken into future careers.

Pre and Post assessment questions:

- (1) *Employee soft skills:* Students rate themselves on several "soft skills" as they start work with us. On a scale of 1-5, we ask them to rate their ability to problem solve with a peer, communicate with faculty, respond to challenging behavior, or work with a team for example. This pre-assessment now gives us a measure of how students feel about these soft skills before they join our team. At the end of their employment with DSS, we ask student workers to assess themselves again on these same areas. Now we have a measure of how students think their skills have changed. (Please see attached Pre-Test and Post-Test)
- (2) *Training:* As employees, there are specific things students need to know to do their jobs and work within DSS. We have always provided training in these job functions. Now we also do an assessment to check in with new student employees during their fifth week of work. With a quick survey to check some specific knowledge, we measure student learning in specific functional areas. (Please see attached Onboarding Assessment)
- (3) *Professional development for future career interest:* Student employees attend a professional development session once each term. First we ask student employees what they would like to know more about, and then we develop training in response to their interests.

Disability Support Services

Student Worker Pre-Survey

Name:

Please rate yourself on the following:

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Your knowledge of other work areas different than your own at DSS	<input type="radio"/>				
Your understanding of people with different disabilities	<input type="radio"/>				
Your understanding of impacts of disabilities	<input type="radio"/>				
Your problem solving abilities	<input type="radio"/>				
Your ability to market yourself to potential employers	<input type="radio"/>				

Please rate your comfort level with:

	Below Average (1)	Average (2)	Above Average (3)
Communicating with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with people who are in distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independently solving out of the ordinary problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independently solving routine problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your skill level to prioritize multiple projects/tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your skill set to prioritize while facing competing deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a work setting negotiating and/or influencing others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Disability Support Services
Student Worker Post-Survey

Name:

Please rate yourself on the following:

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Your knowledge of other work areas different than your own at DSS	<input type="radio"/>				
Your understanding of people with different disabilities	<input type="radio"/>				
Your understanding of impacts of disabilities	<input type="radio"/>				
Your problem solving abilities	<input type="radio"/>				
Your ability to market yourself to potential employers	<input type="radio"/>				

Please rate your comfort level with:

	Below Average (1)	Average (2)	Above Average (3)
Communicating with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with people who are in distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independently solving out of the ordinary problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Your skill level to prioritize multiple projects/tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your skill set to prioritize while facing competing deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a work setting negotiating and/or influencing others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you believe were your most valuable experiences working at DSS?

What suggestions can you offer for improvements for DSS?

Disability Support Services
Student Worker Onboarding Assessment

Name:

Please rate your understanding of the following:

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Confidentiality (FERPA, Student connection to DAS, student information over the phone, exam information)	<input type="radio"/>				
Appropriate use of technology (social media and phone use on breaks, appropriate internet usage, personal vs. DSS, etc.)	<input type="radio"/>				
Appropriate dress	<input type="radio"/>				
Scheduling work (calling in sick, available work time, scheduled work time, changing schedules, etc.)	<input type="radio"/>				
The DSS Mission & Core Values	<input type="radio"/>				
Navigating the DSS website	<input type="radio"/>				
My job responsibilities with DSS (Specific duties, how my job impacts DSS and the campus community, etc.)	<input type="radio"/>				
Safety and Harassment Protocol and rights	<input type="radio"/>				
Academic Integrity (Access to exams/course materials, appropriate use of information you have access to, etc.)	<input type="radio"/>				
Professional communication (Phone, email and in person, etc.)	<input type="radio"/>				
Understanding of diversity and	<input type="radio"/>				

intersectionality at CSUF and DSS					
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What is your

position?

- Front Desk & Exam Proctor
- Lab Assistant
- ICAP Production Support
- Marketing Assistant
- Graduate Assistant
- Peer Mentor Coordinator

Is there anything that would have been helpful for us to provide during your onboarding DSS orientation?