I. Departmental Mission Statement

Chico State believes in providing access to its diverse student, employee, and community populations. The Accessibility Resource Center works with staff, faculty, students, administrators, and community members to ensure that all aspects of campus life—learning, working, and living—are universally accessible. We promote and facilitate awareness and access through accommodations, training, and partnerships.

Department Goals:

• **University Access:** Advocate responsibly for an accessible learning and working environment by coordinating reasonable accommodations, promoting universal design for learning, and by removing informational, physical and attitudinal barriers. *(CSU Chico Strategic Priority 1 and 2; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 2)*

• **Disability Management:** Promote self-advocacy and self-determination, while reinforcing personal responsibility necessary for students and employees with disabilities to fully participate in an inclusive campus and attain their educational and employment goals. *(CSU Chico Strategic Priority 1 and 2; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 2)*

• **Education and Outreach:** Provide leadership to the University community, including students, staff and faculty, to enhance awareness of the needs and capabilities of students and employees with disabilities. *(CSU Chico Strategic Priority 2 and 4; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 2)*

• **Program Evaluation:** Engage in systematic program assessment strategies that are designed to support, enhance and improve services to students and employees with disabilities. *(CSU Chico Strategic Priority 1 and 2; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 2)*

**Recruitment, Retention, Satisfaction, Graduation:** Students with disabilities face multiple barriers to academic access, which impact retention, satisfaction and graduation. These goals are developed to enable ARC to reduce barriers to services and student success, promote academic partnerships to further enhance student learning and retention, and promote universal design for learning to promote and enhance equal access and accommodation.
II. Departmental Accomplishments - A Highlight

- Made Significant Improvements In Institutional Compliance With Americans With Disabilities Act
- Conducted Americans With Disabilities Act Self Evaluation
- Developed Accessible Technology Initiative Strategic Plan (See www.csuchico.edu/ati)
- Developed A Faculty Training Campaign “5 Clicks” To Improve Accessibility Of Instructional Materials
- Developed Program For Students With Psychological Disabilities
- Conducted Significant Disability Awareness And Outreach Activities
- Made Improvements On Diversity Action Plan Goals And Activities
- Implemented ARC Transition Days At Butte College
- Developed Fully Accessible Early Start Math And English Curriculum
- Developed A FAQ For Faculty Based On Results Of Faculty Survey
- Revised the CSU Chico Accessibility and Non Discrimination Policy

Early Start
With the launch of Early Start, which is entirely web-based, ARC was solicited to help develop a fully accessible curriculum. Jerry Olguin assisted curriculum creators in the Math and English Department, staff from Regional and Continuing Education, and staff from the Technology and Learning Program to create, convert, and post accessible curriculum. Jeremy’s efforts included identifying accessibility issues in the ELM template/course, teaching the ELM programmer to make sure the equations read correctly using the equation editor in Blackboard Learn; teaching the programmer how to use MathType/Latex on the equations that the BB learn editor would not work on; creating graphics in braille using the Tiger embosser. The ATI staff at the Chancellor’s Office has commended these efforts and accomplishments.

Program for Students with Psychological Disabilities:
Based on an internal audit and follow up survey of students with psychiatric impairments, ARC conducted research and survey of best practices to support this population of students. Traditional accommodations provide only a piece of what support these students require in order to be successful in school. Much of what students need is outside of the classroom, including mentoring to help them develop individualized compensatory strategies to manage their illness, their social relationships and academic requirements. We plan to partner with academic programs to hire Mentors in internship positions. Our pilot of this project begins Fall 2013.

Disability Awareness/Outreach:
Campus climate issues remain a priority for ARC and our work to improve campus climate is essential to improve access and a welcoming community for students with disabilities, as well as strengthen all students’ skills to live and work with people from diverse backgrounds. We continue to exert considerable effort to reach various campus constituents. The following is a summary of the types of awareness activities we participated in, planned and implemented this year:
Disability Awareness Publications

- Published two newsletters
- Article in Orion
- Article in Building Bridges

Diversity/Disability Training for Student Employees

- Education Opportunity Program Paraprofessionals
- Student Learning Center Tutors
- Residential Life Staff
- Orientation Leaders
- Student Employee Diversity Training via Diversity Office

Workshops for Staff/Faculty (ADA, ATI)

- Food and Nutrition
- Natural Sciences
- Accounting, Biology
- Geosciences
- Communication and Education
- “Now We’re Talkin ‘ About Diabetes” (Turned into a monthly support group)
- TLP

Presentations

- Academy E Learning Workshop
- Presentation to Academic Senate
- Presentation to Council of Academic Deans
- CELT (2)
- Distressed and Distressing Students X 2
- Troops to College
- First Friday
- New Faculty Orientation

Other Events

- Veterans’ Conference
- Movie Night at the Pageant- “Untouchables”
- Lion’s Club Vision Gateway Expo at Enloe Hospital
- Butte College to CSUC ARC Transition Days (Fall and Spring)
- Focus Film Festival
- Wellness Fair (TBI, noise induced hearing loss)
Diversity Efforts:
Based on the information below, ARC students do not sufficiently reflect the general student population. Understanding there are cultural values and beliefs with respect to disability, ARC will commit to conducting intentional outreach this year to groups on campus that traditionally serve underserved students (EOP, CCLIC, SSS).

- 3% of ARC students report being African American (compared to 1.8% Chico State population)
- 12% of ARC students reporting being Hispanic (compared to 17% of Chico State population)
- 4% of ARC students report being Asian (compared to 5.1% of Chico State population)

ARC Student Employee Diversity:
Based on an internal audit of staffing, ARC made efforts to recruit a diverse student staff and increased staff diversity, self reported as:

- 42% White
- 15% Black
- 31% Hispanic
- 8% Asian
- 4% Indian

See ARC Diversity Plan attached for additional information and progress toward diversity specific goals, including Persistence and Graduation rates.

III. Changes in Policies and Procedures
The Office of Civil Rights recommends clearly written and communicated policies regarding how to access academic adjustments and services for students with disabilities; and suggests that the lack of clear policies is the most common cause for complaints to the Office of Civil Rights. Therefore, ARC continues to audit its policies, procedures and guidelines as new guidance regarding the implementation of Section 504 and the ADA emerges.

The following policy statements, procedures and business practices were developed and/or revised this year:

- Emergency/Personal Responsibility Statement for Evacuation of Persons with Disabilities
- Documentation Requirements (based on ADA Amendments)
- ARC Website Revision
- ATI Website Revision
- ARC Professional Development Plan
- Planning Accessible Events
- Accessible Event Lay Out Maps
Based on 2011-2012 survey data indicating only 65% of students reported satisfaction with educational assistants at the very good to excellent level, ARC implemented a student evaluation mechanism whereby students are contacted by phone and/or in person twice during the semester. This process was very effective as minor issues with EAs, including matching issues, learning style, performance issues, role confusion were addressed and resolved early. The information was recorded and will be used to augment student training and evaluation. We will continue this process this year.

IV. Resources Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Allocation</td>
<td>605,370.55</td>
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<tr>
<td>Work Study</td>
<td>25,000.00</td>
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<tr>
<td>VPSA Disability Awareness</td>
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<tr>
<td>AA For Faculty ATI Training</td>
<td>5,000.00</td>
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<tr>
<td>CERF</td>
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<td><strong>Total Revenue</strong></td>
<td><strong>743,002.19</strong></td>
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<td><strong>Program Expenses</strong></td>
<td><strong>676,016.65</strong></td>
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<tr>
<td>Professional Staff Salaries (including PT ASL Interpreters)</td>
<td>553,185.50</td>
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<tr>
<td>Student Salaries for Direct Services</td>
<td>82,558.82</td>
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<td>Educational Assistants (in and out of class)</td>
<td>20,928.61</td>
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<td>Alternate Media (conversion and services)</td>
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<td>Exam Proctors/Cart Drivers</td>
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<td><strong>Operating Expenses</strong></td>
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<td>Network</td>
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<tr>
<td>IT Software and Services</td>
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<td>Travel and Training</td>
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<td>Postage</td>
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<td>Video Remote Interpreting</td>
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<tr>
<td>Cart Maintenance (includes purchase of new cart 2012)</td>
<td>9,813.95</td>
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<tr>
<td>Supplies/Services</td>
<td>10,599.16</td>
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<tr>
<td><strong>Bottom Line</strong></td>
<td><strong>66,985.54</strong></td>
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</tbody>
</table>
Human Resources:
Laurie Evans, SSP II, has transferred to a position at the Student Health Center as Case Manager. Her duties have been reassigned to our staff. We are continuing to evaluate the effect of having one less staff person, while managing an increase in service demand. We will continue to assess our staffing and service delivery capability.

ARC Professional Development 2012-2013:
- Suicide Prevention Training - Enloe Hospital
- CSU Community Veterans Conference
- Emerging Technology webinars provided by WebAIM (E-readers)
- ATI Professional Development webinars
- ADA and Section 504 Newsletters
- VPSA Pause - Alcohol and Drug Prevention and Intervention
- TBI/Neuropsychology training by Brain Injury Coalition
- Canine Companions for Independence
- What’s so Funny About Depression? Presented by Brian Wetzel
- Boost Brain Power. Presented by Dr. Amen
- Webinar: Invisible Wounds Within the Veteran Community
- ASIST Training - Suicide First Aid and Prevention
- NABITA training on Behavioral Intervention/Crisis Teams X 2

Attached is ARC Professional Development Plan 2013-2014:

ARC Committee Representation:
Arc Staff have a broad representation on university committees in an effort to stretch the reach of accessibility.
- ATI Leadership Council (Chancellor’s office) – Parsons
- ATI Steering Committee – Parsons, Olguin
- Instructional Materials (IMAP) – Olguin (Chair)
- Procurement Accessibility – Parsons
- Web Accessibility – Parsons
- University Technology Advisory Committee - Olguin
- Emergency Management Operations Committee – Parsons, Hunt
- Commencement Committee – Corder
- Americans with Disabilities Act Committee – Parsons (Chair)
- Campus Climate Committee – Alexander
Behavioral Assessment Team (BAT) – Parsons, Hunt
VEST (Veterans Education Support Team) – Boyes, Corder
Wildcat Welcome- Hunt
Event Production – Parsons
Butte College Advisory Board- Corder

ARC Office Liaisons/Special Assignments:
• Admissions Liaison for Exceptional Admittance- Hunt
• Housing Accessibility Liaison- Hunt
• Veterans ‘ Office- Corder
• Butte College Transition Connection - Corder
• Technology and Learning Program- Olguin
• Assistive Technology Center- Olguin

Facilities/Equipment:
Administering exams continues to be challenging with space restrictions. Though ARC has added space in SSC 320, which includes several testing carols, exam administration continues to be challenging. This year, during finals, ARC had to reserve eleven additional classrooms across campus to handle the volume of exams. These classrooms are less than ideal in terms of reduced distraction; we continue to audit the situation, rely on student feedback, and adjust to provide the best services possible.

V. Program Evaluation of Past Year
The following addresses progress on program objectives established in 2011-2012 Annual Report

1. Develop training for student leaders on planning welcoming and accessible events on campus. (CSU Chico Strategic Priority 1; Division of Student Affairs Goal 2)
   This objective has been met. The training has been provided to several student groups on a small scale this year, however, ARC will provide this training on a large scale to all student leaders as part of the “Blue Print for Success” training offered by the Student Life and Leadership office. Collaborating with Student Life and Leadership will make this be a required annual training for student leaders.

2. Offer a series of brown bag lunches on various disability issues. CSU Chico Strategic Priority 1 and 2; Division of Student Affairs Goal 2; Academic Affairs Plan Goal 2)
   This objective has been partially met and will be continued. This year, we launched the “Now We’re Talkin’ ” series with an education/support group for people with Type I and Type II Diabetes. The group is facilitated by Holly Hunt and is open to students, staff and faculty. In the fall, we will continue this group as a monthly group due to high interest, but will also broaden our reach with other topics.
3. Develop service to specifically support students with psychiatric disabilities. *(CSU Chico Strategic Priority 1 and 2; Division of Student Affairs Goal 1)*

This objective has been met. ARC is very proud to be ready to launch a pilot service for students with psychiatric disabilities. Specifically, Charlene Corder and a student intern spent a year researching and developing a best practices response to providing additional support for students with psychiatric disabilities, which include mentoring in the areas of disability management, academic organization, group dynamics, and building effective compensatory strategies. Our plan to implement this project is to try and re-direct existing funds allocated for educational assistance. We will evaluate cost effectiveness, student satisfaction and learning outcomes.

4. Coordinate implementation of ADA Self Assessment/Transition Plan

This objective has been met. Student Voice was used to develop and administer an ADA Self Assessment Survey. They survey is complete. The results will be analyzed and a report of findings will be completed by December 2013 and made available to CSU Chico Cabinet and the public on the ARC website.

5. Develop ATI Strategic Plan

This objective has been met. The ATI Strategic Plan is completed and is available for review of the ATI Website ([www.csuchico.edu/ati](http://www.csuchico.edu/ati)). The plan will be updated annually.

**Ongoing Assessment Efforts**

**Demographic Reporting:**

**Students:**

- 745 Students Served Fall 2012
- 722 Students Served Spring 2013
- 36 Students received services for temporary disabilities Fall 2012-Spring 2013
- The majority of students report:
  - Learning Disabilities (31%)
  - Chronic Health Conditions (17%)
  - Mental Health diagnosis (26%)
  - ADHD (42%)

- About 10% of ARC students are also Educational Opportunity Program students
- About 20% of ARC students utilized that Student Learning Center AY 2012-2013
- 3% -College of Agriculture
- 33% -College of Behavior and Social Sciences
- 17% -College of Business
• 28% - College of Communication and Education
• 14% - College of Engineering/Computer Science and Construction Management
• 12% - College of Humanities and Fine Arts
• 14% - College of Natural Sciences
• 1% - Graduate Studies
• 2% - Undergraduate/undeclared

Academic Performance Reporting:
• 34% of ARC students earned greater than 3.0 GPA (Spring 2012)
• 20% of ARC students earned lower than 2.0 GPA (Spring 2012)
• 7% of ARC students are on Academic Probation (Spring 2013)
  • See Diversity Action Plan for additional academic performance reporting, including graduation and persistence

Employees
• 27 employees receive reasonable accommodations approved by ADA Coordinator (60% increase over 2011-2012)
• 6 employees received reasonable accommodations for a temporary disability (Cart rides).

Services Usage Summary:

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Of tests administered</td>
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<td>1589</td>
<td>2293</td>
<td>2343</td>
<td>2193</td>
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<td>247</td>
<td>271</td>
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<tr>
<td># Of other instructional material converted into accessible format</td>
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<tr>
<td># Of Educational Assistant hours in classroom</td>
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<td>1541</td>
<td>1464</td>
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<tr>
<td># Of hours of interpreting</td>
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<td>1426</td>
<td>1372</td>
<td>1790*</td>
<td>1893</td>
</tr>
<tr>
<td># Of cart rides</td>
<td>1000</td>
<td>1688</td>
<td>2588</td>
<td>1351</td>
<td>1078</td>
<td>2074*</td>
<td>1203</td>
</tr>
</tbody>
</table>

* Reflects scheduled/not completed.
**Student Learning Outcomes**

ARC Student Learning Outcomes are consistent with CSU, Chico Strategic Priority One: Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom, which are:

- Student are aware of their civil rights under the Americans with Disabilities Act
- Students are comfortable advocating for accommodations with instructors
- Students understand what accommodations they need to be successful

**Survey Outcomes:**

- 73% of students report that they are aware of their Civil Rights-the Americans with Disabilities Act
- 63% of students report that they are comfortable with self advocacy with instructors
- 87% of students report that they understand what accommodations they need to be successful

**Internal Audit**

Each Year, ARC staff conduct a self study of a particular area in order to evaluate effectiveness, explore unmet needs and to consider if there are services and/or activities that are obsolete.

This year, we conducted a self-assessment of ARC Points of Contact. We asked ourselves these questions:

- At what points in the admission and enrollment process do we connect to students?
- Are we missing opportunities to outreach to students?

**VI. Analysis of Assessment Data/Information:**

After considering assessment opportunities, as well as demographic trends, the following is offered as discussion and analysis of issues and services that require strategic and intentional consideration in the next academic/fiscal year.

Firstly, based on our self-exploration of “points of contact”, we did uncover missed opportunities for contact, such as Summer Orientation Freshman and Transfer checklists, and Academic Advising welcome and tips. As such, we will prioritize coordination with offices that “meet” our students first and ensure that they have adequate information about ARC and include ARC information in their programming and resource material.

Secondly, a study of the ARC resources shows a significance increase in cost associated with providing alternate media services. The increase in both students requiring the service and increase in the amount of material correlates with the increase in cost. Additionally, the Alternate Media Coordinator has been solicited to help advance the Accessible Technology Initiative across university divisions and departments.
The issue and associated progress and cost will continue to be monitored by ARC Director and reported to VPSA.

Third, survey data reflects that respondents are not adequately informed of their Civil Rights, or prepared to advocate for and/or request accommodations with instructors. As a result, we have developed a “Get off on the Right Foot” workshop for ARC students. The workshop will focus on these skills, as well as, other skills identified as necessary to start college off on the right foot.

Fourth, there are still significant issues with campus climate. Anecdotal information from students, as well as past survey data continues to show that work needs to be done to improve campus climate. This year, ARC will target the Colleges that host the greatest number of students with disabilities: College of Behavioral and Social Sciences (33% of ARC students), Communication and Education (28% of ARC students) and the College of Business (17% of ARC students).

VII. Program Objectives for next academic year

1. Offer a series of disability awareness/sensitivity events on campus for various audiences
2. Implement pilot service (academic coaching) for students with psychiatric disabilities and/or those students who require more intense support services
3. Complete report of findings from ADA Self Assessment
4. Strengthen points of contact for ARC students
5. Implement “Get off on the Right Foot” workshop to supplement orientation
6. Implement “5 Clicks” ATI campaign

Report Prepared by Sandy Parsons, ARC Director/ADA Coordinator