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

- Completed the Americans with Disabilities Act Self Evaluation
- Implemented Academic Coaching Program for students with mental health challenges
- Received Student Learning Fee funds for Academic Coaching program
- Received approval for Accessibility Icon Project
- Improved emergency preparedness communication
- Significant Disability Awareness Activities
- Completed a Student Survey of services usage, campus climate and student learning outcomes
- Completed a Faculty survey of services usage and compliance with the Accessible Technology Initiative

Academic Coaching Program:
ARC implemented an Academic Coaching pilot project this year. According to the Association of Higher Education and Disability, persistence and graduation rates for students with disabilities are below that of students without disabilities. The reasons for low persistence and graduation rates are due to poor transition into the academic community lack of connection with the campus community, and a lack of services specifically designed to prepare students with disabilities with life skills necessary for success. University life is a time for transition, growth, and development for the knowledge, skills, and attitudes essential for academic success, intellectual growth, living independently, and developing interpersonal relationships, and emotional well being. This transition is particularly challenging for students with mental health issues and traditional accommodations do not adequately meet their needs. We served ten students with psychiatric issues who were struggling, but could not benefit from traditional classroom accommodations. The Academic Coaches are Graduate level Social Work and MFT students. Student who received the service expressed much appreciation for the service. Our plan is to expand the service and have been awarded a Student Learning Fee grant to expand the service for academic year 2014-1015. Part of the program expansion will be to formalize the assessment of the service.

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 Inside Chico State

Diversity/Disability Training for Student Employees
- Education Opportunity Program Paraprofessionals
- Student Learning Center Tutors
• Residential Life Staff
• Orientation Leaders
• Student Employee Diversity Training
• Cross Cultural Leadership Center

Workshops for Staff/Faculty (ADA/ATI/5 Clicks)
• 40 instructors and/or staff via individual and group sessions
• Technology and Learning Program
• Risk Management
• Career Center
• Assistive Technology Fair
• Department of Education—all instructors
• Department of Education- keynote speaker at annual conference

Other Activities:
• Pop Up Awareness
• Focus Film Festival
• Veterans’ Conference
• Handling Distressed and Distressing Students workshop
• Academy of E -Learning Conference
• New Faculty Orientation
• Butte College to CSUC ARC Transition Days (Fall and Spring)
• “Now We’re Talking about Diabetes” monthly support group
• BSW and MSW Orientations
• Bicycle Safety Day
• U Matter Tabling Day
• CELT workshops re: Accessible Instructional Materials

Accessibility Icon Project:
ARC is very proud to have succeeded in changing the accessibility icon at Chico State. The Accessible Icon Project is a grass roots movement to transform the old International Symbol of Access into an active, engaged image. We think visual representation matters. People with disabilities have a long history of being spoken for, of being rendered passive in decisions about their lives. The old icon, while a milestone in ADA history, displays that passivity: its arms and legs are drawn like mechanical parts, its posture is unnaturally erect, and its entire look is one that make the chair, not the person, important and visible. As people with disabilities of all kinds—not just chair users—create greater rights and opportunities for social, political, and cultural participation, we think cities should evolve their images of accessibility too. This year, we received acknowledgement of our efforts by having the new accessibility icon adopted into the Chico State Signage Master Plan! As new accessibility icon signs are ordered, the standard will be the new icon!
Emergency Preparedness:
Personal responsibility for emergency preparedness is critical for all members of the Chico State community, but especially so for persons who require assistance during an evacuation. There are critical points of contact at which ARC communicates and provides information to students, staff and faculty when they register for ARC services. However, students, and employees with temporary disabilities do not register for ARC services or even have contact with ARC. As such, we implemented two new strategies to maximize how we reach our campus community. Firstly, all community members who receive temporary cart services due to a mobility issue (broken angle, leg, etc.) and those students have injuries and are only served by Health Center, will receive an evacuation guide which details the procedures and locations for rescue if the community member can not exit using the stairs of a building.

Diversity Efforts:
Based on the information below, ARC students do not sufficiently reflect the over all student population. Understanding that there are cultural values and beliefs with respect to disability, ARC will continue to commit to conducting intentional outreach to groups on campus that traditionally serve underserved students (EOP, CCLC, SSS).

- 2% of ARC students report being African American (compared to 1.8% Chico State population)
- 13% of ARC students reporting being Hispanic (compared to 22% of Chico State population)
- 3% of ARC students report being Asian (compared to 5.5% of Chico State population)

See ARC Diversity Plan 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 – created practice of providing to persons with temporary disabilities.
- Revised documentation guidelines to reflect the DSM 5 changes
- Animals on Campus guidance updated to reflect changes in ADAAA and FHA
- Alternate Media procedures were updated
IV. Resources Summary*

VPSA Allocation 603,246.60
Work Study 30,000.00
Additional Revenue 97,419.00

CERF 82,500.00
Cost Recovery 14,649.00
Commencement 270.00

Total Income 730,665.60

Program Expenses 652,100.66

Professional Staff Salaries 517,606.24

Salary Costs for Direct Services (students, employees, public) 92,460.09

Educational Assistants (In/ out of class) 16,165.12
Alternate Text Production 40,740.74
Exam Proctors/Cart Driver 34,883.92
PT Interpreters 670.31

Operating Expenses 42,034.33

BOTTOM LINE 78,564.94

*Resource summary is estimate based on available information at the time of this report.
Human Resources:
There have been no changes in ARC human resources this year.

ARC Professional Development:
- Veterans Conference
- ATI Professional Development webinars
- ADA and Section 504 Newsletters
- VPSA Pause
- ASIST Training - Suicide First Aid and Prevention
- NABITA training on Behavioral Intervention/Crisis Teams

ARC Committee Representation:
- 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, Hunt, Parsons
- Americans with Disabilities Act Committee – Parsons (Chair)
- Campus Climate Committee – Hunt
- Behavioral Assessment Team (BAT) – Parsons, Hunt
- VEST (Veterans Education Support Team) – Boyes, Corder
- Wildcat Welcome- Hunt
- Event Production – Parsons
- Butte College Advisory Board- Corder
- Sustainability- Harth
- VPSA Diversity Committee- Olguin
- Foster Youth- Parsons
- Professionals of Color (POC)- Olguin
- Chicona/Latino Council – Olguin

ARC Office Liaisons/Special Assignments:
- Admissions Office Liaison- Hunt
- Housing Accessibility Liaison- Hunt
- Butte College Transition Connection - Corder
- Technology and Learning Program- Olguin
- Assistive Technology Center- Olguin
• Early Start Coordinator- Hunt
• Summer Orientation- Corder
• Furniture placement via FMS- Carey
• Upward Bound-Boyes
• UPD/CARD Access-Boyes
• SSC Floor Coordinator-Boyes/Parsons

Facilities/Equipment:
• Nothing substantial to report

Space issues:
• 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 thirteen additional classrooms across campus to handle the volume of exams. These classrooms are less than ideal in terms of reduced distraction, but we continue to audit the situation, specific room usability and adjust to provide the best services possible.

V. Program Evaluation of Past Year
The following addresses progress on program objectives established in 2012-2013 Annual Report

1. Offer a series of disability awareness/sensitivity events on campus for various audiences. (CSU Strategic Priority 1; Division of Student Affairs Goal 2). As detailed on page 2-3, significant energy and attention was given to disability awareness events and activities on campus for various audiences. This goal is considered met, but will be revised based on this year’s program assessment analysis.

2. Implement pilot service (academic coaching) for students with psychiatric disabilities and/or those students who require more intense support services (CSU Strategic Priority 1; Division of Student Affairs Goal 2). The ARC Academic Coaching program was implanted this year with success. In fact, ARC received student learning fee funds to expand the service next year. This goal is considered met and will be discontinued.

3. Complete report of findings from ADA Self Assessment. (CSU Strategic Priority 1; Division of Student Affairs Goal 2). The report of findings from the ADA Self Assessment is complete and has been provided to Cabinet. This summer, the ADA Coordinator (Parsons) is invited to discuss the findings and recommend priorities for the coming year. Based on the priorities, the ADA Committee will develop a strategic plan and annual goals. This goal is considered met and will be discontinued. Please note that goals associated with the ADA Self Assessment will be identified and documented via the ADA Committee Minutes.

4. Strengthen points of Contact for ARC students (CSU Strategic Priority 1; Division of Student Affairs Goal 2). We have initiated conversations with Summer Orientation and Academic Advising, but have not completed our efforts. As such, the goal will be discontinued but the work will not.
5. Implement “Get off on the Right Foot” workshop to supplement orientation. (CSU Strategic Priority 1; Division of Student Affairs Goal 2). ARC implemented the “Get Off on the Right Foot” workshop last year. It was not well attended, but was a start! We will continue trying to reach our students early in the semester by offering this workshop. We’ll continue to assess whether this service is effective or valuable. This goal will be discontinued.

6. Implement “5 Clicks” ATI campaign. (CSU Strategic Priority 1 and 2; Division of Student Affairs Goal 2; Academic Affairs Plan Goal 2). “5 Clicks” has been introduced to the campus community. Jeremy Olguin has conducted the training to over 40 instructors/staff members! We consider “5 Clicks” to be a great success and we will continue to offer and market this valuable training. This goal will be discontinued.

Ongoing Assessment Efforts
Demographic Reporting:
Students:
- 837 Students Served Fall 2013
- 858 Students Served Spring 2014
- 33 Temporary Students

Students Report the following Disabilities:
- 26% Learning Disabilities
- 22% Chronic Health Conditions
- 24% Mental Health diagnosis
- 3% Brain Injury
- 36% Attention Deficit Disorder
- 1% Autism
- 2% Deaf/Hard of Hearing
- 7% Mobility
- 2% Blind/Visual Impairment

Note: Some students report more than one disability

- About 10% of ARC students are also Educational Opportunity Program students
- About 20% of ARC students utilized the Student Learning Center AY 2013-2014

Students registered with ARC report the following majors:
- 3% -College of Agriculture
- 27% -College of Behavior and Social Sciences
- 13% -College of Business
- 21% -College of Communication and Education
- 10% -College of Engineering/Computer Science and Construction Management
• 9% - College of Humanities and Fine Arts
• 10% - College of Natural Sciences
• 1% - Graduate Studies
• 6% - Undergraduate/undeclared

Note: Some students report more than one major.

Employees
• 29 employees received reasonable accommodations approved by the ARC
• ARC continues to assist employees with temporary disabilities via Cart Services

Academic Performance Reporting:
• 44% of ARC students earned greater than 3.0 GPA, an increase in 9% over last year, and compared to 48% for the overall student body.
• 19% of ARC students earned lower than 2.0 GPA, 3% less than last year, and compared to 16% of overall student body.
• 4 year graduation rate for first time freshman (admitted fall 2009) - 20% (compared to 21% for all FTF)

Services Usage Summary:

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td># Of Tests Administered</td>
<td>2549</td>
<td>2736</td>
<td>3166</td>
</tr>
<tr>
<td># Of Instructional Materials Converted Into Alternate Format (Students F/S)</td>
<td>847 (48/29)</td>
<td>1139 (73/54)</td>
<td>1468 (91/80)</td>
</tr>
<tr>
<td># Of Educational Assistant Hours In Classroom</td>
<td>2356</td>
<td>3072</td>
<td>2720</td>
</tr>
<tr>
<td># Of Hours Of Interpreting</td>
<td>1790*</td>
<td>1893</td>
<td>986</td>
</tr>
<tr>
<td># Of Cart Rides</td>
<td>1074</td>
<td>1203</td>
<td>1665</td>
</tr>
<tr>
<td># Of Remote Captioning Hours</td>
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<td></td>
<td>96</td>
</tr>
<tr>
<td># Of Housing Accommodations (Emotional Support Animals)</td>
<td></td>
<td></td>
<td>20 (6)</td>
</tr>
<tr>
<td># Of Early Start Accommodations</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Student Assessment of Satisfaction, Quality, Climate and SLO:

Satisfaction:
- 90% of students report being satisfied with ARC services overall
- 91% of students report feeling welcome in the ARC office
- 83% of students report satisfaction with the timeliness of services
- 86% of students report satisfaction with the general guidance offered by ARC advisors
- 76% of students report satisfaction with the timeliness of alternate media production
- 89% of students report that they would recommend Chico State
- 90% of students report that ARC services has resulted in them being a more effective student

Quality of Services:
- 84% of students report that the quality of mobility services is very good-excellent
- 88% of students report that the quality of exam services is very good-excellent
- 84% of students report satisfaction with note taker services is very good-excellent
- 84% of students report satisfaction with educational assistants is very good-excellent
- 93% of students report the quality/accuracy of materials converted into alternate media is very good-excellent
- 84% of students report that CSU Chico offers an equal education to students with disabilities

Campus Climate:
- 74% of students report that the general attitude of students without disabilities toward students with disabilities is very good-excellent
- 73% of students report that faculty are responsive and provide appropriate accommodations

Student Learning Outcomes are consistent with CSU, Chico Strategic Priority 1 and VPSA Division Plan Goal 1.
- 69% of students report that they are aware of their Civil Rights—the Americans with Disabilities Act
- 74% 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

Note: Full survey results are available in ARC office; Survey Sample only represents 1% of ARC students.

Faculty Survey
ARC administered a web based Survey via Student Voice which focused on faculty awareness of the Accessible Technology Initiative. The following is a summary of results.

Accessible Technology Initiative:
- 46% of respondents report knowledge of the ATI
- 81% of respondents report that they post a disability/accessibility statement on their syllabus
- 67% report that there syllabi is accessible (20% report they don’t know)
- 39% of faculty report that they have attended a TLP training on accessible instructional materials
- 12% of respondents report the use of a course pack
• 90% of respondents report they post their instructional materials on the learning management system
• 59% of respondents report understanding their responsibilities under ADA

Note: Full survey results are available in ARC office.

Internal Audit

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

This year, we conducted a self-assessment of our electronic portal system, particularly in the area of exam services. We asked ourselves these questions:

• In what ways does our request portal help instructors understand their responsibilities of compliance with ADA?
• Are there changes in language we can implement to improve understanding?

Based on our self-exploration, we have developed a plan to revise our exam services portal communication to instructors to strengthen language regarding compliance and instructor responsibility.

VII. Analysis

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.

Campus Climate Issues:
Even though we saw improvement in campus climate this year, we strive for perfection! We will continue to plan outreach activities, such as awareness activities, and a focus on training student employees and student groups.

Faculty Education:
Additionally, faculty survey results, and findings from the Campus ADA survey, suggest that more attention needs to be given to educating faculty on how to determine the essential elements of their courses, understanding their responsibility with respect to honoring academic accommodations approved by ARC, and how to obtain support when providing services to students with disabilities becomes difficult or confusing. Instructors who struggle with understanding the requirements of the disability legislation and the current litigation trends not only jeopardize student achievement, but also threaten to expose the institution to Civil Rights violations.
ARC will continue to use student distribution data to help prioritize which academic departments will receive an invitation for workshops. Additionally, instructors responding to the faculty survey, who indicated a personal follow up by ARC, will be contacted early in Fall 2014 for consultation.

**Student Learning Outcomes:**
Students continue to report challenges understanding their disability related civil rights. While much of our education occurs in one on one meetings, first as an orientation and subsequently in consultation regarding specific situations, students don’t appear to be generalizing their understanding of their civil rights.

**Services Usage and Human Resources:**
ARC continues to experience an increase in the number of students registered with our office, which we think is a good thing! We continue to strengthen our outreach to campus partners who serve students who are likely eligible and could benefit from ARC services. The number of students has increased about 29% this year, while services; such as conversions of instructional materials have increased 29%; cart rides have increased 38%; Exam Services have increased 16%. The steady increase in students and services, combined with the loss of one full time Student Services Professional, is starting to create some workload challenges. It may become necessary to request to replace the SSI II position ARC gave to the Student Health Center.

Interpreter services have decreased significantly which reflects our decline in students who require American Sign Language interpreter services. We are one of the only CSU campuses who employ two full time ASL interpreters and as such, need to improve our ability to “market” our great expertise.

**VI. Program Objectives for next academic year**

1. Develop a formal process to report ADA concerns and progress, especially those identified in the ADA Survey and faculty survey, to the University administration.
2. Continue to develop activities to strengthen students’ understanding of their disability related civil rights.
3. Conduct ADA/ATI Workshops, which address the findings of the ADA Survey, including for employees with program and administrative responsibilities and for instructors.
4. Continue to outreach to under represented students to strengthen ARC’s representation of diverse students.

Report Prepared by Sandy Parsons, ARC Director/ADA Coordinator