

California State University, Chico



Division of Student Affairs Accessibility Resource Center Annual Report 2014-2015

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)

(Reviewed 6/15)

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 and ensure equal access and accommodation.

II. Departmental Accomplishments -A Highlight

- Expanded the Academic Coaching Program for students with mental health challenges
- Created the Office of Accessible Technology and Services (OATS)
- Implemented the Accessibility Icon Project
- Significant Disability Awareness Activities
- Assumed overall responsibility for the Assistive Technology Center (ATC)
- Developed a Contract with Butte College to provide ASL Interpreting Services
- Alternate Instructional Media Services maintains 3.5 day turnaround to convert and deliver instructional materials
- Developed a Course Substitution Policy in line with recent OCR guidance
- Adele Harth, loved ASL Interpreter, graduated Cum Laude

Office of Accessible Technology and Services (OATS):

Accessibility Resource Center is proud to announce the creation of the Office of Accessible Technology and Services (OATS). This is only the second CSU office dedicated to accessible materials and technology and the Accessible Technology Initiative.

The Alternative Media division of Accessibility Resource Center will now be charged with furthering the campuses Accessible Technology Initiative (ATI) goals and objectives. This change is effective immediately and Jeremy Olguin has been appointed to lead the efforts of this office. OATS and Jeremy Olguin will continue to report to ARC.

The OATS will continue to manage all requests from students to convert instructional materials into alternate formats, as well as, provide students with assessment and training on the use of assistive technology. New activities for OATS will include oversight of the Assistive Technology Center (ATC) located on the first floor of the library, supporting faculty and staff with the creation of accessible documents, assist IRES and the Procurement office with the purchase and testing of software for accessibility, and supporting web services with accessibility issues.

Academic Coaching Program:

This year marks the second year that ARC has provided Academic Coaching services to advisor selected students with behavioral health issues that impact their academic success. 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. This year, we expanded the program from serving ten students with 3 coaches to serving 30 students with 5 coaches. Pre and Post

Assessment results show that students in the program increased average units completed from 8.3 to 10.2, and GPA from 2.04 to 2.24. *This project was also accepted, used for research and defended as a Thesis Project!*

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

- Article in *Orion*
- Article in *Inside Chico State*
- Cover and cover story for the 2015-2016 University Catalog

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
- Department of Education –all instructors
- Department of Education- keynote speaker at annual conference
- CELT workshops re: Accessible Instructional Materials
- ADA Refresher training
- Presentation to Academic Senate, Cabinet, Council of Academic Deans and Council of Chairs
- Co-presenter in Chancellor's Office Training for Department Chairs

Other Activities:

- Pop Up Awareness
- Focus Film Festival
- Veterans' Conference
- 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

Diversity Efforts:

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).

- 3% of ARC students report being African American (compared to 2% Chico State population). This is an increase of 1% over last year.
- 16% of ARC students reporting being Hispanic (compared to 27% of Chico State population). This represents a 3% increase over last year
- 3% of ARC students report being Asian (compared to 6% of Chico State population). This is the same as last year.

ARC presents at the Student Employment Diversity Training each year.

Two ARC staff completed the Diversity Certificate Program this year (Harth and Corder).

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:

- Revised Dispute Resolution Guidance in line with EO 1074
- Developed a Course Substitution Policy and request process with Academic Affairs and Advising
- Developed process to approve travel accommodations for employees with disabilities
- Revised language in the exam services portal to strengthen communication to instructors regarding compliance and responsibility
- Revised the ADA Handbook for CSU Chico Employees

IV. Resources Summary*

VPSA Allocation	584,763.00
Work Study	28,000.00
Additional Allocation/Revenue	
CERF	45,609.72
Commencement	2,775.00
SLF (Academic Coaching Program)	11,200.00
IRES Funds (OATS and ATC)	20,000.00
Butte College (ASL)	5,623.86
Total Income	697,371.58
Program Expenses	<u>692,099.00</u>
Professional Staff Salaries	527,136.00
Salary Costs for Direct Services (students, employees, public)	<u>117,001.00</u>
Student Assistants (EA, Proctors, Cart Drivers)	70,926.00
Alternate Text Production	34,058.00
PT Interpreters	836.00
Academic Coaches	11,181.00
Operating Expenses**	47,962.00

** This figure includes provision of accommodations, including remote captioning, CART repair and maintenance, and software purchases for alternate media conversion.

*Resource summary is estimate based on available information at the time of this report.

Human Resources:

Jeremy Olguin has been appointed as Coordinator to OATS.

We have been operating with one fewer staff for two years due to transfer of a FT staff to the Student Health Center. Given our continued growth and the increased complexity of coordinating accommodations for students, and the continued request for ARC to serve faculty and staff, ARC plans to request to recruit for a FT staff to allow us to continue to provide excellent services to students and the campus community.

ARC Professional Development:

- Veterans' Conference
- ADA and Section 504 Newsletters
- VPSA Pause
- NABITA training on Behavioral Intervention/Crisis Teams
- University Diversity Certificate Program (Harth and Corder)

ARC Committee Representation:

- ATI Leadership Council (Chancellor's office) – Parsons
- ATI Steering Committee –Parsons, Olguin
- Instructional Materials (IMAP) – Olguin (Chair)
- Procurement Accessibility – Parsons, Olguin
- Web Accessibility –Parsons, Olguin
- 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
- Campus Assessment, Response and Evaluation Team – Parsons (Chair)
- VEST (Veterans Education Support Team) – Boyes, Corder
- Wildcat Welcome- Hunt
- Event Production – Parsons
- Butte College Advisory Board- Corder (Secretary)
- Sustainability- Harth
- VPSA Diversity Committee- Olguin
- Foster Youth- Parsons
- Professionals of Color (POC)- Olguin

ARC Office Liaisons/Special Assignments:

- Admissions Office Liaison- Hunt
- Housing Liaison- Hunt
- Butte College Transition Connection - Corder
- Technology and Learning Program- 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:

- ARC acquired new testing carrels/furniture for SSC 320 and SSC 196.
- ARC continues to have an increased demand for LiveScribe note taking pens. We currently have 21 in our inventory.
- We also purchased a stand up/sit down station to accommodate a student employee in the ARC office.

Space issues:

- Administering exams continues to be challenging with space restrictions. Though ARC has added space in SSC 320, and SSC 196, which includes several testing, carrels, exam administration continues to be challenging.

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 and the ADA Transition Plan progress report. (www.csuchico.edu/arc)

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:

- 914 Students Served Fall 2014
- 905 Students Served Spring 2015
- 62 Temporary Students

Students Report the following Disabilities:

- 21% Learning Disabilities
- 14% Chronic Health Conditions
- 23% Mental Health diagnosis
- 2% Brain Injury
- 30% Attention Deficit Disorder
- 1% Autism
- 2% Deaf/Hard of Hearing – only HOH, No Deaf Students
- 5% Mobility
- 1.6% 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 2014-2015

Students registered with ARC report the following majors:

- 3% -College of Agriculture
- 27% -College of Behavior and Social Sciences
- 13% -College of Business
- 20% -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; Distribution across colleges remains similar year to year

Employees

- 49 employees currently receive reasonable accommodations approved by the ARC
- ARC continues to assist employees with temporary disabilities via Cart Services

Academic Performance Reporting:

- Fall 2014: 48% of ARC students earned greater than 3.0 GPA, an increase in 4% over last year, and compared to 48% for the overall student body.
- Spring 2015: 43% of ARC students earned greater than 3.0 GPA, an increase in 2% over last year, and compared to 46% for the overall student body
- Fall 2014: 19% of ARC students earned lower than 2.0 GPA, compared to 16% of overall student body.
- Spring 2015: 21% of ARC students earned lower than 2.0 GPA, compared to 17% of overall student body.
- 4 year graduation rate for first time freshman (admitted fall 2011)- 15% (compared to 21% for all FTF)
- 6 year graduation rate for first time freshman (admitted fall 2008)- 47.9% (compared to 57% for all FTF).

Services Usage Summary:

Accommodation	2011-2012	2012-2013	2013-2014	2014-2015
# Of Tests Administered	2549	2736	3166	4823
# Of Instructional Materials Converted Into Alternate Format (Students F/S)	847 (48/29)	1139 (73/54)	1468 (91/80)	1481 (100/94)
# Of Educational Assistant Hours In Classroom	2356	3072	2720	3063
# Of Hours Of Interpreting	1790*	1893	986	540
# Of Cart Rides	1074	1203	1665	2737
# Of Remote Captioning Hours			96	184
# Of Housing Accommodations (Emotional Support Animals)			20 (6)	31 (5)
# of Requests for Furniture				57
# Of Early Start Accommodations			4	6

Student Assessment of Satisfaction, Quality, Climate and SLO:

A student survey administered by Campus Labs was sent to all students registered with ARC. Unfortunately, the survey only yielded a 6% return rate (Only 51 students). While the survey results are not considered a representative sample, results are provided below and will be reviewed and considered as ARC conducts an internal audit of services and establishes annual objectives.

Satisfaction:

- *89% of students report being satisfied with ARC services overall*
- *86% of students report feeling welcome in the ARC office*
- *85% of students report satisfaction with the timeliness of services*
- *85% of students report satisfaction with the general guidance offered by ARC advisors*
- *75% of students report satisfaction with the timeliness of alternate media production*
- *89% of students report that they would recommend Chico State*

- *93% of students report that ARC services has resulted in them being a more effective student*

Quality of Services:

- *78% of students report that the quality of mobility services is very good-excellent*
- *83% of students report that the quality of exam services is very good-excellent*
- *83% of students report satisfaction with note taker services is very good-excellent*
- *70% of students report satisfaction with educational assistants is very good-excellent*
- *74% of students report the quality/ accuracy of materials converted into alternate media is very good-excellent*
- *80% of students report that CSU Chico offers an equal education to students with disabilities*

Campus Climate:

- *61% of students report that the general attitude of students without disabilities toward students with disabilities is very good-excellent*
- *70% 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*
- *74% of students report that they understand what accommodations they need to be successful*

Note: Full survey results are available in ARC office.

Comments:

"I have been very pleased with the services at ARC, they treat me like I am a loved family member. They go out of their way to make my experience a pleasant one. They are very professional and supportive."

"I just want to say that my success in school has been in great part due to the assistance I get from ARC. I graduated with my BA Summa Cum Laude and am now a graduate student still utilizing the services provided. I'm thankful that the playing field is leveled so that my disability doesn't hold me back from success."

Suggestions in comments include reinforcing confidentiality with instructors, reminding the front office staff to be welcoming and reassuring, and improving the size of the testing room.

Faculty Survey

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

Accessible Technology Initiative:

- *55% of respondents report knowledge of the ATI*
- *80% of respondents report that they post a disability/accessibility statement on their syllabus*

- *74% report that their syllabi is accessible (20% report they don't know)*
- *12% of respondents report the use of a course pack*
- *94% of respondents report they post their instructional materials on the learning management system)*
- *68% of respondents report understanding their responsibilities under ADA*

Note: Full survey results are available in ARC office.

Results show that there has been a 7% increase in the number of faculty who report having an accessible syllabi, a 4% increase in the number of faculty who post their materials on the learning management system, and a 9% increase in the number of respondents who report understanding their responsibilities under the ADA. ARC believes that these results reflect an increase in ATI specific training ("5 Clicks"), stronger messaging during new faculty orientation, and consistent guidance and training via CELT.

Academic Coaching

See discussion in Section II.

Internal Audit

Each Year, ARC staff conducts 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 assessment process, including our student learning outcomes and how we obtain feedback from our students. We asked ourselves these questions:

- Are our student learning outcomes still appropriate?
- How can we obtain accurate feedback from our students regarding student learning outcomes?

Changes to the Division of Student Affairs "Charting the Course for Student Success" Five Year Plan, Student Learning Outcomes and Measures of Performance Section:

The following reflects current ARC information that should be reflected in the VPSA Division Plan:

Accessibility Resource Center-

"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." ARC Mission Statement 2015

Accessibility Resource Center conducts an annual, systematic program evaluation based on the Association of Higher Education and Disability (AHEAD) assessment framework, as follows:

- Provide services that are based on institutional mission and service philosophy
- Collect student feedback to measure satisfaction and quality of services
- Collect data to monitor the use of and evaluate the effectiveness of services
- Report program evaluation data to administrators

Assessment is conducted in the following areas:

- Cost effectiveness
- Student learning outcomes
- “Client” satisfaction (student and faculty)
- Compliance with professional standards and legislation governing program
- Program utilization

Student Learning Outcomes- Students registered with the Accessibility Resource Center, in their own time and process, will:

- Be aware of their civil rights as articulated in the Americans with Disabilities Act.
- Understand what accommodations they need to be successful in school and employment.
- Be comfortable advocating for reasonable accommodations with instructors.

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.

A comprehensive analysis of program assessment data is used to establish program objectives and is provided in annual reporting to the Vice President of Student Affairs. “

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:

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 responding to academic accommodations approved by ARC, and how to obtain support when providing services to students with disabilities becomes difficult or confusing. ARC will continue to use student distribution data to help prioritize which academic departments will receive an invitation for workshops.

Student Assessment of Satisfaction, Quality of Services, Climate, and SLO:

Based on our self-exploration, we have developed a plan to revise our process for obtaining feedback from students to include an assessment at intake and then after the first year of school. We hope that this will give us a more comprehensive picture of whether we are actually helping students learn what we want them to learn. Additionally, we have a plan to work with Campus Labs to either change our survey or incentivize it so we can increase student participation.

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 18% this year, while services; such as cart rides have increased 64%; Exam Services have increased 52%, Educational Assistant hours in the class room have increased 11%. Given the increase in services and changes in the complexity of accommodations, as well as, an increased demand for ARC services to staff and faculty, and consultative services for the campus community, it is time to consider increasing our human resources.

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. We have developed a recruitment plan with the Admissions department.

VI. Program Objectives for next academic year

1. Continue to develop innovative activities to strengthen students’ understanding of disability related civil rights.
2. Revise assessment strategies.
3. Collaborate with Provost’s office and leverage OATS to strengthen messaging to and support for instructors about their responsibilities.
4. Strengthen collaboration with EOP to increase our services to Hispanic students.
5. Continue to work with Admissions to recruit and retain students who require ASL Interpreting.
6. Implement a new component to the Request Portal to streamline management of alternate media conversion.
7. Work with Facilities Maintenance to complete the Barrier Removal Plan to finalize the Transition Plan.