

California State University, Chico



Division of Student Affairs Accessibility Resource Center and Office of Accessible Technology and Services Annual Report 2015-2016

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 6/16)

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 significant barriers to retention
- Significant Disability Awareness Activities
- Expanded services and staffing for the Accessible Technology Center in the Library
- Successfully managed a significant increase in students and associated service delivery
- Streamlined E and IT purchasing approval process
- Improvement in GPAs for students registered with ARC compared to overall enrollment
- Improved four and six year graduation rates for students with disabilities

Accessible Technology Center:

This is the first year that ARC/OATS has been responsible to manage the ATC. We've upgraded the technology available, streamlined the approval for usage, and made staff consistently available for students to manage self-service technology use and to solve problems associated with assistive technology. This has been very successful and has increased services and access to students using assistive technology.

Academic Coaching Program:

This year marks the third year that ARC has provided Academic Coaching services to advisor selected students. This year, the program expanded services to include students who identified with significant barriers to retention. This allowed us to focus more on services and outcomes and not on specific disabilities. 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 those students with significant barriers to retention 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 8.5 to 12.0 and GPA from 1.60 to 2.57.

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/Presentations

- Cover and cover story for the 2015-2016 University Catalog
- Diversity/Disability Training for Student Employees
- Education Opportunity Program/Foster Youth 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)

- 32 instructors and/or staff via individual and group sessions
- 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
- Academy of E Learning Conference
- New Faculty Orientation
- Presentation at Technology and Learning Center
- Presentation at the Diversity Certificate Program for the Office of Diversity

Other Activities:

- Pop Up Awareness
- Veterans' Conference
- Butte College to CSUC ARC Transition Days (Fall and Spring)
- "Now We're Talking about Diabetes" monthly support group
- BSW and MSW orientation sessions

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 policy on requesting and approving housing accommodations
- Revised policy on requesting and approving emotional support animals

- Revised the charge for the “ADA committee” and changed it to “Disability Compliance Committee”.

IV. Resources Summary*

VPSA Allocation	688, 112.00
Work Study	35,000.00
Additional Allocation/Revenue	
SLF (Academic Coaching Program)	10,000.00
Other/Charge Back	8,855.31
Total Income	741,967.31
Program Expenses	<u>790,118.22</u>
Professional Staff Salaries	550,842.00
Salary Costs for Direct Services (students, employees, public)	<u>158,733.61</u>
Student Assistants (EA, Proctors, Cart Drivers)	94,856.86
Alternate Text Production	44,331.47
PT Interpreters	9,552.43
Academic Coaches	9,992.85
Operating Expenses**	80,542.61

** This figure includes provision of accommodations, including remote captioning, video remote interpreting, 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:

We have been operating with one fewer staff for three 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 Committee Representation:

- ATI Leadership Council (Chancellor's office)
- ATI Steering Committee
- Instructional Materials (IMAP)
- Procurement Accessibility
- Web Accessibility
- University Technology Advisory Committee
- Emergency Management Operations Committee
- Commencement Committee
- Americans with Disabilities Act Committee
- Campus Climate Committee
- Campus Assessment, Response and Evaluation Team
- VEST (Veterans Education Support Team)
- Wildcat Welcome
- Event Production
- Butte College Advisory Board
- Sustainability
- VPSA Diversity Committee
- Foster Youth
- Professionals of Color (POC)

Facilities/Equipment:

- ARC had a computer refresh of several staff desktops, as well as, some laptops.

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, carols, exam administration continues to be challenging.

V. Program Evaluation of Past Year

The following addresses progress on program objectives established in 2014-2015 Annual Report

1. Continue to develop innovative activities to strengthen students' understanding of disability related civil rights. The ARC staff has made progress on this objective, but have more work to do. This objective will continue.
2. Revise assessment strategies. This year, a very brief assessment survey was used to collect specific data while ARC revises assessment strategies and re groups regarding data collection and analysis. This objective will continue.
3. Collaborate with Provost's office and leverage OATS to strengthen messaging to and support for instructors about their responsibilities. OATS is clearly on the radar of Academic Affairs, so much so that the workload has dramatically increased. OATS staff will continue to align training, support and resources with AA to assist instructors to become knowledgeable about accessibility and proficient in creating and remediating inaccessible instructional materials. This objective will be considered met and discontinued.
4. Strengthen collaboration with EOP to increase our services to Hispanic students. ARC staff met with both EOP professional and para professional staff and provided disability awareness outreach and discussed strategies for referrals to ARC. The efforts did not result in an increase in Hispanic students served by ARC. Further analysis will need to happen to identify reasons and strategies. Our efforts will continue.
5. Continue to work with Admissions to recruit and retain students who require ASL Interpreting. ARC and the Office of Admissions developed a recruitment plan for students who are Deaf. The plan successfully brought three students to campus. This objective will be discontinued.
6. Implement a new component to the Request Portal to streamline management of alternate media conversion. Due to staffing limitations in the web applications division, this project was not addressed.
7. Work with Facilities Maintenance to complete the Barrier Removal Plan to finalize the Transition Plan. Facilities Maintenance is continuing to work on the internal barrier removal plan. While the work will continue, the objective will be discontinued to prioritize other projects.

Ongoing Assessment Efforts

Demographic Reporting:

Students: (about a 9% increase)

- 1001 Students Served Fall 2015
- 990 Students Served Spring 2016
- 67 Temporary Students
- 6% of Chico State students are registered with ARC. This is 2nd largest percentage in the CSU system.

Students Report the following Disabilities:

- 20% Learning Disabilities
- 16% Chronic Health Conditions
- 31% Mental Health diagnosis
- 3% Brain Injury
- 35% Attention Deficit Disorder
- 1% Autism/Asperger's
- 3% Deaf/Hard of Hearing
- 5% Mobility
- 3% 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 2015-2016

Students registered with ARC report the following majors:

- 3% -College of Agriculture
- 30% -College of Behavior and Social Sciences
- 11% -College of Business
- 18% -College of Communication and Education
- 10% -College of Engineering/Computer Science and Construction Management
- 11% -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

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

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).
- 16% of ARC students reporting being Hispanic (compared to 29% of Chico State population).
- 4% of ARC students report being Asian (compared to 7% of Chico State population). This is an increase of 1% over last year.

This year, ARC started to focus on intentional recruitment of student employees with diverse backgrounds and perspectives. The following represents the diversity of student employees:

- Caucasian 42%
- Hispanic 20%
- African American 4%
- Native American 1%
- East Indian 33%
- Disability 13%

ARC presents at the Student Employment Diversity Training each year.

2015-2016 Diversity Goals Reporting:

1. Reduce the existing achievement gaps between underrepresented and non-represented students.

- AY 2015-2016: 47% of ARC students earned greater than 3.0 GPA, which is about the same as last year, and compared to 51% for the overall student body.
- AY 2015-2016: 10% of ARC students earned lower than 2.0 GPA, which is a 9% decrease since last year, and compared to 15.5% of overall student body.
- 4 year graduation rate for first time freshman (admitted fall 2012)- 23% (representing an 8% increase over last year, and compared to 24% for all FTF)
- 6 year graduation rate for first time freshman (admitted fall 2009)- 59% (representing an 11.1% increase over last year, and compared to 57% for all FTF).

Services Usage Summary:

Accommodation	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
# Of Tests Administered	2549	2736	3166	4823	5573
# Of Instructional Materials Converted Into Alternate Format (Students Fall/Spring)	847 (48/29)	1139 (73/54)	1468 (91/80)	1481 (100/94)	1900 (120/115)
# Of Educational Assistant Hours In Classroom	2356	3072	2720	3063	4385
# Of Hours Of Interpreting	1790*	1893	986	540	690
# Of Cart Rides Requested	1074	1203	1665	2737	3505
# Of Remote Captioning Hours/# of Video Interpreting Services			96/0	184/0	260/157.25
# Of Housing Accommodations (Emotional Support Animals)			20 (6)	31 (5)	39 (6)
# of Requests for Furniture (students and faculty)				57	82

Student Assessment of Satisfaction, Quality, Climate and SLO:

This year, a very brief assessment survey was used to collect specific data while ARC revises assessment strategies and re groups regarding data collection and analysis. We asked our students three questions, one representing quality of services, one representing student learning outcomes, and one representing campus climate. They are, as follows:

Quality of Services:

Question: The services I receive from ARC have helped me be successful in school. 80% of students responded, "Strongly agree" and 20% responded agree.

Student Learning Outcomes:

Question: As a result of working with my ARC Advisor, I have a better understanding of what services work for me in school. (Student Learning Outcome: Student Learning Outcomes are consistent with CSU, Chico Strategic Priority 1 and VPSA Division Plan Goal 1). 60% of students responded, "strongly agree", 32% of students responded "agree", 8% of students responded "somewhat agree".

Campus Climate:

Question: For the most part, instructors are professional and responsive regarding the accommodations I am approved to receive. 32% of students responded, “strongly agree”, 44% of students responded “agree”, 2% of students responded “somewhat agree”, and 4% responded, “do not agree”.

Comments:

The following reflects the flavor of the comments received:

“I have now graduated with my Master’s degree in psychology. As a graduate and undergraduate student at Chico State, I owe my success in part to the ARC department. If not for my accommodations such as having a quiet space to take tests, extra time, and cart rides when I was pregnant my academic career would have looked very different. I am forever grateful to Debbie, who quickly resolved any issue that ever came up for me, she is an asset to the department and all of us who utilize your services. The student employees were always friendly and helpful as well. Thank you ARC for your hand in my found successful years at Chico State. Go Wildcats”

“In the beginning of my school career, I was very overwhelmed and thought I was not smart enough and though maybe I am not cut out of school. After I registered with ARC, my grades significantly improved. I went from one of the bottom students in all of my classes to being one of the top students. My GPA this semester was the highest GPA of my entire school career 3.9/4.0”.

“My advisor has done a great job in helping me to be successful, as a result of her help I have made A’s and B’s here at Chico State.”

“Test rooms are filled to the max which resulted in a lot of extra noise and distraction”.

“I did not do well in the testing situation because the rooms were crowded and students were coming in and out”.

Academic Coaching

An eighteen-item survey of student learning outcomes was given to students engaged in the academic coaching program, pre and post semester. A summary of results follows:

- 41% of students report a greater ability to organize their persona and school responsibilities in order to be successful.
- 41% of students report an improved ability to review their course syllabi and develop a semester plan of action.
- 44% of students report having a better plan for how to study for upcoming exams.
- 46% of students report they can now prepare and follow a daily schedule.

All 18 items yielded a positive change in academic behavior identified as potential barriers to retention and graduation. (See additional 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 outreach efforts to faculty. We asked ourselves this question: Are we doing enough, at the best times, with the appropriate audiences, to effect change?

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.

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

ARC needs to redefine how we assess students' satisfaction of services, as well as, student learning outcomes. Over the past several years, the response rate to web based surveys has steadily declined. Research says that students, in general, experience survey fatigue and response rates are declining in general. We need to find an intentional "just in time" approach to assessment of these areas.

Sustainability:

Over the past several years, there has been a steady increase in students registered with ARC, as well as, services required by those additional students. The following data from AY 2015-2016 will inform this discussion:

- 9% Increase in students registered with ARC
- 14% increase in tests administered
- 22% increase in conversion of instructional materials
- 30% increase in the number of educational assistance hours in and outside of the classroom
- 22% increase in the number of cart rides requested
- 8% increase in students with mental health diagnosis

The cost associated with the above increases is reflected below:

- \$23,930.86 increase in student assistants (educational assistants, cart drivers and proctors)
- \$10,273.47 increase in student wages associated with conversion of alternate instructional materials and assuming responsibility to staff the ATC in the library
- \$23,796.25 increase in costs associated with video remote interpreting and rapid text captioning

Given the increase in students and services, current testing facilities and the static number of staff, we need to develop a strategic plan that will allow us to sustain our current level of services. This will require a critical look at staffing, allocation and space.

Increase services to underrepresented students:

Persons with disabilities are significantly more likely to be unemployed. Persons with disabilities who are African American or Hispanic are even more likely to be unemployed. Given this reality, it is important that ARC reach students who have disabilities who are African American and/or Hispanic. Our current practice of doing outreach to EOP has not yielded a significant increase in these students. There are some cultural issues with regard to disability that present barriers, as well as, issues for low-income students who may have never been testing for a disability, or who no longer have access to school records, which can verify a disability. ARC will take some time this year to strategize with EOP and other programs to see if we can increase the number of students served.

VI. Program Objectives for next academic year

Accessibility Resource Center

1. Evaluate staffing levels to ensure sustainability of continued growth
2. Redesign assessment process, including relevance of current student learning outcomes
3. Revise exam administration and space requirements
4. Develop a recruitment plan for students with disabilities who are also underrepresented minorities
5. Develop a new training module for faculty on basic awareness and accessibility

Office of Accessible Technology and Services

1. Evaluate staffing levels to ensure sustainability of continued growth
2. Develop a strategic plan to provide captioning to the campus community

Report Prepared by Sandy Parsons, ARC Director/ADA Coordinator with contributions from ARC/OATS staff