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 6/17)

*Recruitment, Retention, Satisfaction, and 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

- Successfully managed a significant increase in students and associated service delivery
- Expanded the scope of service and responsibility of OATS
- Streamlined Equipment and Information Technology (E and IT) purchasing approval process
- Improved four and six year graduation rates for students with disabilities
- Leveraged new technology to reduce barriers and improve accessibility
- Offered Kurzweil software usage (and training) for students in other underrepresented minority groups to contribute to graduation initiative
- Continued to see academic performance improvements via the academic coaching program
- Significant increase in content remediation improving services and accessibility to campus community
- Continued efforts to improve campus climate via disability awareness workshops
- Made significant strides in accessibility and compliance with ATI. (See ATI annual report)

Academic Coaching Program:
This year marks the fourth 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, the five coaches provided services to 42 students. Pre and Post Assessment results show that students in the program increased average units completed from 10.6 to 11.3 and GPA from 2.27 to 2.59.

Offered Kurzweil software usage (and training) for students in other underrepresented minority groups to contribute to graduation initiative:
OATS reports a high usage of the educational software, Kurzweil, at nearly 90%. The OATS coordinator negotiated a 3-year full site license contract with Cambium (Kurzweil). As such, OATS is working with other programs, such as Educational Opportunity and Success programs; to provide training and access as part of ARC/OATS’s efforts to reduce achievement gaps and improve graduation rates. Athletics will begin using the software in summer of 2017 and the Cross Cultural Leadership Center in fall 2017.
Expanded the scope of service and responsibility of Office of Accessible Technology and Services (OATS):
This year, with the support from the Vice President of Student Affairs and the Provost, OATS began offering captioning services to staff and faculty. OATS used this year to assess how the services would be used and the staffing required to sustain the service without jeopardizing student services. OATS was strategic in rolling out the service, focusing on high enrollment GE courses. (Hist 130, CMST 132 etc.) 52% of the captioning occurred in house using Kaltura software and seven student production assistants. 42% of the work was sent to Automatic Sync Technologies (AST), contracted professional captioning service. OATS completed 225 jobs at a cost of $5670.50. AST completed 208 jobs at a cost of $5556.75. Including the cost of training production staff, the total cost for captioning this year was $12,014.75. Now that the workflow is in place, outreach regarding the service will increase.

Significant increase in content remediation improving services and accessibility to campus community:
This year, OATS developed a system to receive and track requests for content remediation through TeamDynamix. Requests were received directly from Faculty/staff, as well as, remediation requests from web services as they migrate websites into the new template. The Coordinator of OATS shared the following: “This significantly increased our work. For example in the last two weeks, we have received 62 PDF’s from web services for campus websites. This last academic year we completed an average of 252 jobs. It is hard to put a solid cost on this as some jobs took 12 hours and some took an hour. I feel pretty well versed in PDF remediation and a housing form took me 5 hours to complete from beginning to end. We look forward to also continuing this service as I feel it may be the most essential to campus. We can expect a significant growth this year with the addition of Blackboard Ally.

Streamlined Equipment and Information Technology (E and IT) purchasing approval process:
As part of our efforts to improve accessibility, OATS has developed a process to review all purchases for technology/software for accessibility and for prioritizing the product’s impact on students and the campus community. Doing so contributes significantly to the overall accessibility of the campus. The tremendous increase in work is part of the conversation about staffing and sustainability. See the graph below.

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
- 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, accessible materials)
- Instructors and/or staff and Departments 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
- Academy of E Learning Conference
- New Faculty Orientation
- Presentation at the Diversity Certificate Program for the Office of Diversity

Other Activities:
- Pop Up Awareness
- Veterans’ Conference
- BSW and MSW program 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:
- Developed a procedural manual for exam administration
- Revised policy on requesting and approving housing accommodations
## IV. Resources Summary*

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPSA Allocation</td>
<td>783,317.50</td>
</tr>
<tr>
<td>Allocation Adjustment</td>
<td>65,000.00</td>
</tr>
<tr>
<td>Work Study</td>
<td>43,000.00</td>
</tr>
<tr>
<td>Additional Allocation/Revenue</td>
<td></td>
</tr>
<tr>
<td>SLF (Academic Coaching Program)</td>
<td>16,200.00</td>
</tr>
<tr>
<td>Other/Charge Back</td>
<td>968.00</td>
</tr>
<tr>
<td><strong>Total Allocation</strong></td>
<td>908,485.50</td>
</tr>
</tbody>
</table>

| Program Expenses                                                           | 764,099.77  |

| Professional Staff Salaries                                                | 578,652.00  |

| Salary Costs for Direct Services (students, employees, public)             | 185,447.77  |
| Student Assistants (EA, Proctors, Cart Drivers)                           | 84,797.62   |
| Alternate Text Production (OATS production staff)                          | 55,479.76   |
| PT Interpreters                                                           | 29,000.39   |
| Academic Coaches                                                          | 16,200.00   |

| Operating Expenses**                                                      | 99,275.62   |

** 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 four 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 is working on developing a staffing plan to help sustain our ability to continue to provide excellent services to students and the campus community.

### ARC Committee Representation:
- ATI Steering Committee
- Instructional Materials (IMAP)
- Procurement Accessibility
- Web Accessibility
- ATI Team Leaders Group
- University Technology Advisory Committee
- Information Technology Leadership Group
• Emergency Management Operations Committee
• Commencement Committee
• Disability Access and Compliance Committee
• Campus Emergency Response Team (CERT)
• Campus Incident Response Team (CIRT)
• WASC
• Campus Assessment, Response and Education (CARE) Team
• Veterans Education Support Team (VEST)
• Wildcat Welcome
• Event Production (campus event management)
• Butte College Advisory Board
• Sustainability
• VPSA Diversity Committee
• Foster Youth Committee
• Professionals of Color (POC)
• Mental Health Task Force
• Quarterly Advising
• Student Affairs Program Coordinator

Facilities/Equipment:
• ARC renewed a site license for Kurzweil Educational Software, and partnered with Information Technology to purchase Site Improve for web site accessibility scanning and remediation.

Space issues:
• Administering exams continues to be challenging with space restrictions. This year, the Vice President of Student Affairs authorized exploration of renovating a space in the Student Services Center for exam administration. The renovation would be significant in terms of work and funding, however, the VPSA understands the need. More work on this project/exploration will continue into the next academic year.

V. Program Evaluation of Past Year
The following addresses progress on program objectives established in 2015-2016 Annual Report

Accessibility Resource Center
1. Evaluate staffing levels to ensure sustainability of continued growth. Due to changes in the scope of responsibility of the ARC Director, additional assessment is necessary to adequately manage the growing programs under the ARC Director’s leadership. This objective is continued.
2. Redesign assessment process, including relevance of current student learning outcomes. This year, ARC participated in the National AHEAD survey sponsored by the CSU. The responses
from this survey will further inform a redesign for ARC’s student learning outcomes. This objective is continued.

3. Revise exam administration and space requirements. The Exam Services Coordinator completed a procedural manual for exam administration and has initiated exploration of obtaining and renovating additional testing space in the Student Services Center. While the work will continue, this objective is discontinued.

4. Develop a recruitment plan for students with disabilities who are also underrepresented minorities. Our efforts to recruit additional students from underrepresented minorities has not been successful. This year, we will focus our efforts on students who report being Hispanic. This objective is continued.

5. Develop a new training module for faculty on basic awareness and accessibility. An ARC Advisor has worked very hard on a new training module for faculty and we will enjoy the results moving into the new academic year’s workshops with faculty. This objective is discontinued.

Office of Accessible Technology and Services
1. Evaluate staffing levels to ensure sustainability of continued growth. This objective is met and discontinued. An appropriate and effective staffing plan will be implemented no later than fall 2017 semester.

2. Develop a strategic plan to provide captioning to the campus community. This objective is met; Work will continue, but the objective is discontinued.

Ongoing Assessment Efforts

Demographic Reporting:

Students:
- 1001 Students Served fall 2017
- 990 Students Served spring 2017
- 73 Temporary Students
- 5.16% of Chico State students are registered with ARC. This is 5th 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
5% 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 2016-2017

Note: the Student Learning Center and ARC have partnered to offer students with disabilities priority requests for tutoring services.

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

- 44 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 2.4% Chico State population).
- 14% of ARC students reporting being Hispanic (compared to 30% of Chico State population).
- 3% of ARC students report being Asian (compared to 5.6% of Chico State population).
- 1% of ARC students report being American Indian (compared to .6% of Chico State population).
- 8.3% of ARC students report more than one ethnicity (compared to 5.3% of Chico State population).

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:
ARC presents at the Student Employment Diversity Training each year.

2016-2017 Diversity Goal(s) Reporting:

1. Reduce the existing achievement gaps between underrepresented and non-represented students.
   - AY 2016-2017: 53% of ARC students earned greater than 3.0 GPA, which is about a 3% increase compared to last year, and compared to 51% for the overall student body.
   - AY 2016-2017: 19% of ARC students earned lower than 2.0 GPA, which is a 9% increase since last year, and compared to 15.5% of overall student body.
   - 4 year graduation rate for first time freshman (admitted fall 2012) - 25% (representing an 2% increase over last year, and compared to 25% for all FTF)
   - 6 year graduation rate for first time freshman (admitted fall 2010) - 60% and compared to 68% for all FTF.
   - Year One persistence rate (for students admitted fall 2015) - 88% (13% increase over last year) and compared to 85% of overall student population.
   - 5% of students registered with ARC are on academic probation, compared to 8.29% of overall student population.
Services Usage Summary:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Of Tests Administered</td>
<td>2549</td>
<td>2736</td>
<td>3166</td>
<td>4823</td>
<td>5573</td>
<td>5490*</td>
</tr>
<tr>
<td># Of Instructional Materials Converted Into Alternate Format (Students Fall/Spring) See graph below.</td>
<td>847 (48/29)</td>
<td>1139 (73/54)</td>
<td>1468 (91/80)</td>
<td>1481 (100/94)</td>
<td>1900 (120/115)</td>
<td>1980 (110/112)</td>
</tr>
<tr>
<td># Of Educational Assistant Hours In Classroom</td>
<td>2356</td>
<td>3072</td>
<td>2720</td>
<td>3063</td>
<td>4385</td>
<td>1851.30</td>
</tr>
<tr>
<td># Of Hours Of Interpreting</td>
<td>1790*</td>
<td>1893</td>
<td>986</td>
<td>540</td>
<td>690</td>
<td>2208</td>
</tr>
<tr>
<td># Of Cart Rides Requested</td>
<td>1074</td>
<td>1203</td>
<td>1665</td>
<td>2737</td>
<td>3505</td>
<td>2378 (15/day on average)</td>
</tr>
<tr>
<td># Of Remote Captioning Hours/# of Video Interpreting Services</td>
<td>96/0</td>
<td>184/0</td>
<td>260/157.25</td>
<td>215/580</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Of Housing Accommodations (Emotional Support Animals)</td>
<td>20 (6)</td>
<td>31 (5)</td>
<td>39 (6)</td>
<td>34 (8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Requests for Furniture Placement (students and faculty) (# does not include furniture purchased for individuals as reasonable accommodation.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

*Finals exams: Fall 2016 - 776; Spring 2017-803.

ALTERNATIVE MEDIA STUDENTS

![Graph showing alternative media students from 2011 to 2016]
Student Assessment of Satisfaction, Quality, Climate and SLO:

Association of Higher Education (AHEAD) Survey

In Spring 2017, Accessibility Resource Center participated in a CSU system wide survey to meet the expectations of the Coded Memorandum: AA-2014-08, which requires a survey of disability programs every five years. The purpose of the survey was to collect experiential data on the quality of services offered to students with disabilities across the CSU campuses and to identify areas for possible improvement. The directors of the services for students with disabilities offices determined that the Association on Higher Education and Disability (AHEAD) survey tools would meet this need, providing a consistent, system wide evaluation process for all campuses. AHEAD developed three surveys specific to students registered with disability programs (i.e. ARC), instructors, and administrators. CSU Chico Institutional Research provided the support to administer the surveys at Chico State.

Student Survey:
All students registered with ARC received an invitation to complete the student survey. One hundred and thirty-nine (139) students responded, yielding a 15% response rate. Student respondents represent those who identify with the full spectrum of disabilities. The following summary illustrates areas of strength, those needing reflection and a sample of comments from student respondents.

Question 1: Feedback regarding interactions with ARC

Staff interactions and respect for students: 79% Excellent; 21% Good.
Helpfulness of staff’s consultation with faculty: 65% Excellent; 28% Good.
Staff knowledge skills: 68% Excellent; 26% Good.
Overall Quality of Services (13 indicators): 71% Excellent; 26% Good.

Comments:
“This office is 51% of why I’m at Chico.”
“My counselor was amazing. She is the reason I am still in school.”
“Cannot say enough good things about the services provided by this office.”
“The people at the front desk that gives test are kinda rude sometimes.”
“ARC is absolutely helpful every time I visit the office. The staff is incredible and is doing a great job with helping its students.”
“When you send emails during finals confirming the location of our tests, it would be awesome if you could put the link to the site where we go to login and check on our exams. I have also really appreciate the support, your friendly staff (both staff and student workers) and the ease with which I was able to get the support I need. The small testing room within ARC does get pretty stuffy- any way to get the air moving in there a little more?”
“Going in was so easy and the staff was very nice and helpful. Did not make me feel weird or awkward. I was nervous to go in and ask for help and they made me feel so welcome.”

“ARC department doing an excellent job.”

Question 2: Overall quality of academic accommodations

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Accommodations:</td>
<td>63%</td>
<td>28%</td>
</tr>
<tr>
<td>Note Taking Accommodations:</td>
<td>63%</td>
<td>27%</td>
</tr>
<tr>
<td>Alternate Format Materials:</td>
<td>68%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Comments:
“The testing room doesn’t have adequate space between students.”
“Having ADHD, test accommodations still had a lot of people in the rooms which greatly affected my concentration level for the test.”
“I have been treated with respect and great consideration in having the opportunity to complete my exams in an environment that allows me to function at the level I can perform. Without this opportunity I would no longer continue my education due to the inability to complete my exams in the classroom time allowance.”

Question 3: Interactions with Instructors

<table>
<thead>
<tr>
<th>Statement</th>
<th>84% almost always true</th>
<th>63% almost always true</th>
<th>61% almost always true</th>
<th>75% almost always true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors include a disability statement on syllabus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors are interested in talking with me about accommodations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors understand ARC processes/role in coordinating accommodations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors are supportive; I feel welcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
“My professors are excellent and very concerned about my basic needs. They are wonderful.”
“Some instructors do not understand the process of getting tests over to you and back from you.”
“A few of the teachers in the (omitted) Dept. have a problem with students who need extra time or accommodations. They act as if any request is presumptuous and rude.”
“All of my professors were very accommodating, understanding and supportive of any needs that arose due to my Diabetes.”
“The (omitted) Department is particularly resistant to accommodations. Many professors in the department lack knowledge on possible accommodations. A few professors there are confrontational or disbelieve the need for accommodations. Many times exams did not arrive in the ARC office and had to be chased down.”
“I do believe there is a bit of a disconnect between the communication of departments/professors and the ARC office and process. I usually have to explain things or re assure professors that the ARC will do certain things, so I would say there is a lack of knowledge (and confidence) in ARC from professors.”
“For the most part, I feel looked down upon when taking exams at the ARC.”

The Student survey also provides basic demographic information about respondents, as well as, issues related to physical accessibility of facilities and campus path of travel. The Disability Access and Compliance
Committee will review the results of this section and use the information to inform plans to improve accessibility.

Faculty Survey:
All instructors received an invitation to complete the survey. One hundred and nine (109) instructors responded, yielding a 12% response rate. Faculty respondents reflect representatives from all seven colleges and teaching experience from six months to forty years. The following summary illustrates areas of strength, those needing reflection and a sample of comments from faculty respondents.

Question 1: Effectiveness of ARC Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Staff</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>Helpfulness of Consultation</td>
<td>52%</td>
<td>45%</td>
</tr>
<tr>
<td>Helpfulness of Website</td>
<td>34%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Question 2: Satisfaction:

<table>
<thead>
<tr>
<th>Service</th>
<th>Extremely Satisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation on Individual Students</td>
<td>33%</td>
<td>59%</td>
</tr>
<tr>
<td>Early ID of Students in Courses</td>
<td>31%</td>
<td>57%</td>
</tr>
<tr>
<td>Opportunity to Provide Feedback re: Accommodations</td>
<td>24%</td>
<td>53%</td>
</tr>
<tr>
<td>Assistance Administering Exams</td>
<td>45%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Comments:

“It all seems to be working well, and I appreciate the help and that your services are there.”
“More support for students; having 1 on 1 tutors or mentors.”
“Thank you for all you do.”
“You provide a vital service. It works beautifully. Thank you.”
“Your office’s response to exam requests is inconsistent and this ends up hurting students”
“I think the ARC does an outstanding job of being available when needed.”
“I had a very difficult situation last year and greatly appreciate the support I received from ARC.”
“ARC needs to screen students (who needs accommodation) more closely. At one time, I had 15% of students enrolled in the class requested and approved by ARC to have exam accommodation. That 15% is an unreasonably high percentage”.
“More advanced notice of students with disabilities that need accommodation. I would like to be given a sheet during the first week of classes with the students name and their accommodations so I can be more aware. And another sheet that I have to sign that states I acknowledge their accommodations and will do my best to accommodate them.”
“All of my interactions with the ARC have been outstanding. I find the department to be responsive and helpful, and it provides a valuable resource to students”.
“When I make requests, students often do not receive this information. The biggest problem is when I ask that ARC provide my students with 8.5 x 11 inch scantrons, most students do not get them. Also, when I request that students return their exams to my office, that information is often not relayed to them, or not relayed accurately, or they don’t understand the request. This is because I don’t want these students singled
out in any way—not receiving their exams back when the rest of the class does. I know these are small issues compared to all of the "good" that ARC does, but it would make my experience with ARC even better.”

Additional comments concerned the online request portal, ability to cheat in the ARC testing rooms, and various other issues stemming from misinformation or misunderstanding.

**Administrator Survey:**
All administrators on campus received an invitation to complete the survey. Twenty-eight (28) administrators responded. Administrator respondents represent Student Affairs, Academic Affairs, Business and Finance, Associated Students, and Office of the President. The following summary illustrates areas of strength, those needing reflection and a sample of comments from administrator respondents.

**Question 1:** Overall, how well does ARC consult, collaborate and support your unit in its interactions with SWD?

61% Excellent; 29% Good

**Question 2:** Overall, how well does the ARC service SWD?

75% Excellent; 14% Good

**Comments:**
“ARC is one of the most student-focused departments on our campus. They are responsive and thorough in the provision of services to our students.”

“In setting up major events and festivals in outdoor venues, they have provided us with the details and solutions to make events accessible.”

“The staff is extremely professional and their leadership lends itself to providing the best and most appropriate accommodation for each student, staff and faculty member of the campus. Their care for the individual involved and their ability to articulate their needs with others who many not understand or accept the accommodation is very effective.”

“Our office has had numerous opportunities to work with ARC when issues develop between a student and a professor. We have had success collaborating with ARC to support the student in receiving resources they are entitled to in the classroom and for testing while addressing the professors concerns and/or the professors’ specific rigid/unhelpful attitudes.”

Comments on Changes or Improvements:
“It seems from my perspective that ARC is understaffed, given the increased focus on accessibility and additional legal and CO requirements that are being added.”

“Possible sending out a representative, on a periodic basis (every few years) to explain the ARC’s entire process to a gathering of interested campus wide faculty.

“Excellent service. In regard to ATI compliance, you need more resources to keep up with the workload.”

“I would like to see an email or web site that indicates what the office is able to assist with for students, staff and faculty.”*

“More clarity on exactly what they do for students (an annual report?).”*
Note: Based on advice from Institutional Research, survey response percentages were adjusted to accommodate for respondents who marked N/A due to not being a user of a particular service. Complete survey results are available upon request.

Academic Coaching
A nineteen-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:

- 79% of students report a greater ability to organize their personal and school responsibilities in order to be successful.
- 61% of students report an improved ability to review their course syllabi and develop a semester plan of action.
- 67% of students report improvement in ability to complete assignments on time.
- 66% of students report they can now prepare and follow a daily schedule.

All 19 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 staffing and succession planning. We asked ourselves this question: Do we have the right people doing the right things to support our continuously growing program, in both size and complexity?

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.

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. We are optimistic, however, that a good number of our students responded to the AHEAD survey. The respondents confirmed our ongoing concern regarding sufficient testing space and provided opportunities for training and reminders for student staff. We will use this information to inform future assessment. Faculty respondents
were mostly positive and some construction feedback was offered. Some responses illustrated a greater need to connect with faculty regarding the rights and responsibilities of students with disabilities, as well as, the obligation of the University to provide appropriate services.

**Sustainability and Succession Planning:**
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 increase has been successfully and efficiently managed by continuing to revise our processes and use of well-trained and dedicated student employees, there is a need for additional professional staff. 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. This is especially difficult to manage because the costs associated with the provision of accommodations are directly related to students’ specific accommodation needs.

**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 tested 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. Develop a recruitment plan for students with disabilities who are Hispanic
4. Develop a communication plan for faculty focused on “just in time” basic awareness and accessibility and specific ARC processes

**Office of Accessible Technology and Services**
1. Continue to assess the requests (per division), production and processes for captioning and remediation

**Final Notes:**
The accomplishments and success of the ARC program and the provision of consistent, exceptional services to students and families is directly attributed to the ARC staff:

“Hi (advisor), my family and I would just like to thank you so much for taking the time to meet with us when we visited Chico last week. You really went the extra mile to answer our questions and concerns in a down-to-
earth, friendly- way that gave us the full picture. Your office, as well as the learning center on the third floor, seemed so dedicated and friendly. I have chosen Chico over Sonoma for many reasons such as the staff, students, and the positive atmosphere. Chico is an amazing campus and my family was overwhelmingly impressed.”

“(Advisor), Thank you so much. I appreciate the support you have given (student). Without your help and the Accessibility Department, I truly do not know what we would have done. You have been invaluable resources!”

Note: For full results of AHEAD survey or to read full OATS report to the Dean of Students, please contact Sandy Parsons.

Report Prepared by Sandy Parsons, Dean of Students with contributions from ARC/OATS staff