

California State University, Chico



Division of Student Affairs Accessibility Resource Center (ARC) and Office of Accessible Technology and Services (OATS) Annual Report 2017-2018

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 Priorities 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 Priorities 1 and 2; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 1*)
- **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 Priorities 2 and 4; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 2*)
- **Program Evaluation:** Engage in systematic program assessment strategies designed to support, enhance and improve services to students and employees with disabilities. (*CSU, Chico Strategic Priorities 1 and 2; Division of Student Affairs Goal 1; Academic Affairs Plan Goal 2*)

(Reviewed date July, 2018.)

*Recruitment, Retention, Satisfaction, and Graduation: Students with disabilities face multiple barriers to academic access, which impacts 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

- Continue to successfully managed a significant increase in students and associated service delivery
- Continue to expanded the scope of service and responsibility of OATS
- Significant State and National attention/awards for innovations in accessibility (OATS)
- Improved four and six year graduation rates for students with disabilities
- Leveraged new technology to reduce barriers and improve accessibility
- Expanded 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

Academic Coaching Program:

We are proud that we are the first CSU that offers a unique and successful academic coaching program for student with disabilities. From the initial start of the program 5 years ago, it has proven notable success in retention, increasing GPA, and providing our students the tools for achievement as well a rewarding experience of empowerment and confidence. These students are coached by graduate students who are also given the opportunity to increase their counseling, communication and teaching skills, while learning how to best work with this diverse population. It is a win-win program!

This year, five coaches provided services to as many as 40 ARC students. 92% of the students surveyed, report “an improved satisfaction with their current academic performance”.

Significant Progress Toward Campus Wide Accessibility/OATS:

The Office of Accessible Technology and Services has collaborated with Information Resources to combine the use of Blackboard Learning Management System and an accessibility tool, ALLY. We have become one of the national leaders around this project. There are now 368 institutions worldwide involved in the project and we are proud to say that we were one of the first 5. We have now become the CSU consultants for the system-wide project and lead the monthly community calls.

The ALLY tool can scan all content on the Blackboard and quickly remediate simple, but challenging, accessibility issues. Additionally, the ALLY tool can be accessed by students who can translate their course content into alternative formats (Braille, recording, etc.), as well as, different languages. The new tool, while intended to improve accessibility, will contribute significantly to access for all students,

The work that the 508 Coordinator/OATS has done has earned him and our campus. State and National attention and awards. The following are publications that highlight this success.

<https://campustechnology.com/articles/2018/05/23/making-progress-on-course-content-accessibility.aspx?m=1>

<https://elearnmagazine.com/higher-education-accessibility/>

<http://www.csuchico.edu/oats/documents/kaltura-accessibility-infographic.pdf>

<http://www.csuchico.edu/oats/documents/kaltura-blackboard-case-study.pdf>

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 with 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. There were no significant revisions to ARC procedures or practices. The CSU published the revised Policy on Disability Support and Accommodations.

IV. Resources Summary

The VPSA provides sufficient allocation for the operational administration of ARC and OATS. Due to the inability to predict all requests for services, ARC remains nimble with budgeting and if shortfalls occur, the VPSA office allocates additional one-time dollars to provide required services. This year, ARC ended the year with a 52K deficit due to staffing overlays during retirement transitions and an increase in ASL interpreting/captioning.

Human Resources:

The following personnel transactions occurred this year:

- Director/Dean of Students was appointed Interim Associate Vice President of Student Affairs
- An Advisor was appointed Interim Director of ARC
- The Services Coordinator retired
- The Services Coordinator position was split into two positions resulting in the hire of an Office Coordinator and Testing Services Coordinator
- The ARC office support/receptionist retired
- A new advisor was added to the ARC team *

As the number of students and employees seeking services continues to increase, ARC continues to work on developing a staffing plan to help sustain our ability to continue to provide excellent services to student and the campus community. * While ARC added an advisor, it did not result in a net gain of staff due to the transfer of staff to interim position.

ARC Committee Representation:

- ATI Steering Committee
- ATI Team Leaders Group
- University Technology Advisory Committee
- Information Technology Leadership Group

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- Emergency Management Operations Committee
- Commencement Committee
- Disability Access and Compliance Committee
- Campus Emergency Response Team
- Campus Incident Response Team
- 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:

- Nothing significant to report

Space Issues:

Administering exams continues to be challenging with ongoing space restrictions. This past year, ARC utilized SSC 180 for testing needs throughout the year, but most prominently during midterms and finals. While for the most part this worked, this is a shared space with Student Conduct, Rights, and Responsibilities, who utilizes the space as a conference room.

V. Program Evaluation of Past Year

The following addresses progress on program objectives established in 2017-2018 Annual Report

Accessibility Resource Center

1. Evaluate staffing levels to ensure sustainability of continued growth. This year, we worked with the VPSA office to secure funding (GI2025) for a new advisor to assist with the continued growth in the program. However, due to staff moving into interim positions, we did not result in net changes to our staff. We'll continue to work on this issue.
2. Redesign assessment process, including relevance of current student learning outcomes. This goal will be maintained. The current director will work closely with ARC advisors to refine the assessment processes.

3. Develop a recruitment plan for students with disabilities who are Hispanic. This year, ARC staff worked with programs and services to build outreach efforts for students who are Hispanic, but it did not result in an increase the number of students ARC served.

Office of Accessible Technology and Services

1. Continue to assess the requests (per division), production and processes for captioning and remediation. This goal has been met. OATS/508 Coordinator has developed a record keeping process that is used to efficiently manage these requests.

Ongoing Assessment Efforts

Demographic Reporting:

Students:

- 1024 Students served during fall 2017
- 1022 Students served during spring 2018
- 51 Temporary Students served during fall 2017
- 49 Temporary Students served during spring 2018
- 6% of Chico State students are registered with ARC. This the 5th largest percentage in the CSU system

Students Report the following Disabilities:

- 22% Learning Disabilities
- 13% Chronic Health Conditions
- 34% Mental Health diagnosis
- 3% Traumatic Brain Injury
- 34% Attention Deficit Disorder
- 2% Autism/Asperger's
- 2% Deaf/Hard of Hearing
- 6% 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 2017-2018

Students registered with ARC report the following majors:

- 3% - College of Agriculture
- 33% - College of Behavioral and Social Sciences
- 12% - College of Business
- 16% - College of Communication and Education

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- 10% - College of Engineering/Computer Science and Construction Management
- 10% - College of Humanities and Fine Arts
- 11% - 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

Diversity Efforts:

Understanding 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 2.6% of Chico State population)
- 18% of ARC students report being Hispanic (compared to 31.4% of Chico State population)
- 3% of ARC students report being Asian (compared to 4.6% of Chico State population)
- 1% of ARC students report being American Indian (compared to .5% of Chico State population)
- 9% of ARC students report more than one ethnicity (compared to 5.7% of Chico State population)

Over the past two years, ARC has focused on the intentional recruitment of student employees with diverse backgrounds and perspectives. The following represents the diversity of student employees:

- Caucasian 39%
- Hispanic 23%
- African American 4%
- Native American 1%
- East Indian 14%
- Disability 19%

ARC presents at the Student Employment Diversity Training each year.

2017-2018 Diversity Goal(s) Reporting:

1. Reduce the existing achievement gaps between underrepresented and non-represented students.
 - AY 2017-2018: 40% of ARC students earned greater than 3.0 GPA, compared to 45.1% for the overall student body.
 - 4 year graduation rate for first time freshman who are registered in ARC (FTF) (admitted fall 2013) - 21% compared to 29% for all FTF.
 - Year One persistence rate (for students admitted fall 2016) - 85%
 - 6% of students registered with ARC are on Academic Probation, compared with 5.8% of overall student population.

Services Usage Summary:

Accommodations	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
# of Tests Administered (final exams)	2736	3166	4823	5573	5490	5888 (1536)
# of Instructional Materials Converted Into Alternate Format (Students Fall/Spring) See graph below	1139 (73/54)	1468 (91/80)	1481 (100/94)	1900 (120/115)	1980 (110/112)	2000 * (116/105)
# of Educational Assistant Hours in Classroom*	3072	2720	3063	4385	1851.30	2532
# of Hours of in person ASL Interpreting	1893	986	540	690	2208	1683
# of Cart Rides Requested	1203	1665	2737	3505	2378 (15/day on avg.)	2348
# of Remote Captioning Hours/# of Video Interpreting Services		96/0	184/0	260/157.25	215/580	194/742
# of Housing Accommodations (Emotional Support Animals)		20 (6)	31 (5)	39 (6)	34 (8)	37 ESA: Meetings 17 Requests 8 Approvals 1
# of Requests for Furniture Placement			57	82	56	81

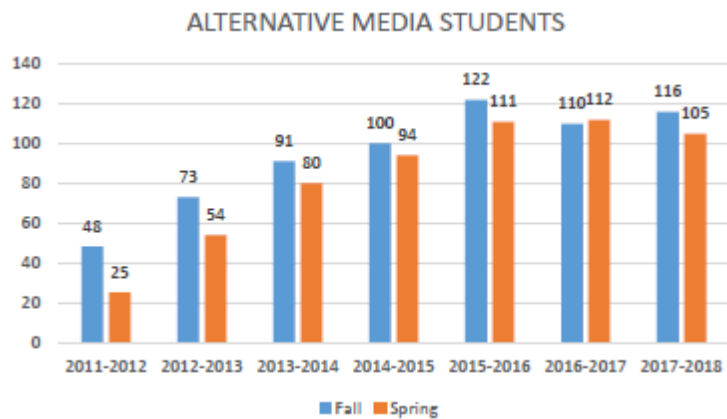
(students and faculty) (# does not include furniture purchased for individuals as reasonable accommodation)						
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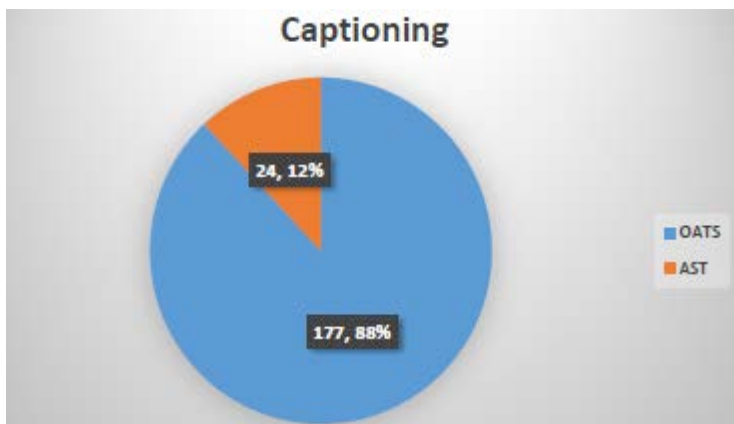
*Includes EA hours worked during Finals

OATS/Alternate Media Usage Summary:

The figure below shows the number of Alternative Media students who used our textbook/content remediation service.

In 2017-2018 we had 116 students in the fall with 454 books loaded and 105 students in the spring with 454 books loaded. As you can see, even though we had less students in the spring semester, we still had approximately the same amount of books and conversions to load. The 2016-2017 fall numbers were lower than the previous fall for the first time in 5 years, however, the current fall numbers have begun to increase once again. Our spring '18 numbers were slightly decreased from the previous spring semester, but has carried on the pattern of decreasing slightly for the semester. We have had many students graduate year over year. We have stayed consistently over 100 students in the last three years and my projection is that these numbers will stay relatively the same. Three full years with almost the same averages tell me that may be our peak and steady level.



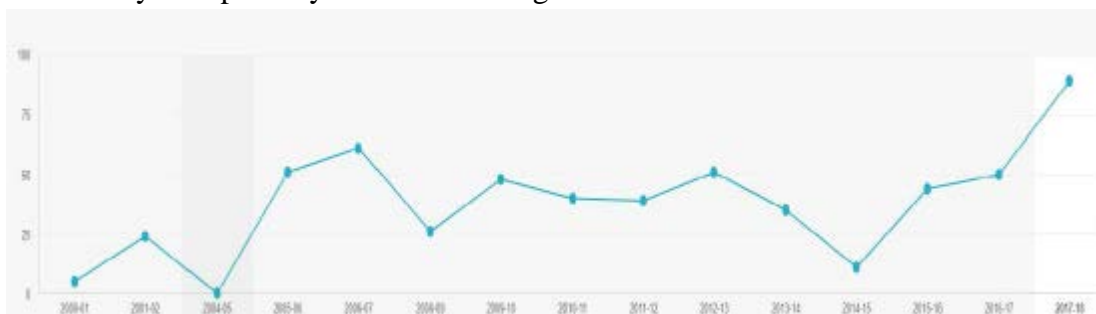


Captioning has become more well-known around campus now and we have incoming requests from faculty, staff, and even students. In comparison to last year, we have had a few less requests for videos to be captioned, but with this we have been able to keep 88% of the jobs in house with the use of 7 student assistants. We sent out only 12% of the requests to our professional captioning service Automatic Sync. Most of the content we sent to AST were YouTube links which we can't easily complete in house or are extremely time sensitive videos. OATS completed 177 and AST completed 24 jobs. With the training and number of experienced student assistants we have on video captioning, we have been able to create a quick turn over time for videos, thus resulting in OATS keeping a large majority of the videos in house rather than being sent to Automatic Sync.

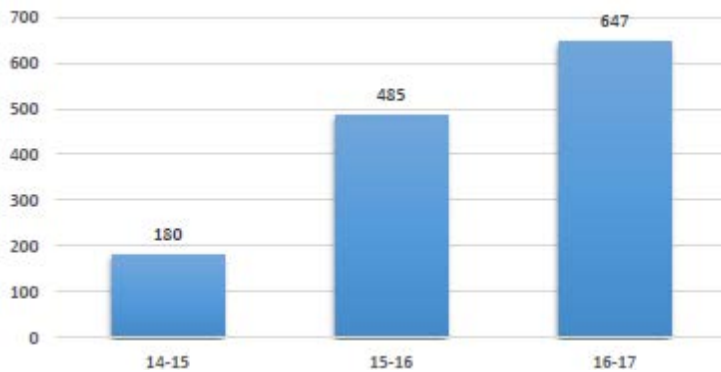
Content Remediation and ALLY

This is absolutely the largest part of our office now. We complete all content items for departments going into the new web template 3.0.

The graphic below was completed with the new ALLY for web tool. It shows that pdf's with a save/modified date of 17/18 are roughly 90% accessible. The previous high was 60% with items save/modified in 2006/07. This is great progress but it comes at a cost. PDF's for web services/campus community ate up nearly 60% of our budget.



ITPR VPAT Reviews



OATS (specifically the 508 Coordinator) has the responsibility of VPAT reviews for procurement. This is the fourth academic year of us providing this service to campus. As you can see in the above graphic, we have had a significant increase and we only see it going up. The numbers for 17-18 are not yet posted but they are roughly 750 items.

Student Assessment of Satisfaction, Quality, Climate and SLO:

ARC revised the online survey sent in the spring semester due to low response rates and the length of the survey. The new survey was launched in spring 2018. Unfortunately, ARC received less than 1% response rate. While the results were overall positive, the data is not useful. This year, ARC will pull together a small working group of advisors and students registered with ARC to develop a more effective way to get student feedback.

Academic Coaching

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

- 92% of students report a greater ability to organize their personal and school responsibilities in order to be successful.
- 85% of students report an improved ability to review their course syllabi and develop a semester plan of action.
- 85% of students report improvement in ability to complete assignments on time.
- 78% of students report they can now prepare and follow a daily schedule.

All nineteen 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 the software tools used for coordinating accommodations and case management. Currently, ARC uses two home-grown software tools which manage the tasks separately. ARC explored, researched, tested tools that are specifically built disability programs and will make a recommendation to move to a new system 2018-2019 AY.

VI. 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.

Usage data shows a continued incline in the number of students registered with ARC, as well as, the level of services offered. At the same time, the role of OATS in the overall campus response to improving accessibility and ARC's role in the provision of reasonable accommodation services to staff and faculty are significantly increasing. ARC made some improvements in staffing this year by splitting one position into two following a retirement, but were unable to realize a net gain in advising staff. This year, ARC director will need to work with the VPSA office to request additional funding for this critical position.

The quality of ARC's Deaf Services Program is exceptional. The Deaf population relies on each other for resources and recommendations about services. As such, ARC is seeing a slow, but steady increase in services provided to students who are Deaf or Hard of Hearing. The increase has implications about resources, which will need to be closely monitored and reconciled in order to keep the VPSA office informed for the need for additional resources. While there is a great deal of competition for on line interpreting and captioning services, there lacks resources (locally and regionally) for in person interpreting.

While ARC made efforts to outreach services to students who identify as Hispanic, demographic information does not reflect those efforts. One issue that may be impacting our efforts is the inability of students to obtain appropriate documentation of a disability. While it is not a service that disability programs are required to provide, we can elect to provide the service. This year, ARC will use the resources of the Director of Latino, Equity, and Success the Director Early Outreach Support Programs (EOSP) to find opportunities to talk about ARC services. The goal is that the students receiving ARC services align with the overall population. Conversely, ARC did realize an increase in student employees who identify as Hispanic and those with disabilities. It may be an opportunity to tap into these student employees for ideas of outreach, as well as, assessment.

VII. Program Objectives for Next Academic Year

Accessibility Resource Center

1. Continue to assess the usage and service providers for students who are Deaf or Hard of Hearing.
2. Increase the number of students who identify as Latino who are eligible for ARC services.
3. Redesign assessment strategies.

Office of Accessible Technology and Services

1. Continue to assess work load and staffing levels for sustainability.

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.

This report was prepared by Holly Hunt, Interim Director of ARC with contributions from Jeremy Olguin, OATS Manager/Campus 508 Coordinator