California State University, Chico

Division of Student Affairs
Accessibility Resource Center (ARC) and Office of Accessible Technology and Services (OATS)
Annual Report 2018 - 2019

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)*
*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

- Continued to successfully manage a significant increase in students and associated service delivery
- Continued to expand 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 students with disabilities. From the initial start of the program six 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, seven coaches provided services to as many as 40 ARC students. 100% of students report a greater “ability to organize their personal and school responsibilities in order to be successful.” Even more reaffirming for our Coaching Program was to be recognized by the National Association of Student Personnel Administrators (NASPA) during its annual NASPA Excellence Awards, by being named as a silver award winner.

Significant Progress toward Campus-Wide Accessibility/OATS:
The Office of Accessible Technology and Services continues to collaborate with Information Resources to combine the use of Blackboard Learning Management System and an accessibility tool, ALLY. We have remained 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 five. We have now become the CSU consultants for the system-wide project and lead monthly community calls. OATS also opened Kurzweil up to all users on campus and experienced a 300 hour per week increase in time spent on the system. This usage is expected to increase following introduction of the system into the classroom. The campus-wide introduction while intended to improve accessibility, will contribute significantly to access for all students.

OATS was recognized several times this year for their work:

- **ALLY Community Award (Individual Recognition).** The ALLY Community award is given to individuals that have helped the accessible content conversation nationwide. Three of these awards were presented at Blackboard’s national conference held in Orlando Florida.
- **California State Tech Conference: Chico State received the “gold” level award for Transforming/Disrupting the University through Technology.** This award was presented for our collaborative efforts around our accessible technology efforts including: Captioning, ALLY, document remediation, and inclusive approach.
- **California Public Higher Education Conference: Innovation/Efficiency award for Transforming Accessibility to Inclusivity at Chico State.** This award was presented for our efforts in making technology inclusive for all and not just for some.

### 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.

### 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 surplus due to open positions that will be backfilled next academic year.
Human Resources:
The following personnel transactions occurred this year:

- Interim Director of ARC was promoted to Director of ARC
- Due to promotion of the Interim Director, ARC will back-fill the Advisor position

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.

ARC Committee Representation:

- ATI Steering Committee
- 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
- 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:

- Software:
  Accessible Information Management (AIM)
ARC has purchased AIM to manage our case recording and accommodation requests. AIM will provide data for allocation of resources, paperless case management, synchronization with PeopleSoft, and streamline access for our students, staff, and faculty. OATS has been customizing AIM for ARC with a targeted rollout in fall 2019.

- **Space Issues:**
  Administering exams continues to be challenging with ongoing space restrictions. This past year, ARC utilized SSC 336 for testing needs throughout the year, but predominantly during midterms and finals. This has been helpful; however, we are limited by the capacity of students currently allowed to be in this space at one time. We have been working with Facilities Utilization to update the space for more efficient utilization.

V. **Program Evaluation of Past Year**
*The following addresses progress on program objectives established in the 2017-2018 Annual Report*

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 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. This will also be continued.

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 in the number of students ARC served.

**Office of Accessible Technology and Services:**

OATS has continued to introduce technology to the campus community. They will assess the effectiveness and usage of technology introduced to the campus as a whole (Kurzweil, Otter, etc.).

**Ongoing Assessment Efforts**

**Demographic Reporting – Students:**
- 975 Students served during fall 2018
- 986 Students served during spring 2019
- 56 Temporary Students served during fall 2018
- 51 Temporary Students served during spring 2019
6% of Chico State students are registered with ARC. This the 6th largest percentage in the CSU system

**Students Reporting the Following Disabilities:**
- 20% Learning Disabilities
- 12% Chronic Health Conditions
- 30% Mental Health diagnosis
- 2% Traumatic Brain Injury
- 25% Attention Deficit Disorder
- 3% Autism/Asperger’s
- 2% Deaf/Hard of Hearing
- 4% Mobility
- 2% Blind/Visual Impairment
Note: Some students report more than one disability.

**Students Registered with ARC Report the Following Majors:**
- 3% College of Agriculture
- 25% College of Behavioral and Social Sciences
- 14% College of Business
- 17% College of Communication and Education
- 12% College of Engineering/Computer Science and Construction Management
- 11% College of Humanities and Fine Arts
- 10% College of Natural Sciences
- 1% Graduate Studies
- 7% 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).
- 4% of ARC students report being African American (compared to 3% of Chico State population)
- 14% of ARC students report being Hispanic (compared to 33% of Chico State population)
- 3% of ARC students report being Asian (compared to 5% of Chico State population)
• .4% of ARC students report being American Indian (compared to .5% of Chico State population)
• 8% of ARC students report more than one ethnicity (compared to 5% of Chico State population)
ARC has also focused on the intentional recruitment of student employees with diverse backgrounds and perspectives.

ARC presents at the Student Employment Diversity Training each year.

2018-2019 Diversity Goal(s) Reporting:
1. Reduce the existing achievement gaps between underrepresented and non-represented students.
   • AY 2018-2019: 47% of ARC students earned greater than 3.0 GPA, compared to 48% for the overall student body.
   • 4 year graduation rate for first time freshman who are registered in ARC (FTF) (admitted fall 2014) - 23% compared to 29% for all FTF.
   • Year One persistence rate (for students admitted fall 2016) - 84% for ARC and overall student body.

Services Usage Summary:

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<tr>
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<tbody>
<tr>
<td># of Tests Administered (final exams)</td>
<td>3166</td>
<td>4823</td>
<td>5573</td>
<td>5490</td>
<td>5888 (1536)</td>
<td>5402</td>
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<tr>
<td># of Instructional Materials Converted Into Alternate Format (Students Fall/Spring) See graph below</td>
<td>1468 (91/80)</td>
<td>1481 (100/94)</td>
<td>1900 (120/115)</td>
<td>1980 (110/112)</td>
<td>2000 (116/105)</td>
<td>1295 (157/141)</td>
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<td># of Educational Assistant Hours in Classroom*</td>
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<td>4385</td>
<td>1851.30</td>
<td>2532</td>
<td>1401</td>
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<td></td>
<td>986</td>
<td>540</td>
<td>690</td>
<td>2208</td>
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<tr>
<td><strong># of Hours of in person ASL Interpreting</strong></td>
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<tr>
<td><strong># of Cart Rides Requested</strong></td>
<td>1665</td>
<td>2737</td>
<td>3505</td>
<td>2378</td>
<td>2348</td>
<td>3284</td>
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<td></td>
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<td></td>
<td></td>
<td>(15/day on avg.)</td>
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<tr>
<td><strong># of Remote Captioning Hours/# of Video Interpreting Services</strong></td>
<td>96/0</td>
<td>184/0</td>
<td>260/157.25</td>
<td>215/580</td>
<td>194/742</td>
<td>389/346</td>
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<tr>
<td><strong># of Housing Accommodations (Emotional Support Animals)</strong></td>
<td>20 (6)</td>
<td>31 (5)</td>
<td>39 (6)</td>
<td>34 (8)</td>
<td>37 (ESA: Meetings 17 Requests 8 Approvals 1)</td>
<td>60 (ESA: Requests 10 Approvals 2)</td>
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<td><strong># of Requests for Furniture Placement (students and faculty) (# does not include furniture purchased for individuals as reasonable accommodation)</strong></td>
<td>57</td>
<td>82</td>
<td>56</td>
<td>81</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

*Includes EA hours worked during Finals*
**OATS/Alternate Media Usage Summary – Services:**

**Alternative Media**
We always begin our report with Alt. Media as it remains our number one priority. We have taken on so many other jobs for the campus but we remain steadfast in our focus to aid students with disabilities at Chico State. As predicted in last year’s report, Alt. Media continued to trend upward with the amount of students we served. The figure below shows the number of Alt. Media students who used our textbook/content remediation service. In 2018-2019 we had 157 students in the fall with 715 books loaded and 141 students in the spring with 580 books loaded. After analyzing what could have happened to cause an increase in our numbers, we have two possible conclusions:
1) Re-dedicating a resource to focus specifically on Alt. Media (Instructional Support Assistant) and
2) We increased our visibility on campus
The addition of the Instructional Support Assistant (ISA) as the digital content lead for our program has absolutely shown its value. The ISA has created more touch points with students thus keeping them more involved with our services and their accommodations. With the launch of our new Kurzweil SSO project, we hope to make it even easier to use our services.

![Alternative Media Students Fall and Spring](chart)

**Captioning**
We began tracking our captioning numbers last year as that was our first full year of service. Captioning continues to become more known around campus and we have incoming requests from faculty, staff, and even students. The graphic below demonstrates how much
growth we have had year over year. In the spring semester of 2019, we completed more files than the previous year combined. As faculty begin to dive into their courses from a remediation standpoint, videos are the number one thing they ask about. Now that we have running transcripts, available users are asking even more of us. We have five trained student assistants to help the ISA and the 508 coordinator with this work. The 508 Coordinator will only complete files that require confidentiality or the user specifically requests him to complete their files. The ISA and the team complete the remaining requests. That number was 306 files, and the prediction for the next academic year is somewhere around 700 files.

PDF Remediation
PDFs remain the largest part of what we do for campus. Other CSUs are recognizing how difficult this is to do and they have begun to reach out to us for assistance. The average time to train a person on PDFs is 4-6 weeks, which is why we can’t rely on faculty and staff to do it themselves. That model has been proven by our campus, and now all others in the CSU, to not work. We love the “teach them to fish” model, but it simply does not work in this instance. We not only remediated PDFs for faculty, but once again used our skilled remediation team to help with web PDFs. We completed 3,356 PDFs for our campus web community. We are able to track that number because we have a great system with Team Dynamix. That many PDFs is really difficult to do in an academic year and we are proud of that work.

Recently, we were asked by the Chancellor’s Office to open a Center for Excellence around remediation so that we may help others tackle this problem. We ultimately decided that was not the best move for us, but we are absolutely willing to help when we can fit it in. Already, Sonoma State has offered to pay to have a team visit them to train their team on
best practices. We are working on how this may look in the future. Typically, campuses have come to us but we are willing to look at other models to help out all of our CSU schools.

**Information Technology Procurement Review (ITPR)/ Voluntary Product Accessibly Template (VPAT) Reviews**

OATS (508 Coordinator) has the responsibility of VPAT reviews for procurement. This is the fifth academic year of providing this service to campus. As you can see in the below graphic, we have had a significant increase and we only see it going up. The numbers for 18-19 continue to show a steady increase. The upside is that we get to see and approve every technology purchase on this campus. The downside is it eats up a lot of time. Some approvals take seconds and others (CRM for example) months. At times the 508 Coordinator has to manually test the product. Due to this, a student assistant who is a wiz with voiceover and JAWS testing was hired. This will help greatly in getting through products. Testing product is going to increase as we have found it beneficial for medium-high and high impact products.

We have dedicated this year to creating a list of pre-approved items so that we can save time on many of these reviews. San Francisco State has had some success with that model and we are looking forward to giving it a try. We also need to get tougher on saying when a software creates problems outside of what an Equally Effective Alternate Access Plan (EEAAP) can help with.
Tools/Products:
Kurzweil
We did it!!! We completed the first ever Shibboleth single sign on version of the Kurzweil software. Excitement doesn’t even capture our true feeling about this. Being the first in the world at anything is always amazing. OATS received a lot of assistance from ITSS, IRES, and ADS. The updates are now happening automatically. This means when a student or faculty member is added to the PeopleSoft system, they automatically have a Kurzweil account. When we opened Kurzweil up to all users on campus, we had a 300 hour a week increase in time spent on the system. We expect it will jump to 1,000 hours a week this next year. The cause for that prediction is that faculty are starting to use the tool in the academic setting. This summer was our first course that required Kurzweil for use in the classroom. We are thankful to Dr. Mahalley Allen for taking this on as it showed us what needs to be done to make it an even bigger success. We are currently analyzing the grades vs time spent on system for that course.

Blackboard Ally for LMS
We continue to press forward with our ALLY for LMS integration. We are at the point now where we are doing subtle tweaks. We have decided to use it more as a faculty education and remediation tool. Students are downloading alternative versions but not at the rate we anticipated. We will be spending more focus this coming year on educating the student body on those alt. formats. Faculty are now taking an interest on what the colored dials mean and how they can fix. One of our recommendation in the IM ATI report is to hold faculty accountable for their materials. If this happens we will absolutely need to rely on ALLY as our scanning system.

Blackboard Ally for Web
What should be no surprise at this point is that we are the first in the CSU system to invest in ALLY for web. This will do a number of things for us. First, it will form an amazing partnership with the Web Services team in IRES. Second, we will be able to protect content on our web space. We will have a report that tells us what was added overnight. We then would have the ability to remediate or ask web services to pull the content down. We are currently building the workflow for this but it seems pretty seamless thus far. We have also brought in a partner in the CSU. Fresno State has joined us in working with this software and we look forward to growing this together. There are no kingdoms in accessibility, so we are happy to have a partner campus. The most exciting part of this software is that we will be able to add alternate formats, including translation, to users on all our campus websites. The Office of Admissions has been asking us for this regularly.
247 Document Remediation
Even the best remediation centers need to have a fallback plan. We began auditioning third-party vendors at the beginning of this past academic year. We have settled on using 247. They edit the most similar to us. We were given $1,500 dollars by the Chancellor’s Office to test the product so they may pass that info on to the other CSU campuses.

Automatic Sync
This service remains a great fallback for us as well. Unfortunately, we are reaching the point where we are using them less and less. Our caption team has grown so much over the last year and they are flying through files. Kaltura, our video management system, has also been upgraded with running transcript and a powerful back end artificial intelligence translation package. We can even load YouTube videos that we do not own to the Kaltura system. We will absolutely keep our contract with them as we do need them from time to time.

Smart Pens
These continue to be a problem and one we hope to have a solution for soon. These pens tend to get returned missing pieces or in rough shape. Since we typically don’t get the boxes back, it’s harder to keep management of them. Also, we are running out of how many we can give students. There is an absolute need, but we don’t think the current model of purchasing the pens is sustainable.

Otter.ai
Here is our possible solution to the problem with Smart Pens. Otter has allowed us to add transcription service to Mac users since Dragon is no longer available on that operating system. Otter not only transcribes, but it also records audio, adds keywords, highlighting, and other study skills options. This software can be used on any device including mobile. The opportunity with this product is starting to be recognized and we have joined UCLA, Tulane, and Western Kentucky as the only Higher Ed users. We have reached out to one of our research campuses in the system and we are pleased to say that San Diego State will be joining us in this pilot. Great things to come.

Awards/Publications:
We were recently contacted by University Business magazine who would like to produce an article about our work and how it has passed throughout the country. We consider this a tremendous honor and we look forward to seeing when it is released at EDUCAUSE.
Student Assessment of Satisfaction, Quality, Climate and Student Learning Outcomes (SLO):
ARC received less than a 1% response rate to previous surveys. 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. Thirty-five percent of the students who participated in the spring 2019 coaching program responded to the post survey evaluation. A summary of results follows:

Based on Results:
• 100% of students report a greater ability to organize their personal and school responsibilities in order to be successful
• 86% of students report an improved ability to review their course syllabi and develop a semester plan of action, and the ability to complete assignments on time as well as prepare and follow a daily schedule
• 79% of students report an improvement in their planning and studying for upcoming exams
• 94% of students report they have increased their awareness of the campus resources and services available
All 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 or activities that are obsolete. 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 tasks separately. ARC explored, researched, and tested tools that are specifically-built disability programs and chose Accessible Information Management (AIM) to manage accommodation requests and case management. OATS has been working to customize, implement, and launch. Target launch date is fall 2019.
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. Among the CSU campuses with medium enrollment numbers, ARC maintains the highest registration percentage of students with disabilities. ARC has an exceptional reputation based on personal referrals from current students and graduates. This past year the ARC Interim Director was hired as the Director, which will allow us to backfill the vacant Advisor position to accommodate the increase in students and student services.

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 of the need for additional resources. While there is a great deal of competition for online 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, the Director of Early Outreach Support Programs (EOSP), and the Program Coordinator for the Foster Youth Program (FYP) spoke about ARC services and coordinating referral efforts. ARC presented to EOP staff and students again this year. ARC has also invested in assessment material to assess students whose first language may not be English. The goal is for the students receiving ARC services to 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.
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 Hispanic 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
2. Conduct assessment of note taking technology tools for use campus-wide

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, Director of ARC with contributions from Jeremy Olguin, OATS Manager/Campus 508 Coordinator