

California State University, Chico



**Division of Student Affairs
Accessibility Resource Center (ARC)
Annual Report 2022-2023**

I. Departmental Mission Statement

Chico State believes in providing access to its diverse student, employee, and community populations. Accessibility Resource Center (ARC) 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.

II. Departmental Accomplishments – A Highlight

- Continued to successfully manage a significant increase in students and associated service delivery.
- Improved four- and six-year graduation rates for students with disabilities.
- Continued to see academic performance improvements via the academic coaching program. 85% of the participating students in AY 2022-2023 met the success criteria, which is indicative of meeting a 2.0 GPA or higher with either maintaining units or increasing units when compared to their prior semester outcomes.
- Expanded coaching program by expanding access to students that are neurodiverse. Implemented the Chico Autism Spectrum Empowerment (CASE) program.
- Continued efforts to improve campus climate via disability awareness workshops, trainings, and outreach. ARC staff increased our efforts by participating in Summer O and several outreach events.

III. 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).

- *5% of ARC students report being African American (compared to 3% of Chico State population). This is unchanged since the last annual report.*
- *25% of ARC students report being Hispanic (compared to 37% of Chico State population). This is unchanged since the last annual report.*
- *6% of ARC students report being Asian (compared to 6% of Chico State population). This is an increase since the last annual report.*

- *3% of ARC students report being American Indian (compared to .4% of Chico State population). This is unchanged since the last annual report.*
- *1% of ARC students report being Native Hawaiian/Other Pacific Islander (compared to .2% of Chico State population). This was not reported in the last annual report.*
- *4% of ARC students reported other or did not report (compared to 3.5% of Chico State population). This was not reported in the last annual report.*

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.

2022 - 2023 Diversity Goal(s) Reporting:

1. Reduce existing achievement gaps between underrepresented and non-represented students.
 - AY 2022-2023: 53% of ARC students earned greater than 3.0 GPA.
 - Four-year graduation rate for first time freshmen registered in ARC (FTF) (admitted fall 2018) – 34% compared to 36% for all FTF.
 - Year One persistence rate (for first time students admitted fall 2021) – 83% for ARC students and 78% overall student body.
 - Four-year graduation rate for transfer students registered in ARC (admitted fall 2018) – 78% compared to 79% for all transfer students.
 - Year One persistence rate (for transfer students admitted fall 2021) – 89% for ARC students and 84% overall student body.
 - ARC has had 1,481 graduates since 2017.
 - AY 2022-2023, 239 ARC students graduated.

IV. Program Statistics and Assessment for Past Year

Demographic Reporting – Students:

- 1120 Students Served During Fall 2022
- 1267 Students Served During Spring 2023
- 12 Temporary Students Served During Fall 2022
- 14 Temporary Students Served During Spring 2023
- 9% of Chico State Students Registered with ARC

Students Reporting the Following Disabilities:

- 29% Mental Health diagnosis (Up 1% since AY 2021 - 2022)
- 27% Attention Deficit Disorder (Up 2% since AY 2021 - 2022)
- 15% Learning Disabilities (Down 2% since AY 2021 - 2022)
- 13% Chronic Health Conditions (Up 1% since AY 2021 - 2022)

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- 6% Autism/Asperger’s (Up 1% since AY 2021 - 2022)
- 3% Mobility (No change since AY 2021 - 2022)
- 2% Traumatic Brain Injury (No change since AY 2021 - 2022)
- 2% Deaf/Hard of Hearing (No change since AY 2021 - 2022)
- 2% Other (Down 1% since AY 2021 - 2022)
- 1% Blind/Visual Impairment (No change since AY 2021 - 2022)

Note: Some students report more than one disability.

Students Registered with ARC Report the Following Majors:

- 4% College of Agriculture
- 27% College of Behavioral and Social Sciences
- 11% College of Business
- 18% College of Communication and Education
- 12% College of Engineering/Computer Science and Construction Management
- 12% College of Humanities and Fine Arts
- 9% College of Natural Sciences
- .4% Graduate Studies
- 4% Undergraduate/Undeclared

Note: Some students report more than one major; distribution across colleges remains similar year to year.

Services Usage Summary:

Accommodations	2017-2018	2018-2019	2019-2020 (Until 3/13/20)	2021-2022	2022-2023
# of Tests Administered (final exams)	5,888 (1,536)	5,402	3,333	2,129	2396
# of Instructional Materials Converted into Alternate Format (Students Fall/Spring)	2,000 (116/105)	1,295 (157/141)	1,025 (159/128)	953 (118/113)	NA
# of Educational Assistant Hours in Classroom*	2,532	1,401	718	160	42
# of Hours of in person ASL Interpreting	1,683	2,262	1,762	530	730
# of Remote Captioning Hours/# of Video Interpreting Services	194/742	389/346	272/268	0/82	0/48

# of Cart Rides Requested	2,348	3,284	395	233	2,670
# of Housing Accommodations Requested/Approved (Emotional Support Animals Requested/Approved)	37 (1)	60 (2)	54 (3)	32 (4)	44/21 (19/6)
# of Requests for Furniture Placement (students and faculty) (# does not include furniture purchased for individuals as reasonable accommodation)	81	47	93	65	44

Student Assessment of Satisfaction, Quality, Climate and Student Learning Outcomes (SLO):

During the 2021-2022 academic year, online surveys created by AHEAD were deployed to four key stakeholder groups across all CSU campuses: students with documented disabilities, faculty, administrators, and directors of campus student disability service centers. The intention of these surveys was to get feedback on the utility, quality, and effectiveness of services on campus to support students with disabilities. Approximately 10% of ARC registered students participated in the survey. Student ratings of interactions with ARC averaged an 84% positive experience. The raw data will be further refined by AHEAD and available fall 2022. (Copy available)

Academic Coaching

A quantitative and qualitative assessment of student learning outcomes was calculated for the students engaged with the academic coaching program, pre- and post-semester. A summary of results follows:

- **76.7%** of the participating **50** students in **Spring 2023** met the success criteria, which is indicative of meeting a 2.0 GPA or higher when compared to their Fall 2022 outcomes.
- **92.1%** of the participating **39** students in **Fall 2022** met the success criteria, which is indicative of meeting a 2.0 GPA or higher with either maintaining units or increasing units when compared to their Spring 2021 outcomes.
- **50** students who participated in the spring 2023 coaching program responded to the post survey evaluation.

Based on Spring 2023 Results:

- **48%** of students report a greater ability to organize their personal responsibilities to be successful.
- **54%** of students report a greater ability to organize their school responsibilities to be successful.
- **34%** of students are First Generation students
- **48%** 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.
- **64%** of students report an improvement in their planning and studying for upcoming exams.

- **62%** of students report they have increased their awareness of available campus resources and services.
- **54%** of students report an increase in awareness of self-care and wellness strategies.
- **62%** of students report an increase in overall skills since joining academic coaching.
- **All** yielded a positive change in academic behavior identified as potential barriers to retention and graduation.

V. Key Objectives for Next Year

Each year, ARC staff conducts a self-study to evaluate effectiveness and explore unmet needs, and to consider if there are services or activities that are obsolete. This year a self-assessment of the strengths, weaknesses, opportunities for improvement, and threats (SWOT) was conducted for our department.

Based on our self-assessment and the assessment conducted by AHEAD, ARC's "strengths" are the services and interactions we have for and with our students. The AHEAD assessment indicated students are very satisfied and positive about our services and their interactions with the staff at ARC.

Our self-assessment indicated "weakness" in "marketing" ARC. This was supported by the AHEAD survey in the form of comments from faculty. Faculty, staff, and students would benefit from trainings about ARC processes and services, as well as trainings in general about disabilities and the ADA. Despite a significant increase in outreach, this "weakness" continues to be an opportunity to improve communication with campus.

The "threat" associated with ARC is the requirement to provide an accessible campus per the Americans with Disabilities Act (ADA). All aspects of campus (course work, websites, architecture, activities) must be accessible to people with disabilities. If our campus is not accessible, federal funding could be impacted.

Goals for AY 2023 - 2024

1. Increase the number of students who identify as Hispanic who are eligible for ARC services.
2. Redesign and implement assessment strategies.
3. Create a marketing plan and implement outreach.
4. Continue to assess workload and staffing levels for sustainability.

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