Planning for Distinction: Support Program Report

Response ID:227; 101068272

1. Support Services Report Template

**Report Info**

- Name of the person completing this report: Katie Brown
- Title of the person completing this report: Director Accessibility Services
- Supervisor/dean reviewing report: Andrea Wilson
- Service: Accessibility Services
- Division/College: Student Affairs

3. Mandated Service

**Link to Scoring Rubric**

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Federal Law: ADA Amendments Act of 2008 (ADAAA), Title II Rehabilitation Act, Section 504; Rehabilitation Act, Section 508
State Law: California Government Code Section 11135-11138 California’s Unruh Civil Rights Act (California Civil Code, Section 51-55) California Department of Fair Employment and Housing (DFEH) California Code of Regulations, Title 24 California’s Building Standards Code (Physical Access Regulations)
Executive Order: EO 1074 EO 1069 EO 1062 EO 926 EO 1045
Title 5: Article 4, Section 14030, p.
Campus Policy: CSUEB Investigation Procedures; Accessible Furniture; Accessible Media Policy; Accessible Technology Policy; Accessible Testing Policy; Audio-Recorded Lectures Policy; Certification and Rules Governing Recording Lectures; CSU East Bay Disability Building Evacuation Procedures; Emergency Accommodations; Interpreting Policy for Students; Interpreting Policy for Faculty & Staff; Internship Policy; Service Animal Policy; and Shared Responsibilities - Accessibility Services, Faculty, and Students.

*Provide a brief explanation, if necessary, in < 60 words.*

Accessibility Services provides reasonable and appropriate accommodations and resources to students, faculty and staff with verified disabilities.

4. Importance of Service

**Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words**

By providing federally mandated accommodations to students, faculty, staff, and University guests with disabilities we are complying with all federal and state laws, as well as, CSU regulations. This allows for equal access in opportunities for educational success, employment, and community engagement in campus activities. We collaborate with all programs and departments across campus to ensure compliance, and provide assistance, trainings and resources to increase the level of inclusion for all members of our campus community. AS staff members sit on many committees across campus to ensure the needs of individuals with disabilities are considered in planning of campus activities and events.

**Link to Scoring Rubric**
2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students : 60%
Faculty : 20%
Administrators/staff : 10%
Colleges/departments : 3%
Academic Senate and/or committees : 1%
Alumni : 1%
Community outside University : 5%
Total : 100%

Link to Scoring Rubric

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>☑</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>☑</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>☑</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
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<tbody>
<tr>
<td>Accessibility Services meets with prospective students with disabilities and provides information on its programs and services, conducts tours of its facilities, and performs community outreach activities. AS also works closely with PEM for special admit appeals for students with disabilities, and coordinates University Testing services for prospective students with disabilities.</td>
</tr>
</tbody>
</table>

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<tr>
<th>During college (helping students succeed while they are at Cal State East Bay)</th>
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<tbody>
<tr>
<td>AS provides mandated services and academic accommodations to all students with verified disabilities ensuring equal access to all classroom programs and campus activities. AS presents educational and outreach events to students and the broader University community to raise awareness of disability-related issues and serves as a resource to all.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
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</thead>
<tbody>
<tr>
<td>AS houses the Department of Rehabilitation Work Ability-IV program on campus. In the AY12-13, WA-IV at CSUEB made 12 successful student placements in employment. The contract goal was 6 placements. AS counselors teach students with disabilities self-advocacy, time management, and overall wellness skills for lifelong learning. Without these services, students would not be as prepared for the workplace.</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>4 - Service provides evidence</th>
<th>3 - Service provides</th>
<th>2 - Service provides evidence</th>
<th>1 - Service provides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Evidence of direct impact in more than one area</td>
<td>Evidence of direct impact in one area</td>
<td>Evidence of indirect impact in more than one area</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------</td>
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</table>

**Provide a brief narrative (<60 words each) explaining your choice.**

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS staff receives calls from community members re: campus life and admissions process. In AY 12-13, AS assisted with 15 special admittance processes. In addition, AS provides outreach presentations to community based organizations on special programs for students with disabilities at CSUEB. Without these efforts, potential students may not realize their opportunities and potential at CSUEB.</td>
<td></td>
</tr>
</tbody>
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</tr>
</thead>
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<tr>
<td>AY 12-13: AS served 686 students. The office processed 768 requests for accessible media and 1,612 requests for accessible exams, and advised faculty on accommodations for student field placements. Without AS we would be out of compliance with federal and state laws and regulations, and would lose the enrollment of students with disabilities that contribute to the retention and graduation</td>
<td></td>
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**Link to Scoring Rubric**

**2.4 Alignment with Shared Strategic Commitments**

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Services reinforces academic quality and inquiry by teaching students academic self-advocacy skills to facilitate retention and engaged learning. We educate campus community and invite inquiry through outreach presentations on universal design to support innovative teaching and engaged learning. Director of AS contributes to distinguished scholarship as a published author and presenter at professional conferences in the field of disabilities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</th>
<th>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The AS mission is to create and maintain an inclusive, supportive campus environment where individuals with disabilities have full and equal access to all campus activities. We work collaboratively with campus and community based organizations to provide students with disabilities internships and employment during college and after graduation to promote professional and personal development.</td>
<td></td>
</tr>
<tr>
<td>Serve students first by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>AS supervises three enhanced support services: Project IMPACT (PI), College Link Program (CLP), and Work Ability IV (WA-IV). PI's student persistence rate for 2011-12 was 92%; 91% were in good standing; 67% graduated. AY 2012-13: Eleven students with Autism were provided enhanced services through the College Link Program to facilitate retention and graduation and WA-IV had 25 employment placements.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>AS Participates in all campus events and encourages all AS students to participate in student clubs and events on campus.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>AS Creates shared electronic data in Google to reduce printing. Continuously updating processes to convert from paper forms to online forms that download to electronic databases. Provide information to larger community via website and links. Communicate via Skype and phone with students when possible to reduce carbon footprint. Use reusable presentation materials for outreach and education.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Adopted student self-service kiosk; reduced operations costs by reducing use of 3rd party services for interpreting; improved accessible media compliance by collaborating with Provost on textbook adoption dates and matching best practices with other universities. AS responds to ADA concerns for campus and larger community as needed in timely manner.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td>As supports civic, cultural and economic life of communities by supporting the culture of individuals with disabilities. Regional partnerships include Department of Rehabilitation, Alameda County of Behavioral Health for CalMSHA grants, East Bay Regional Parks, USDA, school districts; hospitals, and all regional programs for individuals with disabilities.</td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td>Accessibility Services demonstrated leadership through outreach and education events on campus for students, faculty, and staff. 23% of the students registered with Accessibility Services are declared STEM majors.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

- Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

CDE data on students with disabilities in Alameda county that attended a post-secondary school is only available for 2006-2007. This number in Alameda County was 224. The total number of students with disabilities in 12th grade in 2006-2007 was 1,439. In other words, approximately 16% of students in 12th grade with disabilities attended post-secondary education that year. However, over the last 4 years, Alameda County has seen an increase in the number of identified students with disabilities in 12th grade by an average of approximately 100 students per year. Using the same percentage rate (16%) for 2012 of the 2,093 students with disabilities in 12th grade we could expect approximately 334 students in Alameda County to attend post-secondary educational institutions, generally.
5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

In 2013, AS implemented a Student Satisfaction Survey to solicit feedback from students on the services they receive. The office has also adopted a new software program to streamline services for students, and improve internal documentation and reporting. In 2010, AS established the College Link Program to serve students on the autism spectrum providing additional services above and beyond what is mandated by law. Introduced annual AS staff retreat for strategic planning, department evaluation, and team building. AS staff have increased outreach and education efforts across campus to enhance the collective campus effort to serve students with disabilities.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

AS has initiated an analysis of the current organizational structure of the department to examine current resources in program accountability. AS also participated in team building and communication workshops to increase department collaboration and morale. These measures improved department time management, budget, processes and procedures. Further, AS adopted stricter compliance in accessible media processes to align with the UC Berkeley settlement agreement in this area. AS continues to attend professional conferences to remain current on best practices on serving students with disabilities.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.

AS is planning to be even more data driven for planning purposes and will implement changes based on this data from student surveys, staff surveys of team building trainings, workshop evaluations, university surveys, and department reports, etc. AS will also assess retention, graduation, GPA and employment post -graduation where possible. AS also plans to conduct an internal audit of its adherence to ADA law and best practices to review services.

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

AS would establish an Accessible Testing Center to reduce the number of paid proctors needed for accessible testing occurring at multiple sites across campus, thus reducing personnel costs. It would increase efficiency and accountability of this service by standardizing testing environments. Monitoring could be accomplished
with cameras rather than student assistants. This would reduce opportunities for procedural errors. A staff Interpreter .75 FTE, 9-month position would reduce costs of hourly employees in this area. This position would also serve as back-up for last minute requests due to cancellations or errors rather than using agency interpreters. A formal process for campus community members to report accessible path of travel obstructions to expedite resolution. Above ideas would also decrease formal complaints.

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

Formal assessments of AS services are conducted via a Student Satisfaction Survey. Response rate was 13% of registered AS students. 93% reported clearly understanding AS procedures and policies; 65% are satisfied with Accessible Testing; only 37% are satisfied with accessible media. This area will improve with above mentioned adopted measures. 83% report faculty are responsive to accommodations; 58% students responding to survey use accessible testing services. Informal assessments consists of AS counselors contacting all students on their case load at least once per quarter to check in. This recently yielded a 30% response rate from their students and another opportunity to improve student satisfaction.

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

This survey was sent to all university students randomly. Regarding the results of this survey: students were randomly chosen so the responses to these questions would not be as significant as only surveying students registered with AS. For example, a student not registered with AS would not know how to rate the quality of AS services, or the frequency of use of AS services, or the importance of the service because they likely have never used our services. Therefore the results of this particular survey were very useful at this time. However I shared these comments with the administration for future student satisfaction surveys.

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain

We have strong customer service for student and the entire campus community. Student assistants working at the AS front desk are trained on customer service and provided a Front Desk Manual in which to refer to for guidelines on many different tasks and scenarios they may experience while working as front line reception. Student proctors are trained annually and adhere to written proctoring procedures. Additionally, all professional staff have in AS have degrees, graduate degrees, or experience in areas specific to disability services. Many AS staff have personal experiences with disabilities: either they have a disability themselves or have friends or family members with disabilities, and thus have appropriate sensitivity to the campus community we serve.
3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Each quarter we review any procedural errors or inefficiencies that occurred in providing accommodations. This includes errors made in AS as well as in other departments and we attempt to improve efficiency of procedures. This resulted reduced burden on students to access services and increased education to faculty when needed to facilitate compliance with ADA law. Further AS has significantly enhanced outreach and education efforts over the past three years to improve the campus community’s understanding of rights and responsibilities pertaining to students with disabilities. Specific and interactive presentations allow the campus community gain comprehensive, concrete understanding of the challenges and strengths of all types of individuals with disabilities. This facilitates positive collaborations with departments and individual consumers.

Link to Scoring Rubric

3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Although our goal is not to increase the number of students served unless the need exists, research indicates that in the general population approximately 10% have disabilities. In turn approximately 10% of the student population should be registered with AS. In reality, approximately 5% of students are registered with AS. To increase retention and graduation, AS encourages students who have used accommodations in high school to continue services in college. Project IMPACT must serve at least 125 students per grant contract; usually serves more than that. The Work Ability-IV contract requires 6 employment placements per year; and the program usually places double the amount required. Regarding outreach, we monitor the quantity by the number and type of presentation.

6. Efficiency of Service (cost effectiveness)

Link to Scoring Rubric

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

1040237.00

Attach your allocated spreadsheet here.

Link to Scoring Rubric

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

116064.00
4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

Attach your allocated spreadsheet here.

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

Decreased costs for the largest percentage of AS budget: Interpreting services. Combined Hayward and Concord counselor into one position. Increased efficient use of space when allotted space was reduced (Library space for alternative media was no longer available). Combined alt media lab space into existing space in AS. New: Increased student assistant productivity by allowing students in reception to also contribute to alternative media production during times of low student service needs. New: Implemented new reporting structure to monitor cost of salaries and supplies. New: Increase time management and project management strategies with all staff to improve productivity and accountability. New: Implemented software with self service capabilities to increase efficiency in multiple areas of AS services.

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

Increase utilization of ACCOMMODATE software modalities to streamline services to students. This will decrease staff administrative time and allow AS to combine some administrative support positions by allowing students to have access to self-serve functions online (scheduling appointments, checking-in when arriving for appointments, request Accessible Testing and note takers). Collaborate more with larger campus community to reduce redundancies and serve as a resource for others.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

Establish an Accessible Testing Center to reduce number of proctors needed at multiple sites across campus. Addition of a Staff Interpreter (75% time, 9-month position) to reduce outsourcing interpreting services and reliance on hourly interpreters at $48.11 hour to approximately $30.00 per hour. Include food costs in outreach budget in increase attendance at events.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next
1 - 2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

Increase roll-out of ACCOMMODATE features to reduce staff time with administrative tasks and increase students' ability for self-service options. This may reduce student assistant expenses for front desk. If approved, hire a .75 FTE interpreter to reducing hourly rate of interpreting costs. Due AS impending move to new building, if approved, testing center would likely be in new building with shared use of University Testing Center.

Link to Scoring Rubric

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

2010-2011: AS served approximately 600 students; AS Counselors provided approximately 1862 student service hours, facilitated 8 special admits; AS provided approximately 882 hours of interpreting for 12 deaf students and 5 deaf faculty/staff (for 3 quarters.)

2011-2012: AS served approximately 661 students. Counselors provided approximately 1736 service hours with students; and facilitated 18 special admits; Provided approximately 2151 hours of interpreting for 13 deaf students & 5 faculty and staff (4 quarters); Assistive Technology provided quarterly communication with 40 faculty members regarding AS students in their courses, filled 950 student requests, 197 staff/faculty requests; and 12 VPAT evaluations; Accessible Media filled 808 requests; Accessible Testing administered approximately 1230 quizzes, midterms, and final exams.

7. Other

Link to Scoring Rubric

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

Yes

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

Human Resources and Workman's Comp provides mandated services/accommodations for employees with disabilities.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

AS staff have specialized training, graduate degrees, as well as extensive personal and professional experiences in field of disabilities. AS also provides non-mandated support services with Project IMPACT, College Link, and Work-Ability IV. AS staff must be well-informed of varied types of disabilities, changing laws, and interpretations of various legal cases and settlements.
5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

Accessibility Services strives to enhance the campus community's understanding of individuals with disabilities to create an inclusive campus climate. It is the responsibility of AS to be proactive by providing outreach activities, education and training about the rights and responsibilities of individuals with disabilities on campus. These educational activities also have the potential to prevent negative experiences for the student and faculty and to prevent legal and financial challenges for the university. The department has some difficulty in establishing and adhering to a pre-assigned service budget due to fluctuation in student population and unknown accommodation variables especially for individuals who are visually or hearing impaired. Individuals require individualized accommodations and resources at varying costs to the university. The technology that exists for individuals with disabilities changes rapidly and this has financial implications for the budget as well. The Accessibility Services' department employs staff and student assistants who are passionate about serving individuals with disabilities. A significant percentage of the staff have worked in the department as student assistants and after graduation applied to staff positions in the department to meet their career goals. Therefore the department has many alumni of CSUEB. The AS staff is very conscientious about the quality of the service they provide to students, staff, and faculty with disabilities at CSUEB.