

EAC 2024 ANNUAL REPORT
TO APRIL CORDERO, ASSOCIATE PROVOST
OFFICE OF EDUCATIONAL EFFECTIVENESS

Pamela Harris, EAC Associate Dean
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Educational Access Center Annual Report 2023-24

Mission Statement: To promote access for all members of the PLNU community by facilitating self-advocacy, removing barriers, providing resources for learning, and creating a culture that honors each person's unique, God-given gifts (1 Corinthians 12:4-28).

PART 1: PROGRESS BY MISSION

This section is a summary of the progress toward living our mission in four broad categories: self-advocacy, removing barriers, resources for learning, and culture honoring God's gifts. The EAC serves students, faculty, and staff as part of the Office of Educational Effectiveness under Dean April Cordero. The EAC structure supports PLNU students across all five campuses and every offered degree program.

Change in Personnel to Support Mission: The activities of the EAC were led by Associate Dean Pamela Harris, two Managers, a Coordinator, and a part-time Graduate Student Worker/Intern (10-20 hrs/wk through April 2024).

Payton Kolar resigned in January and was replaced with Ty Burdette as Coordinator. Irena Chiang finished her first year as Manager of Academics working with students and faculty to provide reasonable academic accommodations. Sabrina Mathisen continued as the Manager of Student Life and worked alongside staff in chapel, housing, transportation, and meal services to provide appropriate access for students with disabilities. Our Accessibility Assistants (paid students) served in a variety of ways including test proctoring, assisting professors in remote learning, note taking services, adapting materials, teaching students to use assistive technology, EAC cart transportation, and promoting the EAC at campus events.

The **Faculty Advisory Council** recommended seeking a permanent committee at the university level. A proposal was submitted to the Faculty Council and has been approved by Cabinet. The new committee, **Educational Access Committee**, will include both faculty and staff representation to advise on accessibility issues and will commence in Fall 2024. Mary Beth McCabe will serve a 3-year term, Eddie Rameriz a 2-year term, and Lauren Miller for a 1-year term on the faculty side. Amanda Bolton, Leo Satiago and Jeff Bolster are ex-officio members and Walter Augustine, Holly Irwin, April Cordero, and John Gunther are resource members. Two additional ex-officio members will be named by Mary Paul before fall semester.

Mission Part A: Self-Advocacy for Students with Disabilities

As we work alongside faculty in a major reorganization process, several changes in policy are reflected in the EAC student distribution. Of those with long-term disabilities, 430 students registered with the EAC during the 2023-24 academic year (see Table 1). At first glance, this looks like a decrease from 470 the previous year; however, the approximately 75 students with temporary accommodations are no longer included in the count because we changed our policy in December 2023 making the true number **505 students needing temporary and permanent accommodations** (see Table 2). We do help students with temporary conditions work with their professors for conditions that are less than two

weeks (COVID-19, concussions, sprained limbs, etc.). If any of the temporary conditions last longer than two weeks, the Wellness Center or their private provider sends the EAC the proper documentation to log it in Workday as an official temporary accommodation. This policy change has streamlined the process for students that are ill or injured but do not necessarily have a disability. We are working with faculty on flexibility for students in relation to the PLNU Attendance Policy.

Table 1.

Past EAC Registered Students by Campus Affiliation

<u>Semester</u>	<u>Spring 21</u>	<u>Spring 22</u>	<u>Spring 23</u>
Total Students	247	345	471
Main Campus Only	208	286	427
Liberty Station Only (post-bac nursing)	15	12	12
Mission Valley/Bakersfield	14	21	22
Balboa Graduate Programs	0	7	7

Table 2.

Current EAC Registrations by Campus Using Updated Criteria

<u>Semester</u>	<u>Spring 2024</u>	<u>Trend</u>	<u>Description of Changing Criteria</u>
Total Students	430* (505)	430 registered students with long-term disabilities and about 75 students with temporary conditions that were EAC-involved but not officially registered, representing an increase from 471 to 505 from spring 2023 – spring 2024.	Students with concussion and injuries less than two consecutive weeks are now negotiated by student and professor per change in Wellness Center and EAC policy.
Main Campus Only	363	Decrease in registered students	See above. Temporary accommodations are most common among TUG students.
Liberty Station Only	1	Decrease in registered students in post-bac nursing	Post-bac or graduate nursing
Mission Valley/Bakersfield	55	More than doubled from 2022-23	Includes graduate programs and AUG/extended learning students.
Balboa Graduate Programs	11	Addition of programs annually	Anticipate 5 – 10% of admitted students to graduate programs at Balboa will need accommodations.

Most students qualify for EAC accommodations because they have what are considered “invisible disabilities” including anxiety disorders, depressive disorders, AD/HD, learning disabilities, and PTSD (see Figure 1). Although the total number of eligible students increased, the proportion of those with visible disabilities remained fairly constant at 16% in 2022-23 and 17% in 2023-24. Consistent with

2021-22, the most populous categories were anxiety disorders, followed closely by AD/HD and learning disabilities (see Figure 2). Each category is also reported by Traditional Undergraduate (TUG), Adult Undergraduate (AUG) and Graduate Programs (GRAD).

Figure 1.

Invisible vs. Visible Disabilities in 2023-24

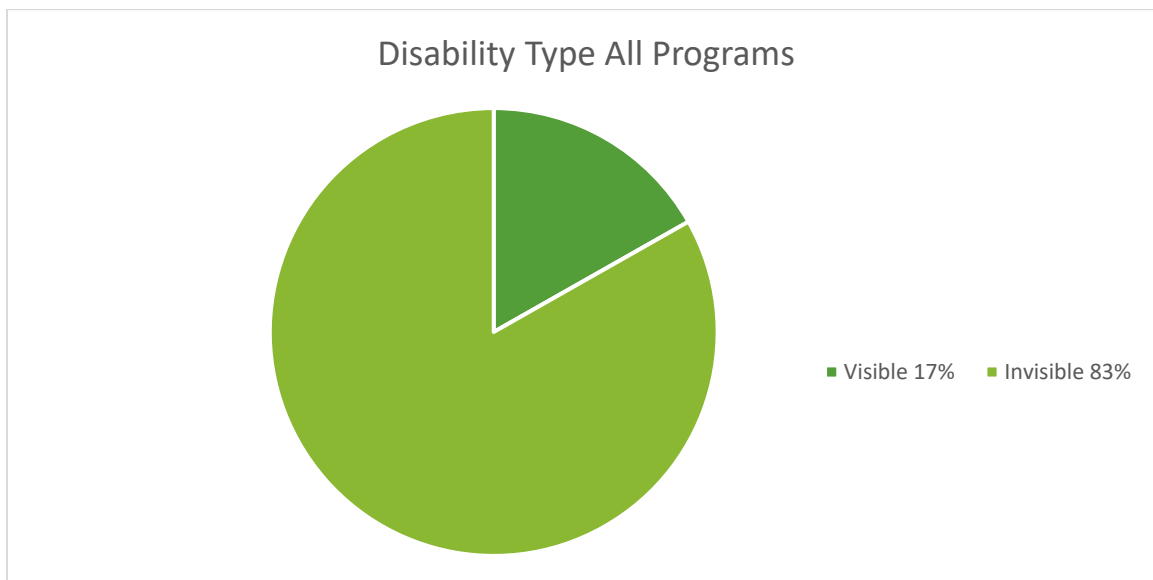
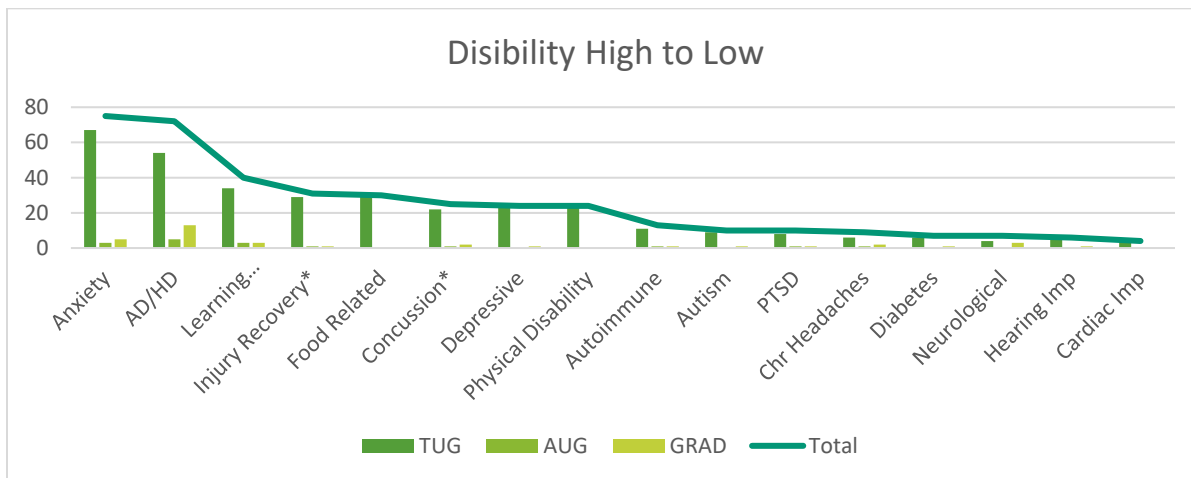


Figure 2.

Disabilities by Primary Diagnosis 2023-24



As reported in 2022-23, **student self-advocacy** was paramount and central to all our efforts. We were intentional about promoting and teaching students to advocate for themselves with faculty, staff, and peers. Self-advocacy is usually a learned skill and a necessary life skill for employment and community involvement when they leave PLNU (Hasman & Matlock, 2021; Hong, 2007). We promote self-advocacy at every step of communication with EAC students from the initial meeting for eligibility through graduation and applications for employment or post-baccalaureate education. In 2023-24, we institutionalized some of our pilot offerings to meet the increasing number of students with disabilities on campus.

Nine students were enrolled in the **IDS 2090-e course titled, “Self-Advocacy in Higher Education.”** This one-credit course was designed to promote retention of PLNU students with disabilities. Taught by Associate Dean Pamela Harris, topics included rights/responsibilities, how to self-advocate for accommodations, a student panel and a faculty panel who shared their successes, self-care and executive functioning strategies for organization and self-regulation, and career readiness. After two years of pilot iterations, the course will become a permanent offering, approved by the curriculum committee, as IDS 2070 beginning in Fall 2024.

Drs. Necoechea and Fantaroni, professors in the School of Education, established a **Peer Mentoring Program** for students with disabilities with grant support from the National Foundation for Autism Research in 2021. For the 2023-24 school year, Dr. Nocochea piloted two 1-credit courses for mentors of students with disabilities with **26 mentors**. These mentors were trained to support 25 students with disabilities who requested mentoring in academic and social support. The course description is below. In Fall 2024, these courses will also have permanent course numbers to support students with disabilities.

IDS 2090-W and IDS 2090-Y are courses for all students continuing to participate as mentors in the Peer Mentor program. The purpose of the Peer Mentoring Program at PLNU is to provide students (registered with the Educational Access Center) with mentoring and guidance in the areas of academics and/or social integration. In this course, Student Mentors will further develop skills in leadership, student development, and community building, as well as explore strategies, techniques and methods for peer mentoring in the area of academic coaching, social integration, communication and social development. Students in IDS 2090Y are also able to complete a national certification in Student Leadership and co-lead mentor training sessions for students in the IDS 2090W (first semester) Peer Mentor course. As a hybrid course, students will meet weekly (synchronous/asynchronous) for instructor and student-facilitated discussions and demonstrations, with the expectation that Student Mentors will meet with their assigned mentee(s) outside of class on a regular basis in the fieldwork application requirement for approximately 1-2 hours/week.

We continued to partner with Delta Alpha Pi, the honor society for students with disabilities. The EAC provided information dissemination and financial assistance for the organization’s events. The Associate Dean was invited by the group to speak on a panel discussing increasing accessibility.

Mission Part B: Removing Barriers for People with Disabilities

To address physical barriers across campus, the EAC team **established a quarterly meeting with Eric Remley and relevant facilities and transportation staff**. Manager of Student Life, Sabrina Mathisen, facilitated these meetings. Continued improvements included wheelchair accessible shuttles, clearly marked access in campus building signage, electric doors, and additional kitchen accessibility in some of the residence halls. The Records office continued to work collaboratively to reassign rooms so that students with mobility and/or temperature issues were in appropriately accessible classrooms.

As in the previous year, the most common accommodations for removing barriers at PLNU were **academic** in nature, with extended testing time leading the list with 269 students accessing that accommodation. Professors also provided deadline extensions, access to missed classwork, copies of notes/outlines for more than 100 students (see Table 3). Remote learning exceptions continued, but COVID-related absences and accommodations decreased significantly when the California guidelines changed and reduced the isolation period needed. The number of students using peer notetakers decreased from last year as students were trained and encouraged to use a note taking software program, Glean, that the department purchased for students. This improvement in services, and cost saving, was facilitated by Manager of Academics, Irena Chiang. In addition to recording/transcribing capacities, the Glean software allows students to put notes/bookmarks directly on the transcriptions and use a screen reader out of class for reviewing notes/transcripts. This accommodation is important for a variety of students who struggle with processing speed, visual-motor coordination, and short-term memory issues. These types of issues can stem from learning disabilities, attention issues, extreme anxiety, trauma, PTSD, and brain injuries.

Of the **non-academic** accommodations, chapel, housing, transportation and dining all increased from 2022-23. Eighty-eight TUG students had chapel accommodations and more than 80 had housing accommodations. Transportation accommodations increased with 25 approved vehicle passes and 20 students needing cart services between dorms and classrooms. The majority of these were prompted by injuries that were short-term in nature (less than a semester). We anticipate the number of transportation accommodations to decrease as the Transportation department continues to replace current shuttles with shuttles that are wheelchair accessible.

Table 3.

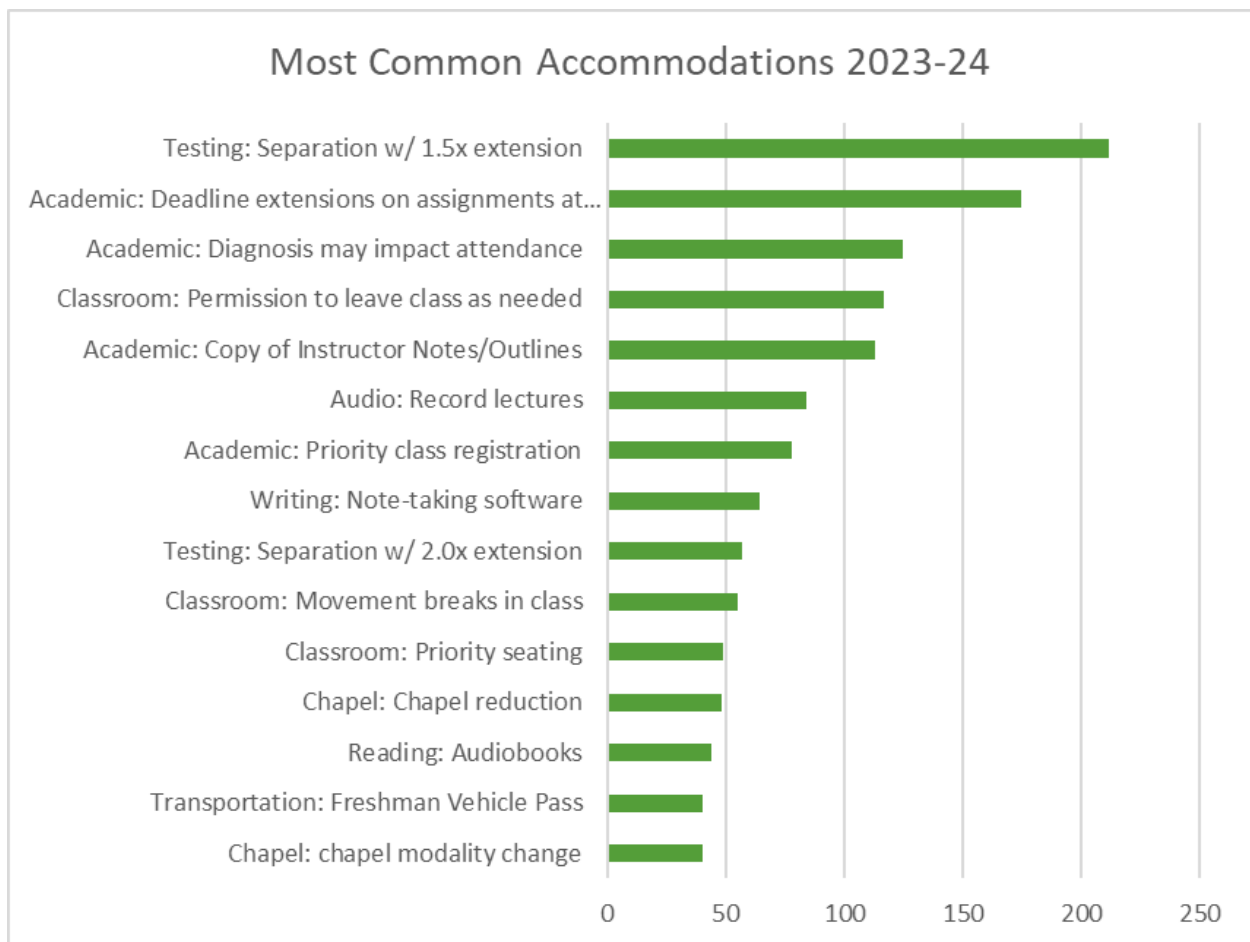
Number of Students per Accommodation Type 2023-24

Accommodation	Total	Accommodation	Total
Testing 1.5x extension	212	Freshman Vehicle Pass	25
Deadline extensions	175	Housing Priority Other	34
Diagnosis may impact attendance	125	Remote learning exception (short-term)	31
Permission to leave class as needed	117	Housing minimal roommates	22
Copy of Instructor Notes/Outlines	113	Housing: Priority single room	21
Record lectures	84	Language substitution	20

Priority class registration	78	Transportation Cart	20
Note-taking software	64	Remote learning exception semester	18
Testing w/ 2.0x extension	57	Meal plan waiver	18
Movement breaks in class	55	Testing Allowed to use calculator	17
Priority seating	49	Peer Note Taker	16
Chapel reduction	48	Adaptive PE	15
Audiobooks	44	Testing Scribe	14
Chapel modality change	40	Allowed to wear sunglasses	12

Figure 3.

Approved Accommodations 2023-24



Mission Part C: Create a Culture Honoring God-Given Gifts & Abilities

As stated in the previous two annual reports, transforming a campus culture to honor God-given gifts and abilities takes time and intentionality. During this past year, we focused on updating policies and procedures to match current state and national laws/trends as interpreted through court cases, consulted on the creation of a Disabilities Studies program for interested students, and coordinated with the campus Student Care Team to meet the immediate and ongoing needs of students referred by faculty and staff.

Creating and updating **predictable policies and procedures** allows for cognitive space to explore God's purpose in the lives of our students. In conjunction with the Office of the Provost for Academic Affairs and the PLNU legal team, we updated policies and procedures to reflect PLNU needs in alignment with state and federal laws to ensure compliance while also honoring individual student differences and needs. (see Table 4).

Table 4.

2023-24 Policies and Procedure Updates to Ensure Compliance with ADA

Document Name	Update	Audience/Location
Provider Documentation Form	Easier Format for medical providers	External/Website & Student Canvas
PLNU Accommodation Process	Better visual to promote understanding of process	External/Website
Pregnancy Policy	Aligned with Title IX office policies	Internal/Google Drive
Meal Plan Waiver and Reduction Application	Added reduced meal plans for students with dietary restrictions	External Website & Student Canvas
Service Animal and Emotional Support Animal Procedure	Clarification on approval process and specific information regarding containment/grooming practices	External/Website & Student Canvas
Student Accommodation Grievance and Appeal Policy	Restructuring of ADA grievance and appeal team led by Vice Provost	External/Website
EAC Housing Accommodation Procedures and Deadlines	Aligned with housing policy regarding availability of housing for seniors and the age-out limit	External/Website & Student Canvas
EAC Cart Ride Policy	Students use accessible shuttle when available	Internal Student Canvas
Short-term Illnesses and Injury Policy become formal accommodation after 2 weeks	Absences under 2 weeks are not EAC accommodations. Students to work out with professor. Aligned with the Wellness Center. Includes COVID-19 to match state law	Internal

Concussion Protocol	Aligned with Wellness Center for short-term (above) and EAC registered when referrals to neurologist or Wellness staff determine the impact is beyond 2 weeks.	Internal
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Several faculty members interested in promoting understanding of disability created a **Disability Studies pathway** for interested students. It consists of a curated selection of courses that students can take to receive a Disability Studies Concentration within the Education (Cross Disciplinary Studies) program for our teaching majors. This effort was led by Drs. Jen Lineback and Denise Necochea and will begin in Fall 2024. There will also be a new Disability Studies Certificate program, open to all majors, beginning in 2025. The EAC consulted on this project, but it is not housed in the EAC – a major step toward cultural change at the university level. The program description follows.

Having a foundational knowledge of disability studies can be beneficial for students pursuing an undergraduate degree in any academic discipline. People with disabilities are, and have always been, a part of our human family. As such, developing a deeper understanding of the various types of disabilities, what ‘disability’ means, and how to foster the inclusion of people with disabilities in all fields of study (e.g., church ministry, business, political science, STEAM, psychology, sociology, the arts) and within all aspects of society (e.g., employment, education, transportation, housing, healthcare) can be useful in any career path.

This small 8-unit program will cover the foundations of disability studies, how ‘disability’ is perceived and represented in various fields of study, effective approaches in advancing equal access and representation of people with disabilities across societal structures, and disability etiquette (ways to effectively communicate and interact with people who have any one of a broad array of disabilities). Finally, the disability certificate will help expand our collective response and ability to develop more equitable, accessible, and inclusive environments for disabled individuals.

The EAC team was also part of the weekly meetings of the **Student Care Team** led by the Associate Dean of Student Care and Engagement and attended by other departmental leadership including the Dean of Students, the Director of Wellness, the Director of Tutorial Services and the Vice Provost of Academic Affairs. This team fielded concerns from both faculty and staff regarding students facing a number of academic and/or social, financial, emotional or physical challenges. The team determined the best office to address the issue in a timely manner and provided follow up so that solutions were multifaceted and unique to the individual. This team provided needed resources for students with and without disabilities. For the EAC team, it helped us resource students with short-term and long-term disability needs.

Mission Part D: Increase Resources for Learning

In addition to our services for learning for students registered with the EAC, our team was strategic in the activities we engaged in to help build a culture of inclusion of people with disabilities by expanding our influence and offerings to faculty, staff and non-disabled students.

Manager Mathisen trained **Alpha leaders** on accommodating students with visible and invisible disabilities. She also facilitated a requested training for **housing staff** on working in non-academic campus settings with neurodiverse students. She and Associate Dean Harris provided training to **transportation staff** on accommodating students with mobility needs. Manager Chiang provided training on disability, confidentiality and inclusion to **peer notetakers**. She also presented alongside Harris to **both School of Business and School of Art and Design faculty** and staff on inclusive practices and adherence to ADA. All training was primarily focused on building faculty, staff and peer capacity to include students with disabilities into all aspects of campus life and culture.

Coordinator Ty Burdette trained **EAC registered students** on Workday (registering for classes, accessing accommodations, etc.), Glean note taking software, Bookshare for audiobooks, Google tools, and other software applications so that students had individual training when needed to access their educational resources. Harris, and Librarian Denise Nelson, offered a workshop for new students on digital and print tools for students in the IDS course on self-advocacy.

In preparation for the launch of a new disability management software, the EAC team spent 32 weeks working with both Simplicity staff and PLNU technology department staff to **adopt the digital user platform called Accommodate** that will streamline six different tools we currently use for communication and data into a single platform. We also created training materials for students and faculty to be used in Fall 2024.

PLNU was part of **the Southern California Disability Consortium (SCDC)** which met regularly to provide professional development, problem-solving and current practices, and legal cases in disability rights in higher educational settings. Manager Mathisen has joined the leadership board of this organization, increasing PLNU presence among our sister public and private institutions. Both EAC staff and the ADA team participated in programming offered by the **Association for Higher Education and Disability (AHEAD)**, including webinars, live discussion boards, and two conferences. Increasing the knowledge and skill of the EAC staff was instrumental in the depth and breadth of offerings coordinated through our office (see Table 5).

Table 5.

Professional Development for Faculty & Staff

Seminar Title	Attendees
Excellence In Equity AHEAD National Conference (July 18 – 21, 2023)	Holly Irwin Pam Harris Irena Chiang
New Faculty Luncheon and Presentation (Aug. 17, 2023; Sabrina Mathisen, Irena Chiang, Payton Kolar)	17 new full-time faculty Jim Daichendt April Cordero

Learning Challenges and Strategies for Tutors (September 2023; Pam Harris and Brenda Reyes)	15 Writing Center Tutors Holland Prior
Webinar: It's About Time: Scrutinizing the Extra Time for Assignment Accommodation (Feb. 21, 2024)	Pam Harris Irena Chiang Sabrina Mathisen Ty Burdette
Webinar: Effective Models for Reasonable Accommodation Decisions	Pam Harris Irena Chiang Sabrina Mathisen Ty Burdette
Webinar: Advancing Disability Diversity, Equity and Inclusion Goals in Climate Where it is Not Encouraged or Welcomed	Pam Harris Irena Chiang Sabrina Mathisen Ty Burdette
Webinar: Neurodiversity Cultural Responsiveness: Improving Communication and Understanding	Pam Harris Irena Chiang Sabrina Mathisen Ty Burdette
Webinar: How to Tell a Student No: Maintaining Empathy, Firmness and Clarity in a Difficult Discussion	Terrence Knock Leo Santiago April Codero Holly Irwin Ty Burdette Sabrina Mathisen Irena Chiang Pamela Harris
AHEAD Management Institute (Feb. 1-3, 2024)	Sabrina Mathisen Irena Chiang Terrence Knock
Center for Faculty Development Workshops: Supporting Neurodiverse Students in PLNU Classes (one in-person and one virtual; March 26, 2024)	Dianne Anderson Alex Bitter Ty Burdette Ben Cater Walter Cho Yoojin Choi Jo Clemmons Colleen Cook Paula Cronovich Mike Dorrell Jill Feters Rob Gailey Moishe Garde Camille Harris Pam Harris Liz Holbrook Michelle Jackson Ariane Jansma Breeann Kirby Kara Lain Jen Lineback

	Rosemond Lorona Robbie Maakestad Sabrina Mathisen Paul Miniffee Holland Prior Eddie Ramirez Heather Ross Beth Sullivan Julie Sweeney Dione Taylor Michael Wiese Heidi Woelbern Rachelle Wong
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In conjunction with the Center for Faculty Development, Harris and Mathisen offered two sessions on “**Supporting Neurodiverse Students in PLNU Classes.**” One was offered on campus to interested faculty and the other one was offered via Zoom for faculty on other campuses. These 1.5 hour workshops provided faculty with information on the biological brain differences for students identified as neurodiverse (autism, learning disabilities, psychiatric disorders) and how those brain differences impact learning and behavior. Strategies for working with these students were also shared and applied to students the faculty work with in their own classes.

After three years of working diligently to bring the campus community into compliance with ADA and build a culture of inclusion, we engaged in several activities **that highlighted our work and expertise to the broader community.** Pamela Harris, Holly Irwin, Sabrina Mathisen, Irena Chiang, Denise Necoechea and Ty Burdette presented a poster session at the national AHEAD annual conference. This peer-reviewed poster was titled, “From Rowboat to Yacht: Increasing Resources by Utilizing Peers as Advocates,” and highlighted the efforts our office has made to serve students well with limited resources. Associate Dean Harris also presented to Every Child Lane County (Eugene, OR) foster care volunteers in a three-hour workshop titled, “Trauma-informed Care.” The honorarium associated with this presentation was donated to the EAC to provide additional resources for PLNU students with disabilities.

PART 2: SURVEY RESULTS AND LOOKING AHEAD TO 2024-25

In October 2023, we relaunched a survey, originally given in 2022, to measure stakeholder satisfaction for EAC services. Based on professional standards in disability services, established by AHEAD (2021), we sought feedback from three groups: EAC students, faculty, and staff. Each domain has multiple indicators that can be used to assess progress. With permission, we used these domains/indicators to create a Likert-type rating scale (see Table 5).

Table 6.

AHEAD Program Domains Used for EAC Survey

Domain	Title	Number of Indicators
1	Leadership and Collaboration	5
2	Consultation and Information Dissemination	3
3	Access and Equity	3
4	Office Administration and Operations	3
5	Professional Development	2

All currently registered EAC students (n = 430), faculty (162 full-time and 334 part-time and adjunct), and staff were invited to participate in the online survey using Qualtrics for data collection. Respondents included 39 staff members, 34 EAC students, and 69 faculty members for 142 total participants, which was congruent to the baseline study 18 months earlier. The overall response rates across groups is low so results should be interpreted with caution. The survey consisted of 16 Likert-type ratings based on AHEAD domains and three open-ended questions. Since each stakeholder group varied in size, responses were reported as percentages so we could compare across groups.

Domain 1 Summary: Leadership & Collaboration

Domain 1 explores to what degree disability resource professionals provide institutional leadership in advancing the equal participation of disabled people through a collaborative process. EAC students, staff and faculty (stakeholders) tended to agree or strongly agree that the EAC provided institutional leadership that fostered equity in higher education for disabled students (1.1); worked together with institutional personnel in designing an equitable campus environment (1.2); collaborated with academic personnel to ensure disability is considered in the development, review, and revision of academic policies (1.3); fostered a positive disability campus culture and climate (1.4); promotes disability representation in institutional decision making (1.5). Graphic representation of these results is in Appendix A.

Although the ratings from faculty and staff are similar to those provided in the baseline survey 18 months ago, the ratings by EAC students have increased significantly with most students strongly agreeing with the five statements that capture the essence of the leadership and collaboration domain.

Domain 2 Summary: Consultation & Information Dissemination

Domain 2 focuses on how disability resource professionals shared information, educated, and consulted with a broad cross section of the campus community to facilitate equity for disabled individuals in all services, programs, and activities offered by the institution. Three indicators were rated

in this domain. While students rated the EAC highly across the indicators for this domain, faculty and staff were less satisfied overall and the stratification of responses demonstrate that our office needs to continue to focus on more frequent consultation with some faculty and staff members and could improve on information dissemination.

Stakeholders generally agreed that the EAC advises and educates regarding disability, barriers, accommodations, and the institution's responsibility for providing access (2.1). While the majority of stakeholders agreed that the EAC proactively fostered institutional commitment to inclusive design to minimize the need for accommodations (2.2), nearly 20 percent of faculty and staff either somewhat or strongly disagreed. There were also varied results evident regarding how effective the EAC was at disseminating information regarding disability resources and how to access them through all channels at the institute (2.3). There was also a large percentage of neutral ratings on these indicators. Given the variance in ratings, the EAC should focus on consultation and information dissemination rigorously in the next academic year so that both faculty and staff feel supported and informed in their work with students with disabilities.

Domain 3 Summary: Access and Equity

Domain 3 evaluates how disability resource professionals addressed individual situations and supported the implementation of accessibility solutions, including design changes and accommodations. The stakeholders agreed that the EAC worked with students individually to identify disability-related barriers and strategies for mitigating them through design changes and accommodations (3.1). Most stakeholders, especially staff and faculty, tended to agree that the EAC consulted with administrators and staff for the implementation of design strategies and accommodations that lessen barriers; however, there was a small percentage of students and faculty who disagreed on this indicator. This is not surprising since there were a small number of grievances filed by students with the ADA Coordinator during the previous year, all of which were addressed through either the informal process (n = 5) or the formal process (n = 1). A more formal process for faculty to communicate their dissatisfaction with access and equity policies and procedures would likely increase efficiency and identify specific areas for improvement from the dissatisfied faculty.

Domain 4 & 5 Summary: Office Administration and Operations; Professional Development

Domain 4 evaluates the degree to which disability resource professionals are guided by program mission (4.1), have appropriate resources to fulfill the mission (4.2), and establish an ongoing process of assessment in achieving the mission (4.4). Both faculty and staff were generally satisfied with the EAC efforts in Domain 4; however, from the EAC student perspective, nearly as many students strongly agreed as strongly disagreed on whether disability resource professionals were guided by a program mission when developing and publicizing programs for accessibility. The polaristic responses suggest that the EAC is not meeting the needs of all of its students in this area and could work to improve representation across all students with accommodations, especially because the same students rated the EAC as having sufficient resources to carry out the mission and regularly evaluating progress toward mission.

Domain 5 covers the extent to which disability resource professionals maintain up-to-date professional knowledge and skill relevant to access and equity for disabled individuals. Both indicators on this domain were rated highly or neutral across stakeholder groups. The ongoing commitment to PD for EAC staff was recognized across groups, which is significant because there is no certificate or degree that prepares people to work in disability services in higher education; rather, a lot of on-the-job training is required to meet the needs of students in compliance with the Americans with Disabilities Act as it pertains to post-secondary educational institutions. It is also important because of the increase in students qualifying for accommodations.

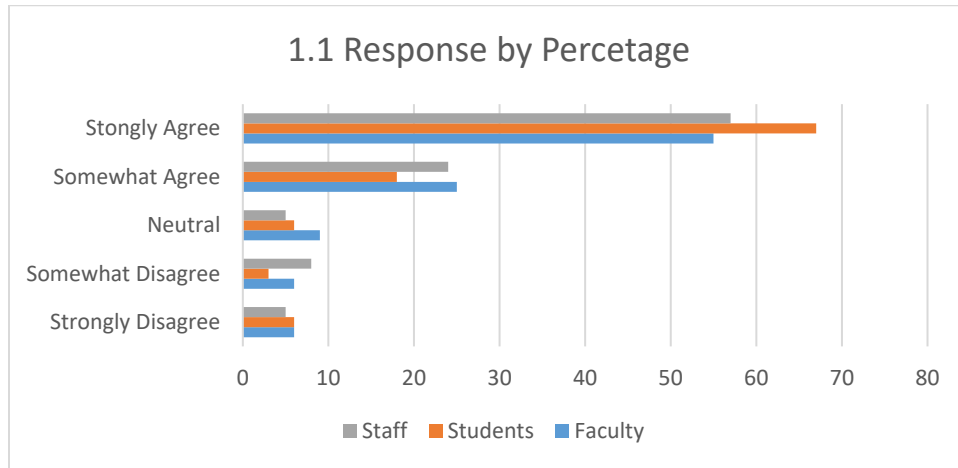
Open-Ended Responses by Theme

In addition to the AHEAD domain rating scales, three open-ended questions provided data from stakeholders to address satisfaction and suggestions for improvement. Each question will be analyzed across several themes but was not ready at the time of this report and will be submitted as an addendum. The questions are listed below.

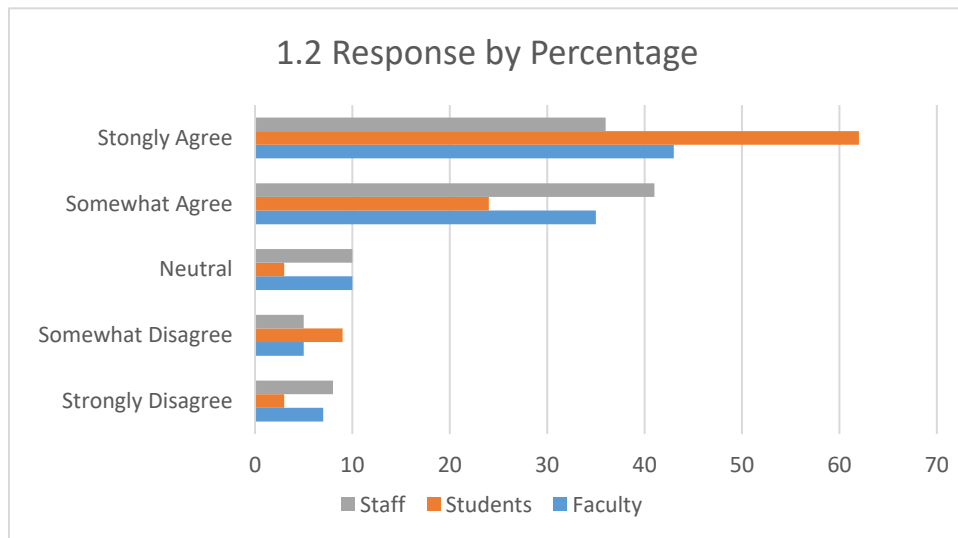
1. What is the EAC already doing that helps in accommodating you or your students?
2. What could the EAC do to improve services to you or your program?
3. Do you have any new ideas you would like the EAC to explore for future implementation?

Appendix A: Survey Results by Domain and Indicator

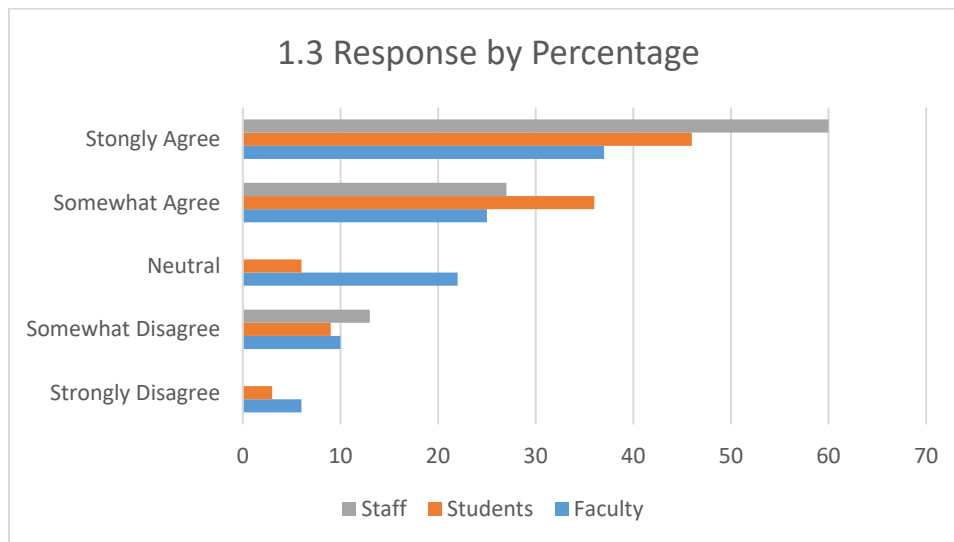
1.1 The EAC provides institutional leadership to foster equitable higher education experiences for disabled individuals



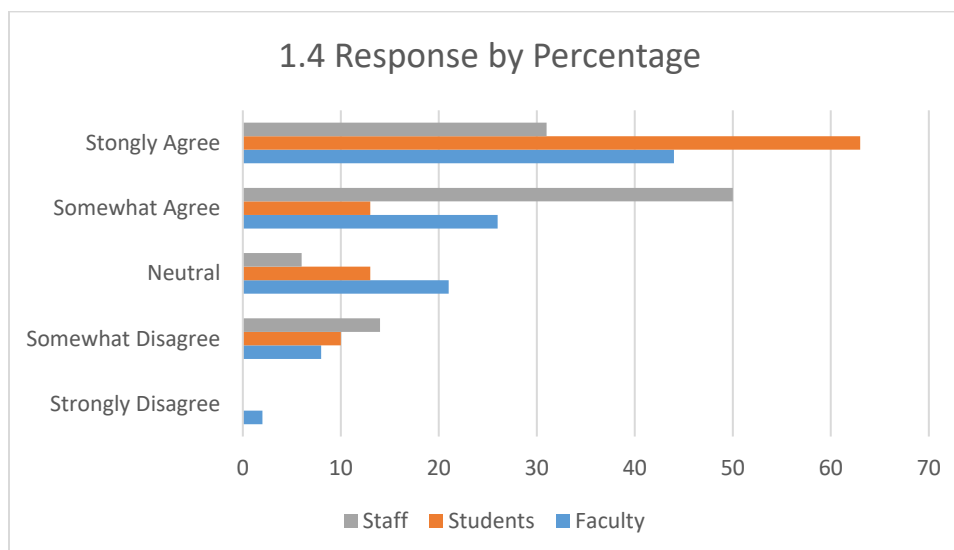
1.2 The EAC collaborates with administrators, faculty, staff, students, and other relevant institutional personnel in the design of equitable campus environments.



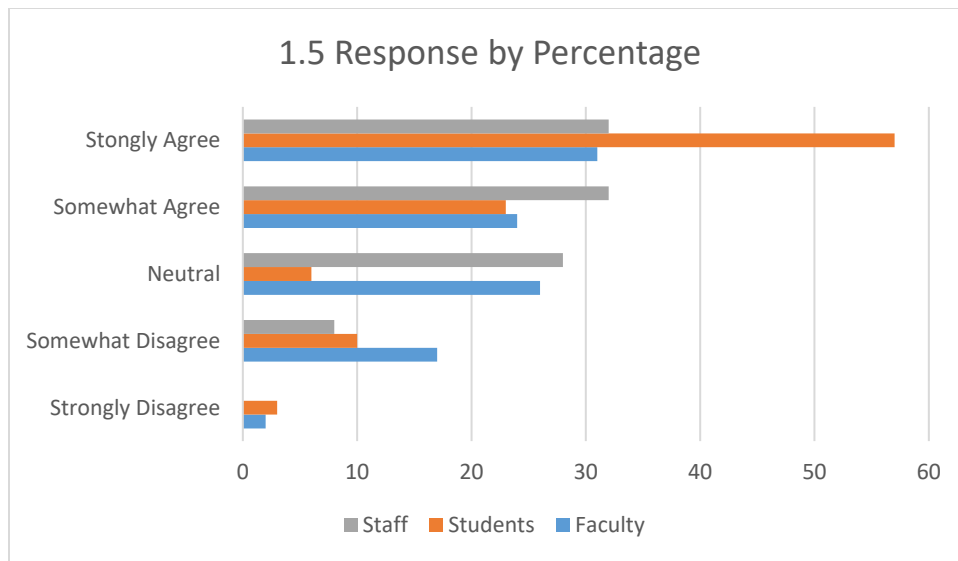
1.3 The EAC collaborates with academic personnel to ensure disability is considered in the development, review, and revision of academic policies.



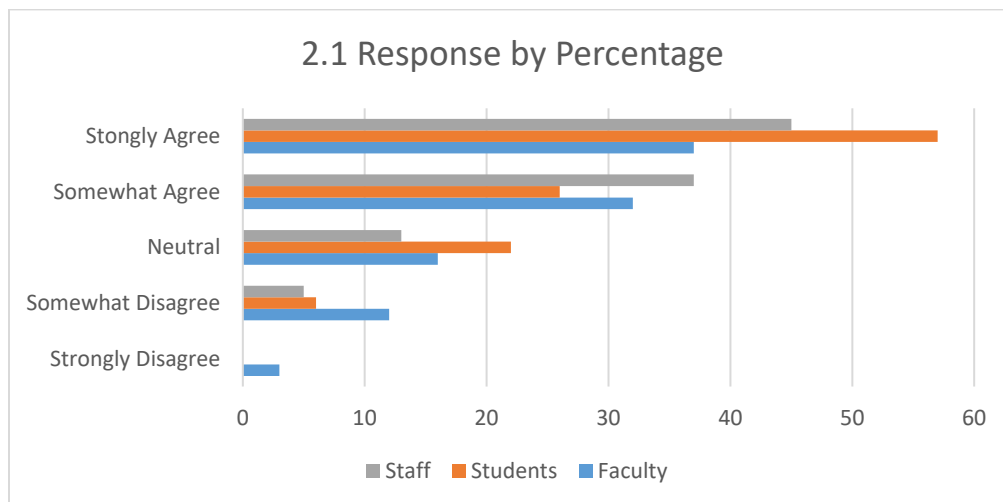
1.4 The EAC fosters a positive disability narrative that informs the campus culture and climate.



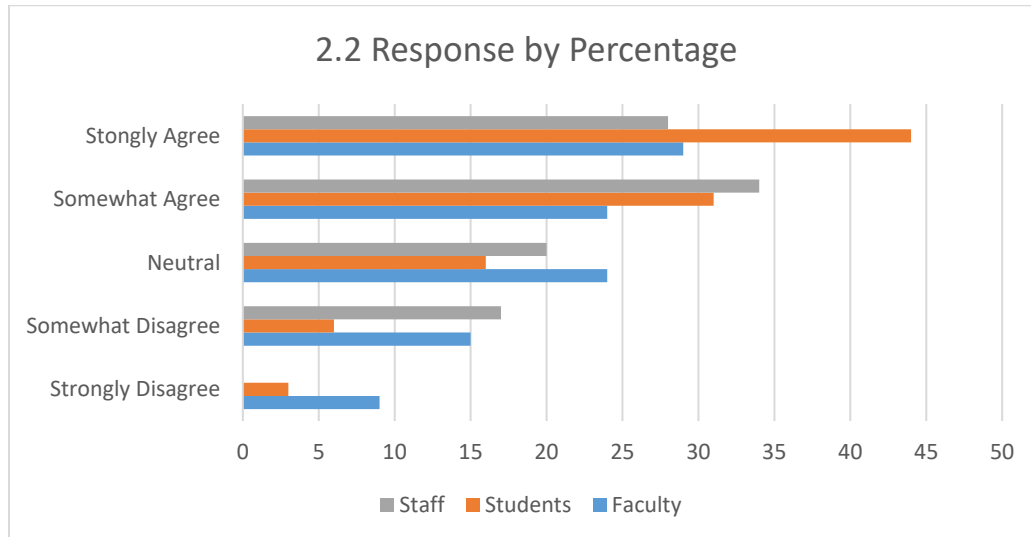
1.5 The EAC promotes disability representation at all levels of institutional decision making.



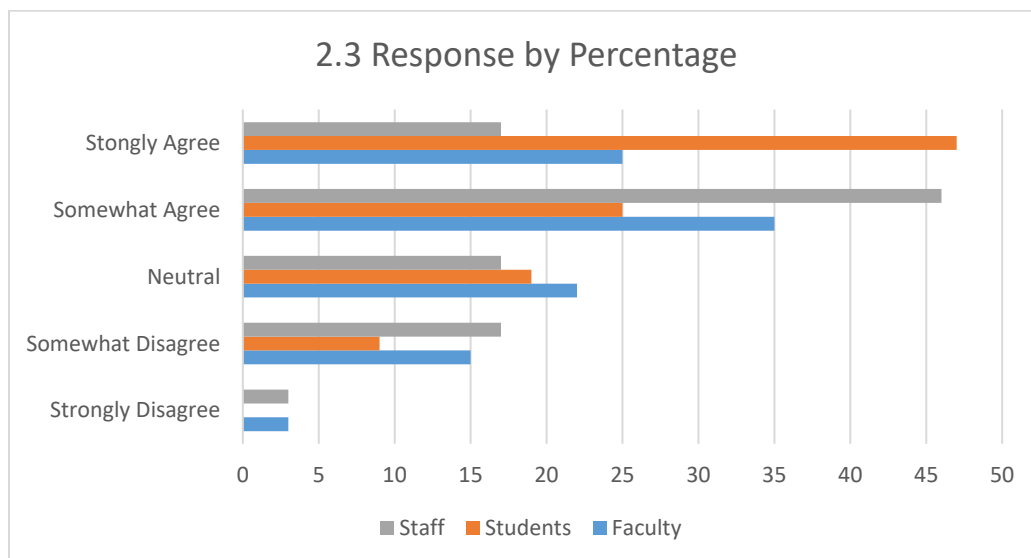
2.1 The EAC advises and educates regarding disability, barriers, accommodations, and the institution's responsibility for providing access.



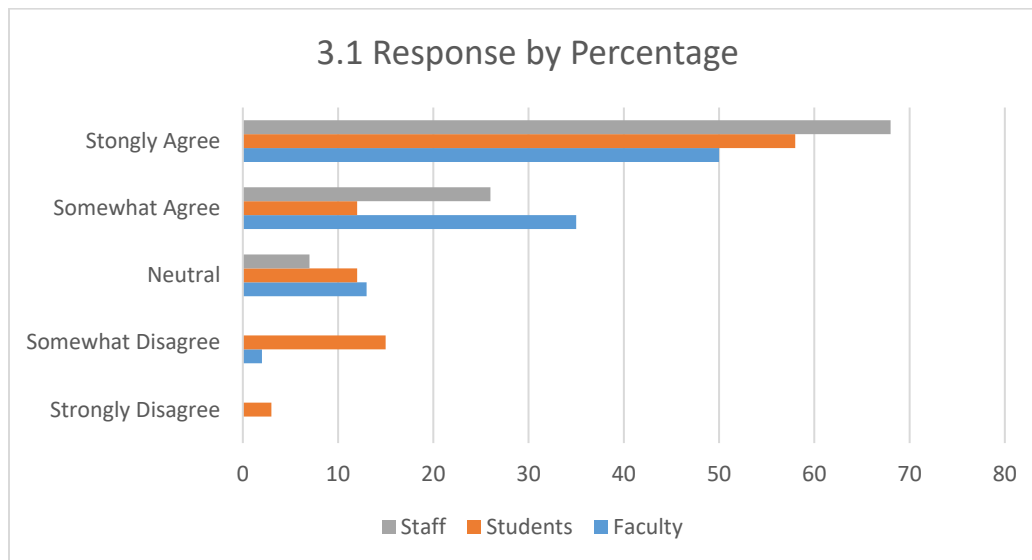
2.2 The EAC through proactive outreach, consultations, and training, fosters an institutional commitment to inclusive design that minimizes the need for individual accommodations to achieve access.



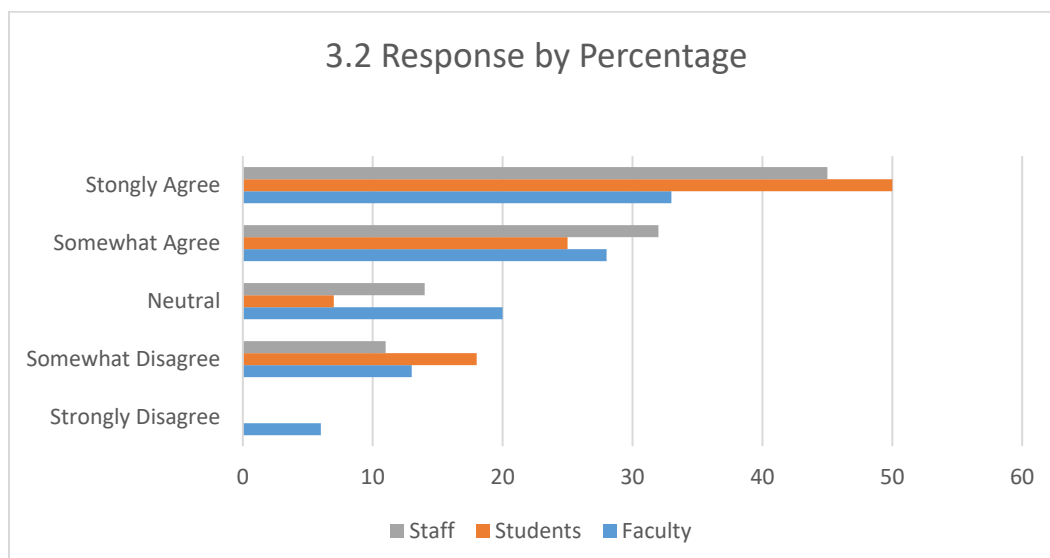
2.3 The EAC disseminates information regarding disability resources and how to access them in accessible formats through all institutional channels.



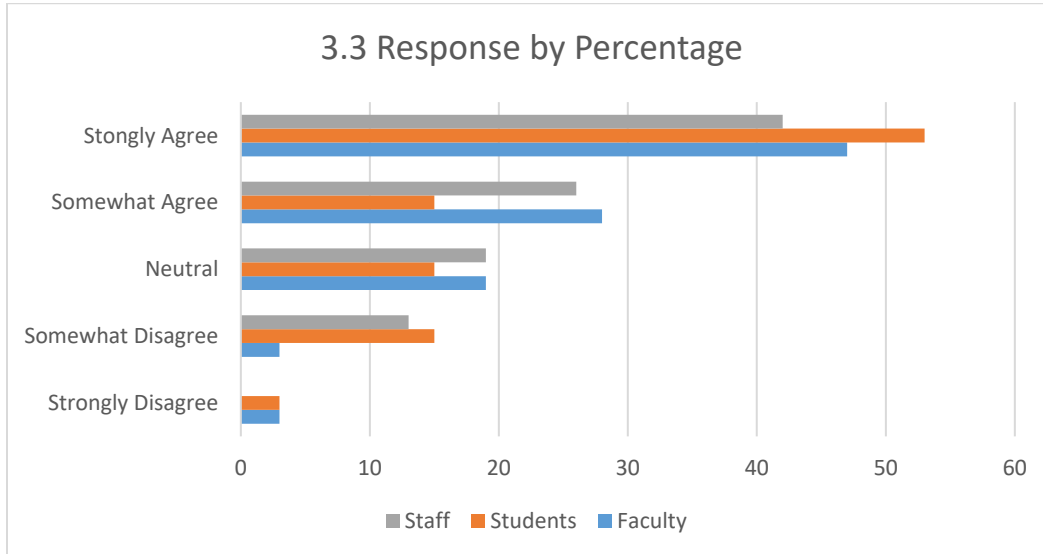
3.1 The EAC works with individual students to identify disability-related barriers and strategies for mitigating them through design changes and accommodation (either course design or physical access).



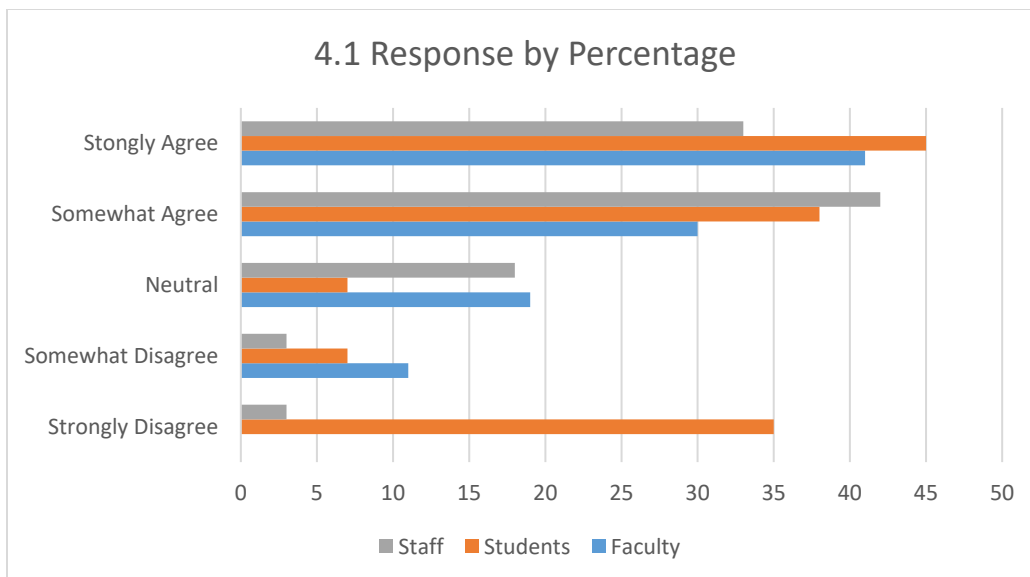
3.2 The EAC consults with faculty members to mitigate disability-related barriers for individual students through design strategies and reasonable accommodations (either course design or physical access).



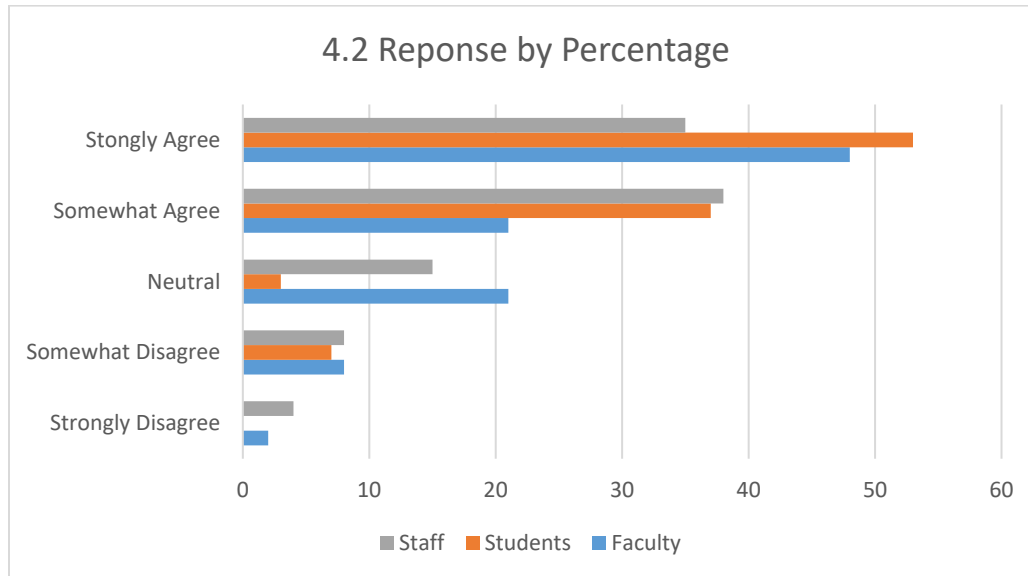
3.3 The EAC consults with administrators and staff to implement design strategies and reasonable accommodations that mitigate barriers identified by individual disabled people (either course design or physical access).



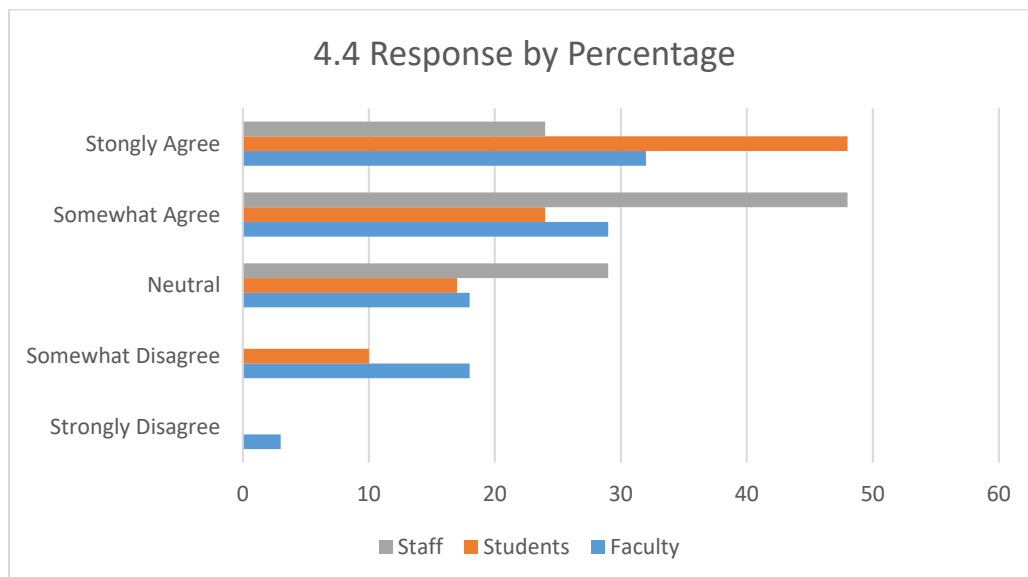
4.1 The EAC develops and publicizes a program mission that advances the institution's commitment to access.



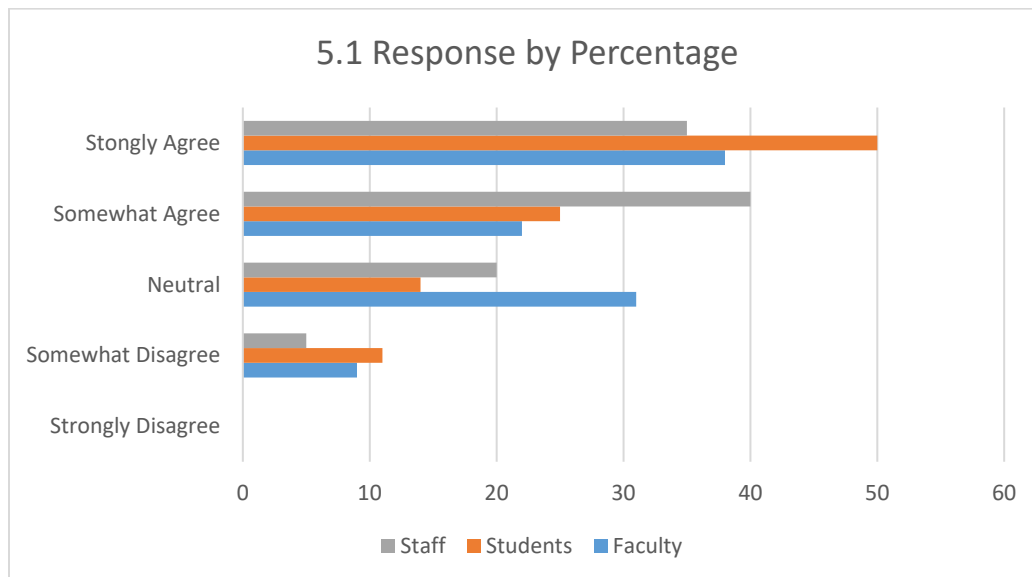
4.2 The EAC ensures the institution has committed appropriate resources for coordinating services for disabled individuals.



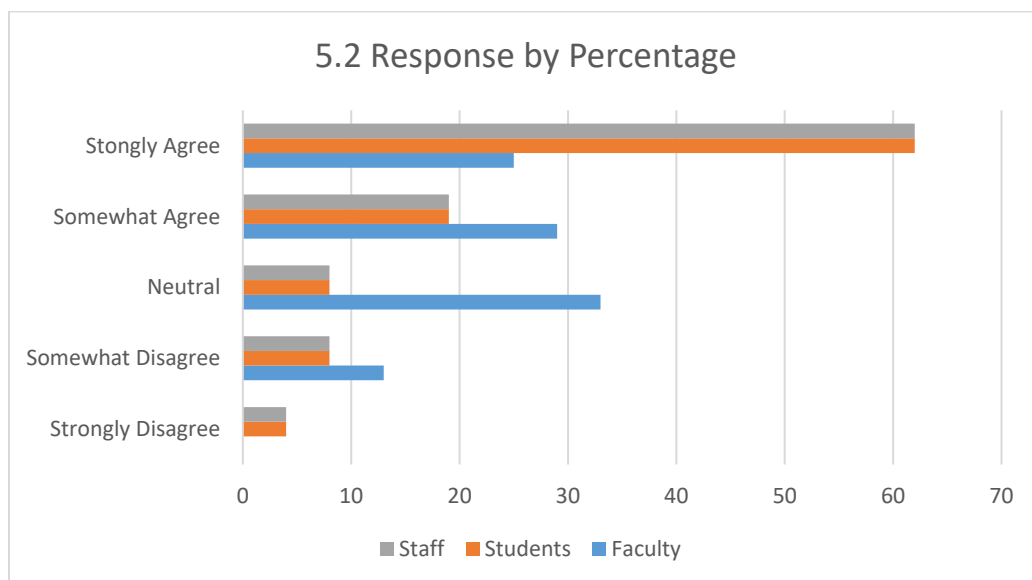
4.4 The EAC designs and implements a rigorous program of ongoing assessment to improve service delivery and demonstrate institutional impact.



5.1 The EAC provides disability resource professionals with ongoing opportunities for quality professional development.



5.2 The EAC provides opportunities for disability resource professionals to engage in professional communities to contribute to the growth and development of the field.



References

Association on Higher Education and Disability (AHEAD, 2021). AHEAD program domains, standards, and performance indicators. <https://www.ahead.org/professional-resources/program-standards-ethics>.