

**EAC SPRING 2023 ANNUAL REPORT
TO THE DEAN
OF THE OFFICE OF EDUCATIONAL EFFECTIVENESS**

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TABLE OF CONTENTS

Part 1: Progress by Mission	Pg. 3
A. Self-Advocacy	Pg. 4
B. Removing Barriers	Pg. 6
C. Create a Culture	Pg. 8
D. Increase Resources for Learning	Pg. 9
Part 2: EAC Survey Results & Looking Ahead	Pg. 12
Appendix	
A. Accommodations by Type	Pg. 23
B. Research Summary on Canvas Access	Pg. 25
C. Open-Ended EAC Survey Responses	Pg. 29
References	Pg. 45

Educational Access Center Annual Report 2022-23

This report chronicles and explains the goals, functions, and progress of the EAC during its second year as part of the Provost and Chief Academic Officer's office.

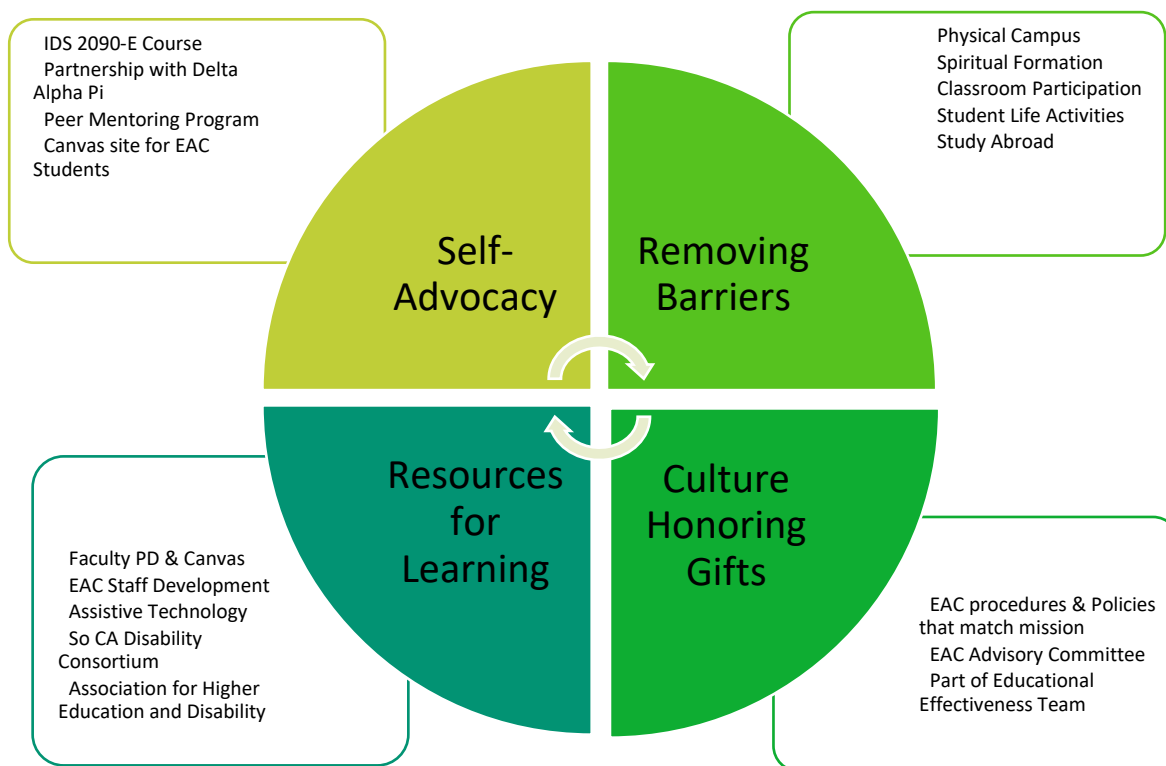
PART 1: PROGRESS BY MISSION

In April 2021, the name and mission of disability services changed to reflect the values and mission of the PLNU community. This section is a summary of the progress toward living our mission in four broad categories (see Figure 1).

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).

Figure 1.

The Mission of the Educational Access Center



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.

Increase in Personnel to Support Mission The activities of the EAC were led by Associate Dean Pamela Harris, two Managers, a part-time Graduate Student Worker/Intern (new) and 53 trained part-

time Accessibility Assistants (student workers; an increase from 10 to 53 in one year). On May 8, we added a full-time Accessibility Coordinator to ease the burden of the Managers because their caseloads increased significantly during this period and the increase in student workers also increased their duties.

Elizabeth Selinger resigned in January and was replaced with Irena Chiang as Manager of Academics in March. Both worked with student workers and faculty to provide reasonable academic accommodations for registered students. Sabrina Mathisen continued as the Manager of Student Life and worked alongside staff in ministry, 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 service, adapting materials, teaching students to use assistive technology, and promoting the EAC at campus events. The Associate Dean went on medical leave during the fall and the Managers and Dean Cordero maintained the functions of the EAC during this time.

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 committee will include both faculty and staff representation to advise on accessibility issues and will commence in Fall 2024.

Mission Part A: Self-Advocacy for Students with Disabilities

More than 470 students registered with the EAC during the 2022-23 academic year, a steady increase each year since returning to campus after the pandemic (see Table 2). The majority of students qualified for EAC accommodations because they have what are considered “invisible disabilities” including anxiety disorders, depressive disorders, AD/HD, learning disabilities, and PTSD (see Figure 2). Although the total number of eligible students increased, the proportion of those with visible disabilities remained constant at 16%. Consistent with 2021-22, the most populous categories were physical disabilities, anxiety disorders, and AD/HD (see Figure 3).

Table 1.

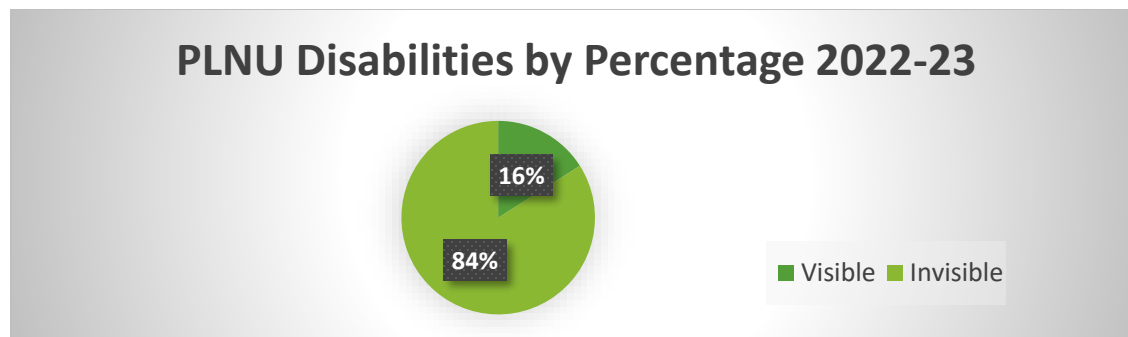
EAC Registered Students by Campus Affiliation

<u>Semester</u>	<u>Spring 21</u>	<u>Spring 22</u>	<u>Spring 23</u>	<u>2022 - 3 % Change</u>
Total Students	247	345	471	x
Main Campus Only	208	286	427	82.9 to 90.6
Liberty Station Only	15	12	12	3.5 to 2.5
Mission Valley/Bakersfield	14	21	22	6.1 to 4.4
Balboa Graduate Programs	0	7	7	2.0 to 1.5

Given the large range of qualifying conditions, **student self-advocacy** was paramount in their success at PLNU. Therefore, we were especially intentional about promoting and teaching students to advocate for themselves with faculty, staff, and peers, even when they were resistant. Self-advocacy is a learned skill and a necessary life skill for employment and community involvement when they leave PLNU (Hasman & Matlock, 2021; Hong, 2007). To facilitate self-advocacy, we developed a student Canvas site with links to testing, seminars, and forms related to accessibility.

Figure 2.

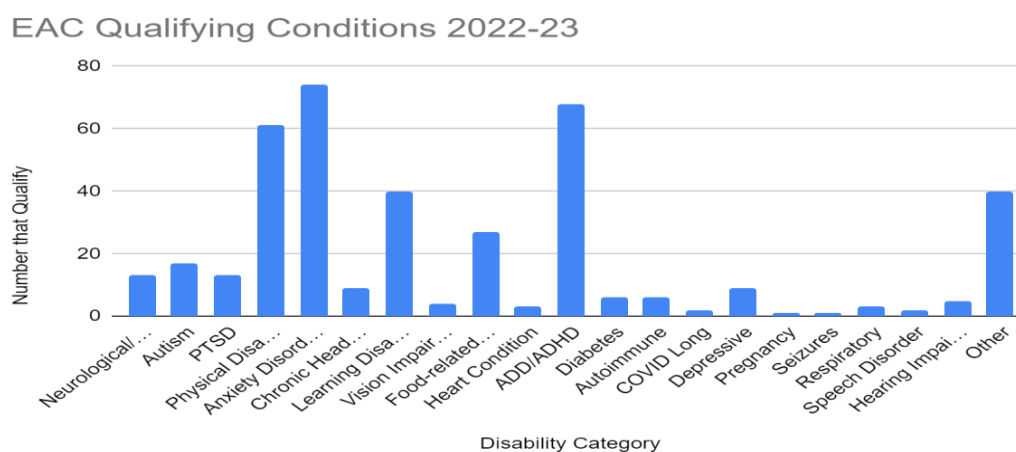
Invisible vs. Visible Disabilities



In addition to creating policies/procedures through the EAC to promote student-centered advocacy, we also had optional opportunities for students to engage in activities that promote success at PLNU. Drs. Necoechea and Fantaroni, professors in the School of Education, established a **Peer Mentoring Program** for students with disabilities. For fall 2021, there were 18 trained mentors working with 10 PLNU students with disabilities. Eight of the 10 students continued through the spring 2022 semester. Four new mentors joined in spring 2022 and six returned. Mentors were screened and trained to provide academic and social support for interested students. Each student with a disability had two peer mentors that met with the student multiple times throughout the semester. The program was part of a grant from the National Foundation for Autism Research (NFAR) and data was collected regularly regarding the utility and outcomes of the program. For the 2023-24 school year, we will be piloting a 1-credit course for mentors to coincide with the Self-Advocacy in Higher Education course hosted by the EAC. The goal is to institutionalize the Peer Mentoring Program for new PLNU students with accommodations.

Figure 3.

Disabilities by Category



Mission Part B: Removing Barriers for People with Disabilities

To **address physical barriers** across campus, the EAC team met with Dr. Jeff Bolster and relevant staff several times during the academic year. Projects were identified and placed on a shared Google spreadsheet. A total of 49 needs were identified for physical accessibility on campus, with nine being very high priority. We worked with the marketing team to redo signage on campus so that elevators and ramps were clearly marked. There is now an accessible door with a push button at the entrance to the EAC in Bond and the library. We have also purchased a golf cart to transport students to/from housing (on-campus students) and parking (off-campus students) to classes and dining when there were mobility restrictions. Adaptations to specific residential rooms were made to accommodate wheelchairs, walkers, and temperature concerns. Designated parking spaces were also added for a few students with mobility challenges. In a few cases, classrooms were reassigned so that students with mobility issues were in accessible classrooms. The Records office worked collaboratively alongside us to make all needed modifications.

In collaboration with the spiritual formation team, changes were made to make **Chapel accessible** to all PLNU students. Students with disabilities can attend in the chapel, in the foyer of chapel, or online. These changes allow all students to participate in chapel, whereas previously, students with certain disabilities were excluded or given reduced chapel requirements.

Post-COVID 19 health and mental health needs created a number of requests for **remote learning as an accommodation**. In conjunction with the Vice Provost of Academic Administration, we created a protocol for such requests which included medical provider information on health restrictions, brainstorming ways to accommodate students on campus, meeting with AUL and professors to determine feasibility of a remote accommodation, and an official notification of the final decision. Most of the approved remote learning accommodations were for medical restrictions rather than mental health crises. The few students approved for a remote semester were primarily seniors. Students with approved temporary remote accommodations were also primarily seniors but not exclusively.

Finally, **we created a private room in the EAC for students to attend their telehealth meetings** with their providers. With the high concentration of students qualifying with mental health conditions, therapy is a key component of their continued success at PLNU. With the shortage of housing on campus, a dorm room with 2 – 4 roommates is not always conducive to the privacy needed to accommodate their mental health needs during weekly appointments. Registered EAC students can reserve this room for their appointments using the same booking system we use for exams.

The most common accommodations for removing barriers at PLNU were academic in nature such as ability to record lectures, copies of instructor notes, assignment and testing extensions, permission to leave class as needed, and diagnosis may impact attendance (flexibility in attendance; see Table 2 and Figure 4). Of note is the increase in the need for housing accommodations. Although the numbers are smaller overall, they represent an increase of requests for minimal roommates or single rooms because of disability-related issues in residential life. Because of the lack of single rooms available on campus, we had to become creative in finding solutions such as increase in Freshman car passes and waivers to live off campus. A complete list of accommodations by number of students can be found in Appendix A.

Figure 4.

Common Accommodations

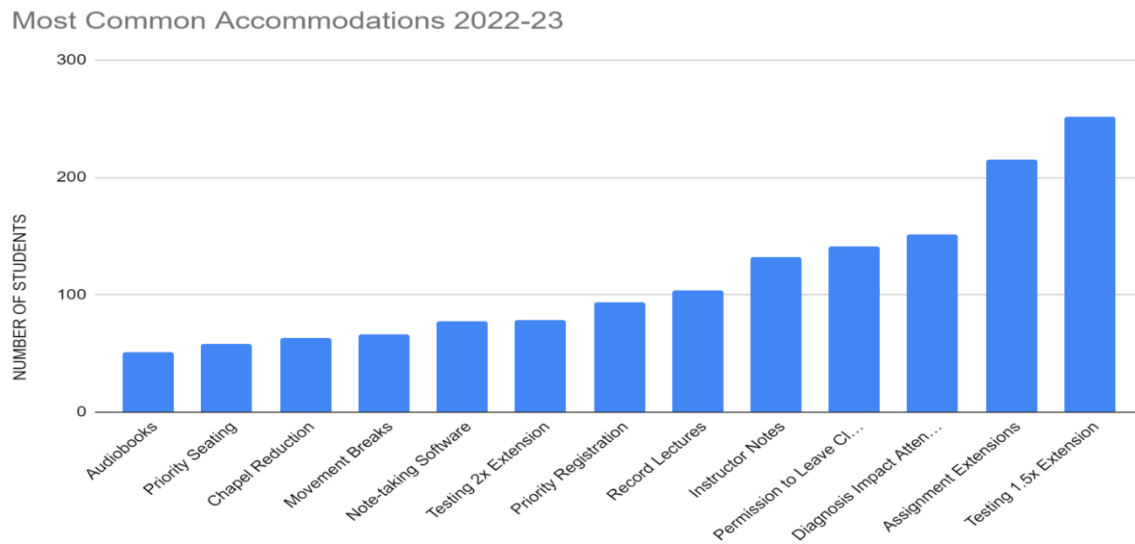


Table 2.

Number of Students per Accommodation Type

Remove Food from Dining	11	Housing - Other	43
Testing w/o Extended Time	11	Freshman Vehicle Pass	43*
Oral Response for work	12	Remote Learning -Short Term	44
Delay of Exams	12	Chapel Modality Change	51
Eat in Class	14	Audiobooks	51
Meal Plan Waiver	15	Priority Seating	58
Type Responses	15	Chapel Reduction	63
Scribe	17	Movement Breaks	66
Singe Room	17	Note-taking Software	77
Sunglasses	18	Testing 2x Extension	78
Calculator Allowed	18	Priority Registration	94
EAC Cart	19	Record Lectures	104
Adaptive PE	21	Instructor Notes	132
Peer Note Taker	22	Permission to Leave Class	141
Remote Learning Granted	24	Diagnosis Impact Attendance	151
Language Substitution	25	Assignment Extensions	215
Minimal Roommates	26	Testing 1.5x Extension	252

*approx. 20 – 25 per year

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

Transforming a campus culture to honor God-given gifts and abilities takes time and intentionality. This may take up to five years to be incorporated into how we think and what we do at PLNU. Creating and maintaining **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 created and revamped policies and procedures (see Table 3). We created 11 new policies/procedures and updated 13 existing documents.

Table 3.

Policies/Procedure Updates.

Document Name	Audience/Location
Provider Documentation Form	External/Website & Student Canvas
PLNU Accommodation Process*	External/Website
Acknowledgement Form	External/Website
Fainting & Seizure Protocol	Internal/Google Drive/H-drive
Freshman Vehicle Accommodation Request	Internal/Student Canvas
Foreign Language Substitution Form	Internal/Google Drive
Pregnancy Policy*	Internal/Google Drive
Assistive Technology Agreement	Internal/Google Drive
Meal Plan Waiver Application	Internal/Student Canvas
Service Animal and Emotional Support Animal Procedure	External/Website & Student Canvas
Recorded Lecture Agreement	Internal/Google Drive
Math Substitution Form	Internal/Google Drive
Leave of Absence vs. Part-time Status Accommodation*	Internal/Google Drive
Student Informed Consent for Sharing Information	External/Website & Student Canvas
Short-term Accommodation Protocol for Athletes	Internal/Google Drive
Student Access to Accommodations in Workday*	Internal/Student Canvas
Faculty Access to Accommodations in Workday*	Internal/Faculty Canvas
EAC Exam Policy*	Internal/Student Canvas
Remote Learning Accommodation Request and Appeal Process*	External/Website
Student Accommodation Grievance and Appeal Policy*	External/Website
EAC Student Expectation Policy*	Internal/Student Canvas
EAC Student Proctored Exam Policy*	Internal/Student Canvas
EAC Accommodation Meeting Guidelines*	Internal/Google Drive
Roommate Acknowledgement of Approved Animal in Residence Halls	Internal/Student Canvas

**New policy or procedure*

Our team was strategic in the activities we engaged in to help build this culture. The Associate Dean met individually with Academic Unit Leaders (AUL) to share vision and seek feedback on department needs in terms of training and resources. After the meeting with the AUL, EAC staff presented at departmental faculty meetings about goals, structure, and mission followed by 20 minutes of Q & A on topics generated by the faculty. This interactive format allowed for open dialog on progress and needs. 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 and the Vice Provost of Academic Affairs. The purpose was to problem solve student cases across campus departments including academics, housing, transportation, Wellness and dining.

Additionally, the Associate Dean served on two **university-level committees** to promote equity for students with disabilities. One was the **Equip Strategic Priorities** group with Walter Augustine and the other was the **Policies and Practices** group with Mary Paul.

Mission Part D: Increase Resources for Learning across Contexts

A **Canvas Faculty/Staff resources site** was developed during the summer of 2021 to house important information regarding accommodating students with disabilities. Using feedback from the Faculty Advisory Committee, the site was re-organized in January to be easier to navigate. There are modules on universal design for learning, making Canvas courses accessible, how to use Honorlock for extended time, how to access accommodations in Workday, and information on specific disabilities and accommodations.

The EAC continues to purchase new assistive technologies that increase access for students with disabilities. During this evaluation period, we increased the number of options for students with hearing impairments including devices in the classroom and devices for student/professor pairs.

For the 2023-24 academic year, two new systems will be utilized to increase **course accessibility** and communication among stakeholders. The purchase of **Panorama** allows all Canvas sites to correct accessibility issues. Under the direction of Katie Jacobson, IT, all faculty now have access and training on these tools. The full report on Canvas Accessibility for TUG Courses can be found in Appendix B. In brief, we sampled 30 courses from 15 different academic units and evaluated 507 items for digital accessibility. Results indicated that PLNU faculty Canvas courses rated highly on captions for video/audio files, text size, font size, and justification/alignment. Identified weaknesses included working hyperlinks, headings, bulleted lists, and tables.

We are also in the planning stages for adopting a digital user platform called **Accommodate** that will streamline six different tools we currently use for communication and data into a single platform.

All three full-time employees in the EAC were new to their positions. Therefore, an intentional effort was made to **increase the knowledge and skills of the EAC staff**. 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. Our staff and Dr. Irwin (ADA Coordinator for PLNU) joined the professional group, **Association for Higher Education and Disability (AHEAD)**, which hosted webinars, live discussion boards, and access to their academic journal. The EAC staff, and key faculty/staff, have attended the Webinars and provided training for others (see Table 4).

The COVID-19 landscape significantly changed instructional delivery for a number of students who tested positive. Our team provided **clear masks** for professors with hearing impaired students, **Zoom facilitation** for remote students in campus classes, and **Zoom exam proctoring** for remote students. We worked with the Wellness team to provide up-to-date information on students in isolation/quarantine, as this task alone was depleting our limited human resources. Because medical

diagnoses were confidential, we only had two full-time staff to notify faculty of remote learning cases. The Dean of the Office of Educational Effectiveness was instrumental in shifting people to meet the demand and finding longer-term solutions such as an auto-generated email system directly from Quickbase in the Wellness Center.

Table 4.

Professional Development for Faculty & Staff

Seminar Title	Attendees
Excellence In Equity AHEAD National Conference (July 18 – 22, 2022)	Holly Irwin Sabrina Mathisen Elizabeth Selinger Pam Harris
New Faculty Luncheon and Presentation (Aug. 18, 2022; Pam Harris, Elizabeth Selinger, Sabrina Mathisen)	27 new full-time faculty Jim Daichendt April Cordero
Faculty Development Day: Invisible Disabilities and How to Navigate Accommodations (Pam Harris and Denise Nelson; Aug. 2022)	Approximately 100 faculty
Student Life Leadership Panel (Aug. 20, 2022; EAC, Career Services, Wellness)	100+ student leaders Student Life staff
How Faculty, IT Staff, and Others Contribute to Making Courses Accessible to All Students (Sept. 21, 2022)	Brenda Reyes Elizabeth Selinger Sabrina Mathisen
Improving Math Success for Students with Disabilities: A Round Table Discussion (Sept. 28, 2022)	Elizabeth Selinger Sabrina Mathisen
Mental Health First Aid (Oct. 8, 2022)	Cheri Feria Cierra Michelle Malan Pineda Connor Mathisen Denise Nelson Danielle Brown Friberg Erinn Mullaney Elizabeth Selinger Holly Irwin Holland Prior Kathy Lee Marsha Hubbard Mike Leih Pamela Harris Sam Graham Sabrina Mathisen
Individualized Interactive Accommodation and Fundamental Alteration Determinations: Law, Implementation, and Policy (Oct. 10, 2022)	Denise Necoechea Danielle Brown Friberg Elizabeth Selinger Kathy Lee Sabrina Mathisen

	Terrence Knock Holly Irwin Jim Daichendt
Three Common Accommodation Dilemmas and How to Address Them (Oct. 17, 2022)	Denise Necoechea Elizabeth Selinger Holly Irwin Jamie Brownlee-Turgeon Jim Daichendt Pamela Harris Sabrina Mathisen Terrence Knock
The Student Interview and the Interactive Process: Practical Guidance (Oct. 24, 2022)	Denise Necoechea Denise Nelson Elizabeth Selinger Sabrina Mathisen Terrence Knock
The Intersection of Title IX and Disability Law (Nov. 7, 2022)	Elizabeth Selinger Camden Aguilera Charlene Patterson Danielle Brown Friberg Heather McClary Lindsay Powell Sabrina Mathisen
Supporting Student Accommodation Requests for Boards, Bar Exams, Licensing, Entrance Exams, and Other High Stakes Gateway Tests (2023)	Dan Jenkins Pamela Harris Sabrina Mathisen Terrence Knock
AHEAD Management Institute (Jan. 26-27, 2023)	Holly Irwin Pam Harris Sabrina Mathisen Brenda Reyes
Building Strong Teams Seminar (Feb. 23-24, 2023)	Pam Harris

PART 2: SURVEY RESULTS AND LOOKING AHEAD TO 2023 – 2024

In April 2022, we launched a survey to establish baseline measures 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 5.

AHEAD Program Domains

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	4
5	Professional Development	2

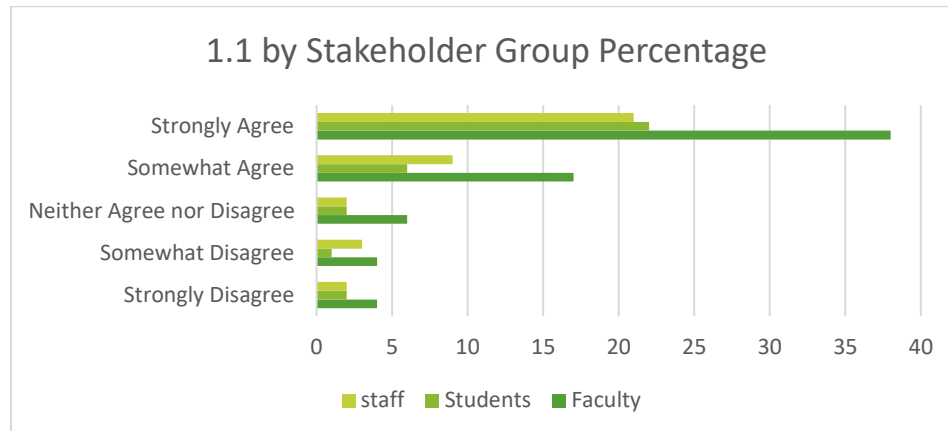
All currently registered EAC students, faculty, and staff were invited to participate in the online survey using Qualtrics for data collection. Respondents included 37 staff members, 33 students, and 68 faculty members for 138 total participants. Four of the student participants were graduate students and the remainder were undergraduates. Of the faculty responses, 65% were full-time faculty and 35% were adjunct faculty. The survey consisted of 20 Likert-type ratings 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

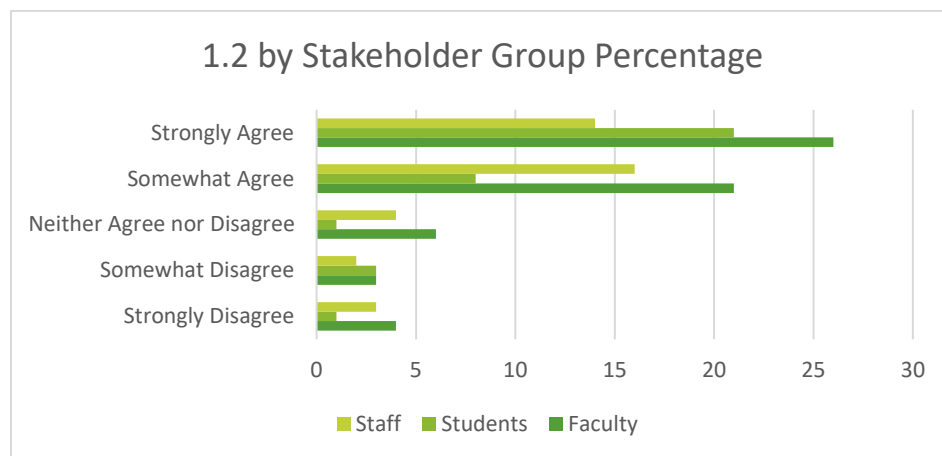
National disability resource professionals provide institutional leadership in advancing the equal participation of disabled people through a collaborative process.

Stakeholders tended to agree that the EAC provided institutional leadership that fostered equity in higher education for disabled students. They also predominantly agreed that the EAC worked together with institutional personnel in designing an equitable campus environment. As far as the EAC collaborating with personnel to guarantee that disability is considered when developing, reviewing, or revising academic policies, most also agreed, although a large portion of faculty neither agreed nor disagreed. There are varied results regarding whether the EAC fosters a positive disability campus culture and climate; most faculty and students agree and only one staff member strongly disagreed. Results for whether the EAC promotes disability representation in institutional decision making may represent a concern, although the majority agree.

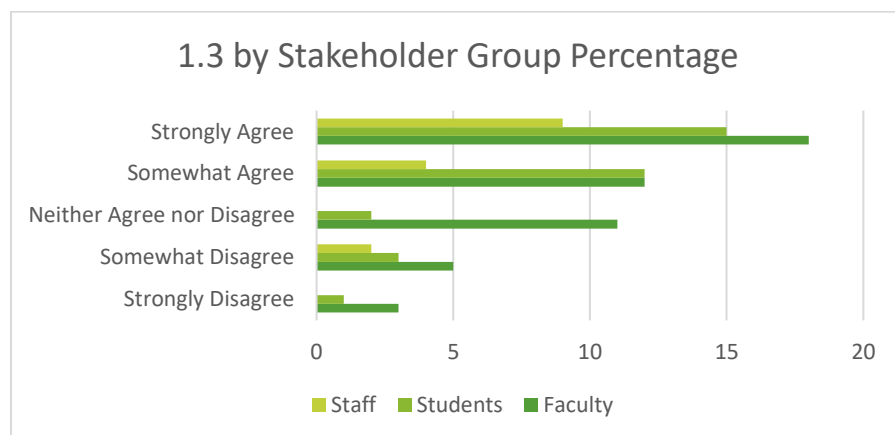
1.1 The EAC provides institutional leadership to foster equitable higher education experiences for disabled individuals.



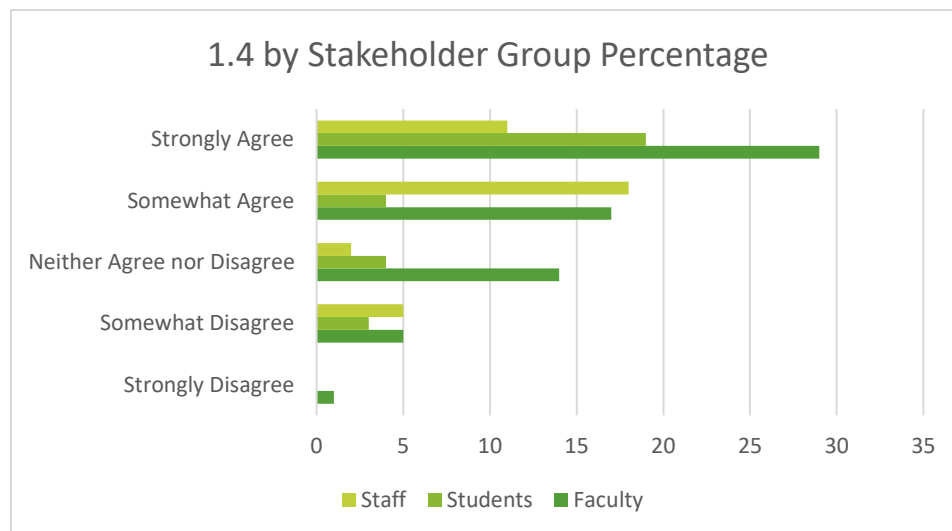
1.2 The EAC collaborates with administrators, faculty, staff, students, and other relevant institutional personnel in the design of equitable campus environments.



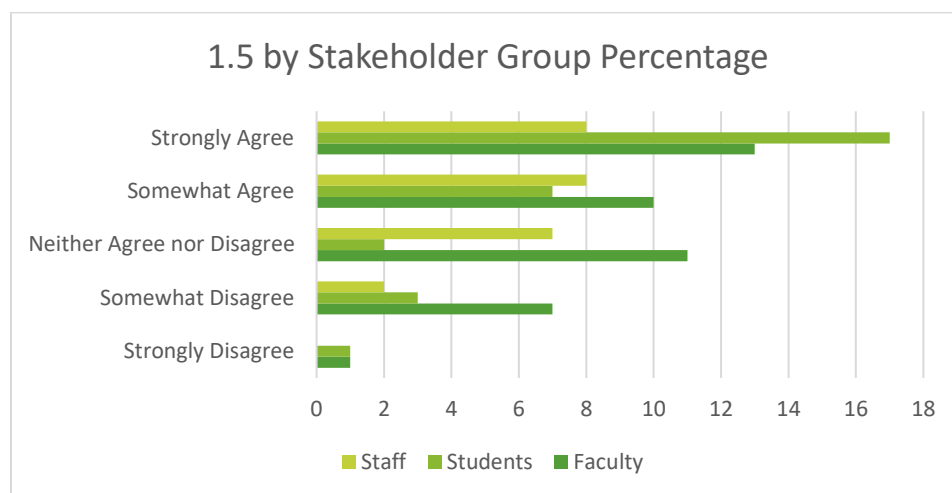
1.3 The EAC collaborates with academic personnel to ensure disability is considered in the development, review, and revision of academic policies.



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.

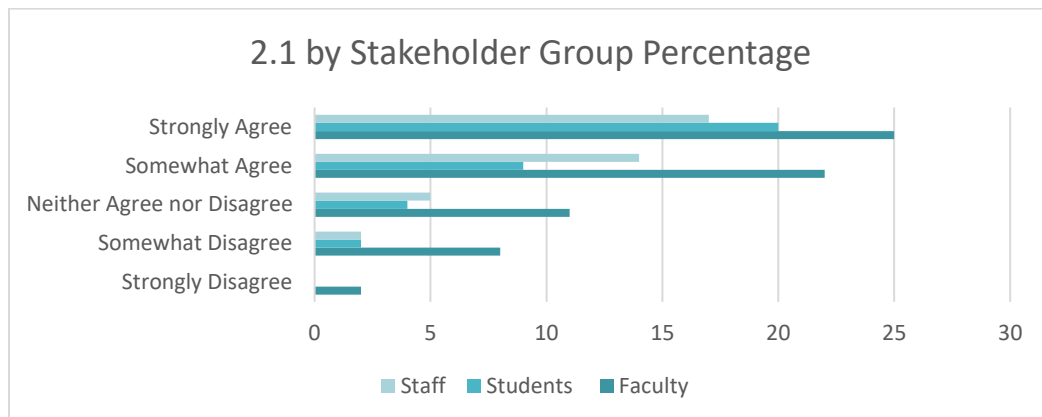


Domain 2 Summary: Consultation & Information Dissemination

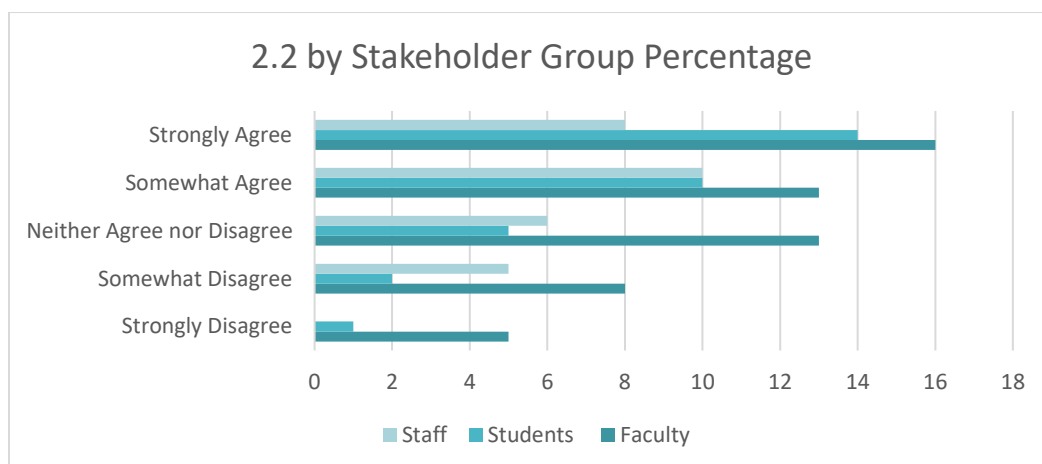
Disability resource professionals shared information, educated, and consulted with a broad cross section of the campus community to facilitate equity for disabled individuals in all services, programs, and activities offered by the institution.

The inclination of the majority of stakeholders is to agree that the EAC advises and educates regarding disability, barriers, accommodations, and the institution's responsibility for providing access, although some did not have an opinion and a small percentage disagreed. Although the majority of stakeholders agreed that the EAC proactively fostered institutional commitment to inclusive design to minimize the need for accommodations, there were mixed opinions evident. There was 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.

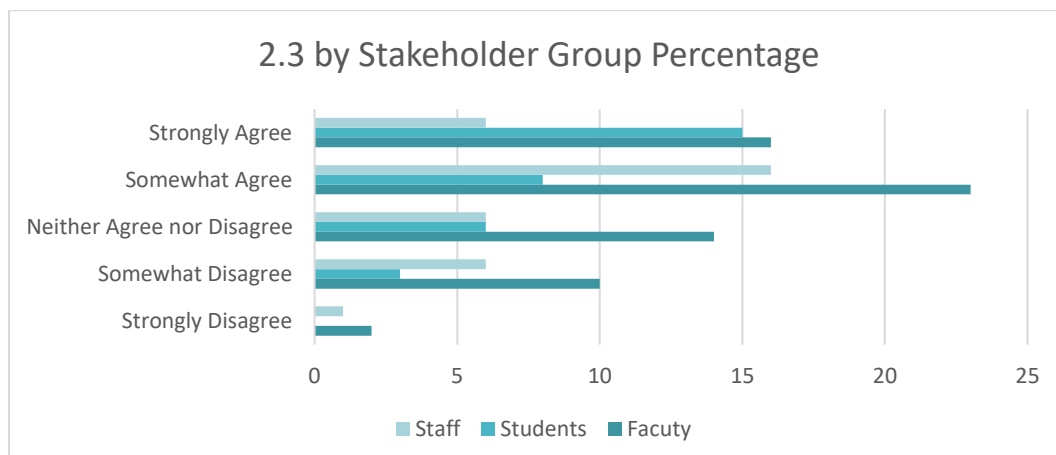
2.1 The EAC advises and educates regarding disability, barriers, accommodations, and the institution's responsibility for providing access.



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.

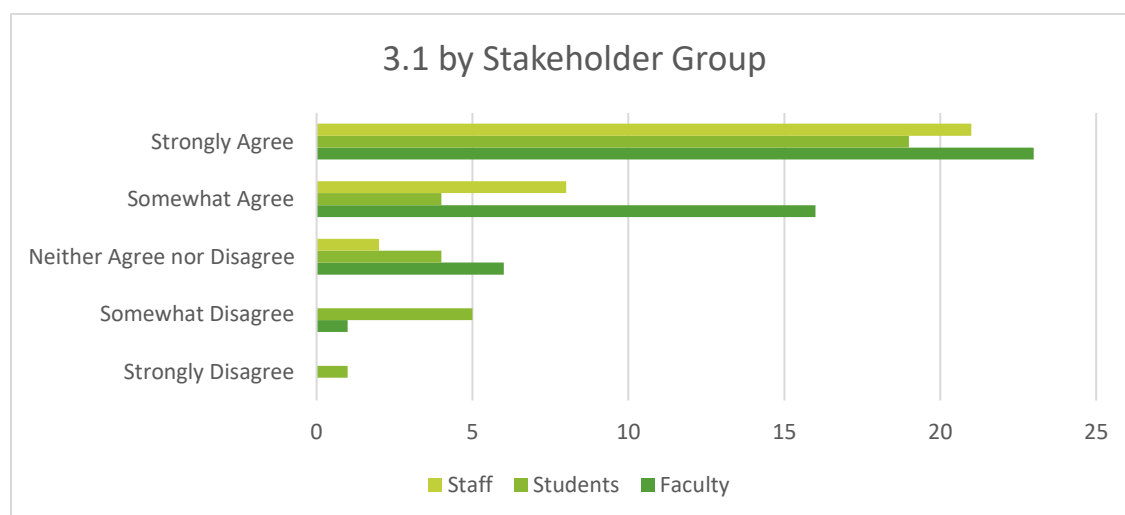


Domain 3 Access and Equity

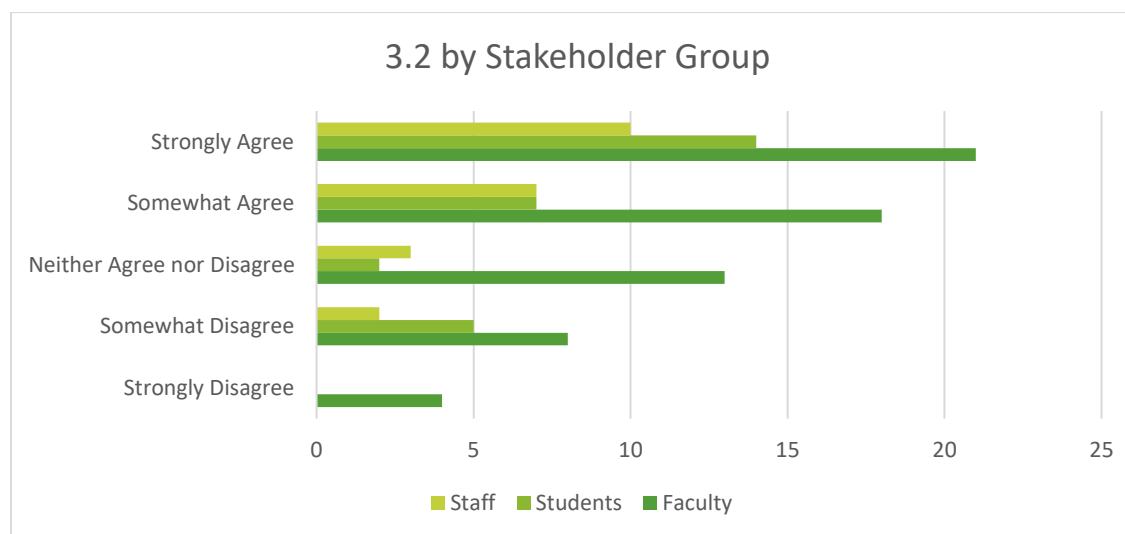
Disability resource professionals addressed individual situations and supported the implementation of accessibility solutions, including design changes and accommodations.

The stakeholders tended to agree that the EAC worked with students individually to identify disability-related barriers and strategies for mitigating them through design changes and accommodations, although some had no opinion and a very small percentage of students and faculty disagreed. 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. It is also noted that some did not share an opinion on this.

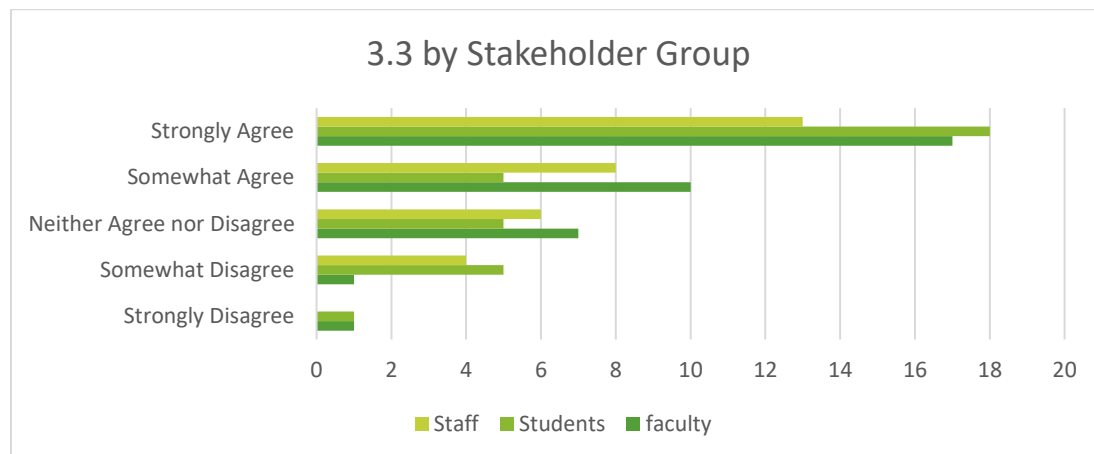
3.1 The EAC works with individual students to identify disability-related barriers and strategies for mitigating them through design changes and accommodation (either course design or physical access).



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).

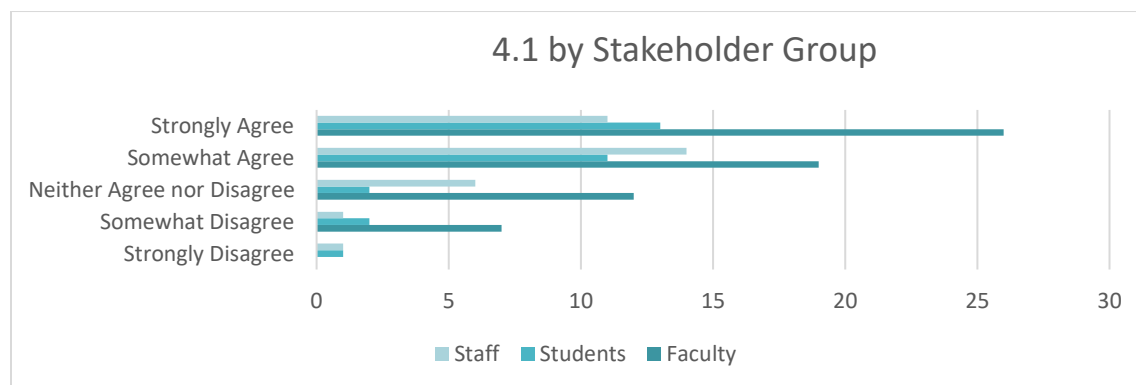


Domain 4 Summary: Office Administration and Operations

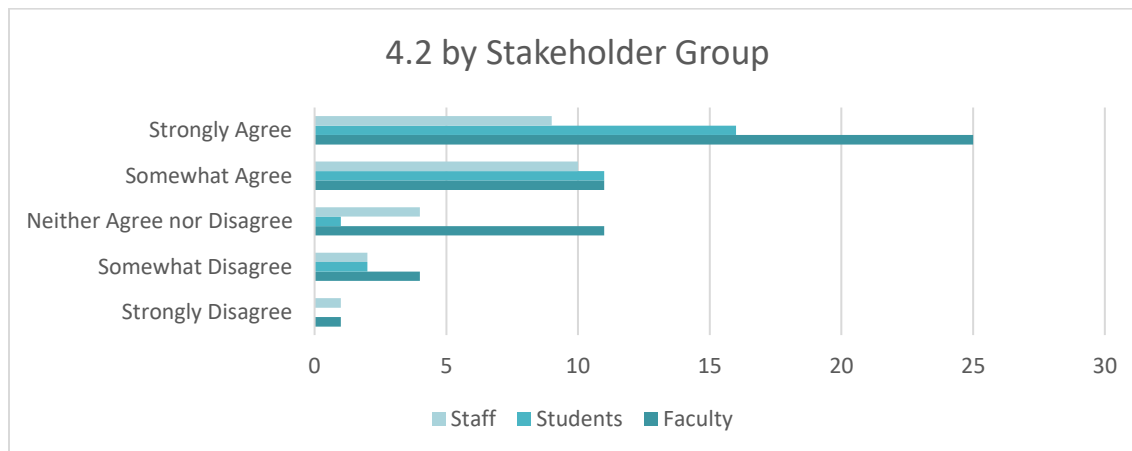
Disability resource professionals are guided by a program mission, have appropriate resources to fulfill the mission, operate under practices consistent with the mission, and establish an ongoing process of assessment in achieving the mission.

Although most stakeholders tended to agree that the EAC develops and publicized a program mission that advances the institute's commitment to access, some did not have an opinion and a few disagreed. Regarding the EAC committing to the institution having appropriate resources for coordinating services for disabled students, there were varied opinions with most faculty and students agreeing, some not having an opinion, and very few disagreeing. Regarding whether the EAC designed and implemented ongoing assessment to improve service delivery and demonstrate impact, most stakeholders also agree, some not having an opinion, and fewer disagreed. Note that question 4.3 was unintentionally omitted from the survey so data on that indicator is not available.

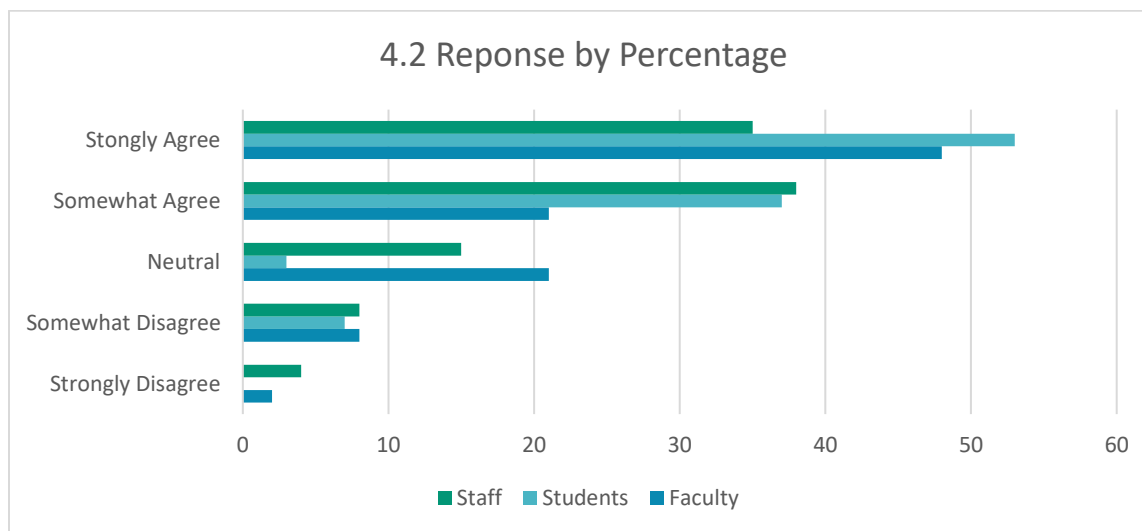
4.1 The EAC develops and publicizes a program mission that advances the institution's commitment to access.



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



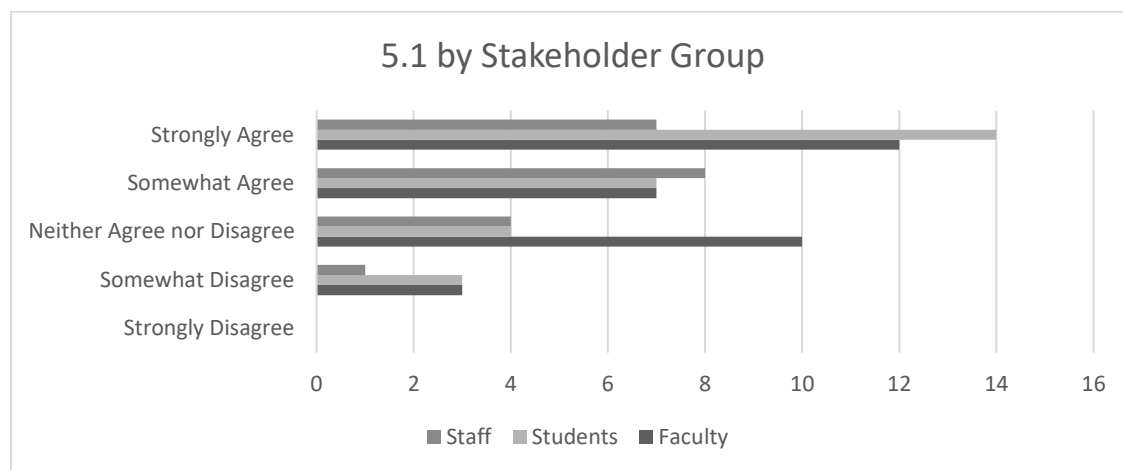
4.4 The EAC designs and implements a rigorous program of ongoing assessment to improve service delivery and demonstrate institutional impact.



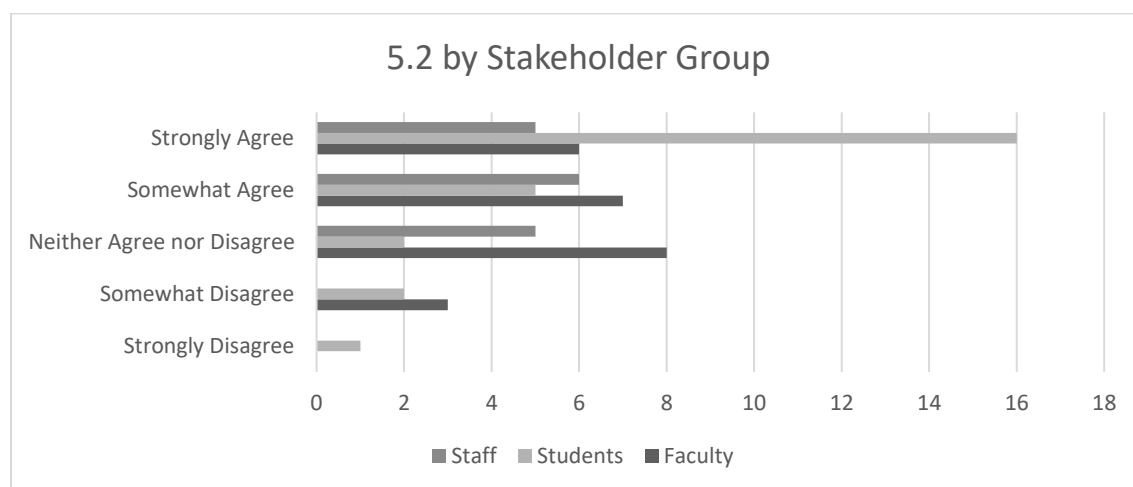
Domain 5 Summary: Professional Development

Disability resource professionals maintain up-to-date professional knowledge and skill relevant to access and equity for disabled individuals. Although we collected data on this indicator; in hindsight, it did not seem relevant to our stakeholders, as the questions addressed the training and development of EAC office staff. In future iterations of the survey, we will omit these questions and use them for internal evaluation of office staff rather than having stakeholders rate these.

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.



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 was analyzed across several themes that will be summarized in this section.

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?

1. What is the EAC already doing that helps in accommodating you or your students?

Theme A: The strongest thematic responses were around effective communication by the EAC on student and accommodation issues. Examples of this were, “timely emails providing student information and type of accommodation;” and “...I am now being notified if there are students who have accommodations.” It seems the process has been streamlined somewhat.” Some summarized what the EAC is doing correctly as “great communication.”

It is also notable that respondents favorably commented on the availability of accommodations and the professional way in which the EAC handles accommodations. Examples of this were statements such as how the EAC provides “expert, professional handling of academic accommodations in a discrete, need-to-know basis;” and “EAC works well with Housing and Res Life to accommodate students that require special housing needs.” Students expressed positivity in regards to the EAC on how it grants “appropriate accommodations and coordinating” and expressed their happiness with the program with comments such as “I enjoy my accommodations” (See Appendix C).

Theme B: Responses were varied regarding logistical issues. Examples of this were “updating forms and processes to streamline and clarify procedures;” and “...having students schedule their exams and have the message be sent to me is super helpful...making sure that students know to do this (as you are) is the only thing I’d ask.”

Other responses seem to indicate that perhaps the question was misunderstood. Examples of this are from faculty and staff as seen with comments such as “communication to students once they make contact is great;” and from students, “the EAC has open communication with students and works with them as a collective team to find the best accommodations for that student’s circumstance...it has made a huge difference in helping me” (See Appendix A).

Themes C and D: The strongest thematic responses were around the perceived features of Workday as a resource, although improvements on it were suggested. Examples of this were “Workday integration for clarity and transparency of accommodations has been critically helpful;” and “I love the new feature of noting accommodations in Workday.” A comment was made from faculty that they “would like to know more about the student’s issues;” however, due to HIPAA Rules of Privacy, this was not an option (See Appendix C). Therefore, continued training with faculty and staff on sharing of information needs to be more robust.

Themes E, F, and G: The strongest thematic responses were around EAC personnel professionalism, patience, understanding, and supportiveness. Some examples of this were “my students feel respected at the EAC;” and “the language that is being used shows our students who may have a disability that their disability does not define them.” Additionally, a student said, “A LOT! Very respectful, helpful, accommodating, and patient.” Regarding procedures, similar sentiments were expressed with statements such as “the EAC is really flexible with the time of exam and quizzes, and make every attempt to have someone available for quizzes and exams;” and “very organized and communicative. Doing a good job of returning exams promptly” (See Appendix C).

2 What could the EAC do to improve services to you or your program?

Themes A and B: The strongest thematic responses were regarding the areas of clarity and communication on student accommodations and student “issues.” Unfortunately, because of HIPAA Privacy Laws some of these requests are not practical. This is demonstrated by responses like “give

specifics on what the student can/can't do with respect to their accommodation. For example, if on a concussion protocol...what can/can't we have them do? That's a total gray area;" and "more detail on each student's issues/needs."

It appears that staff/faculty recognized the improvements made to the program when compared to previous years. Some examples of this are statements, such as "the standards and expectations have been clarified in the last year. It was very confusing in the past and caused fear of doing the wrong thing;" and "you are doing a good job. Keep communicating often and repeatedly. The changes need time to sink in." Some faculty and staff, though, perceive that more communication and clarity was needed for students. For example, some of the feedback included "provide specific contacts and programming for professors to post to students;" and "more clarity and specifics on the accommodation. Seems like it may be misunderstood by some students" (See Appendix C). A continued focus on communication and faculty/staff training seems appropriate given the responses to this prompt.

Themes C, D, and E: Overwhelmingly, the responses from faculty and staff were in favor of increased training, information, and support to allow them clarity in understanding EAC students, accommodations, and procedures. Comments that demonstrated this were "provide clearer instructions on what is required of faculty, what is generally hoped for from faculty, and what is within the faculty's discretion when responding to student needs;" and "better communication with faculty re: student needs, as well as better understanding of the technical requirements of our program." It should also be noted that some faculty and staff suggest expansion of resources for improvement in other departments and campuses. Some comments regarding this were "I work at the Bakersfield campus and the biggest obstacle we find in getting services for our students is that we are not in San Diego:" and "It would be great to have some partnered events with Residential Life" (See Appendix C).

Themes F and G: Many of the responses from faculty and staff revolved around the desire to have exams returned to them and offering extended hours at various locations. Some examples are "EAC used to deliver exams back to professors. When I have students taking it over two days it becomes a hassle to keep returning to the EAC. Not a huge deal, but it was nice to just pick it up in my mailbox or find it under my door." Another person said "come to our departments/send representatives rather than needing to bring student work to you when necessary." Regarding locations, some comments were "extend hours at LSCC campus;" and "It would be nice to have testing services at our new Balboa location."

Many undergraduate responses had to do with their desire for a more streamlined EAC protocol including the facilitation of booking exams and of extended hours. This was apparent with requests and comments such as "they can make it easier to find the link for taking exams." Another response echoed this, "finals are chaotic. I think that if there was a way to make it less stressful on students that would be better." Undergraduates also mentioned the need for extended hours at Liberty Station" (See Appendix C).

3 Do you have any new ideas you would like the EAC to explore for future implementation?

Themes A, B, and C: It appears that most stakeholders agreed that students lack awareness of EAC services, and staff/faculty desired more knowledge on best practices to better serve their students. Examples of this are statements, such as "I think a lot of students, staff and faculty don't know what

services are offered through the EAC;" and "feedback for professors [on] how to adjust teaching style for students" illustrated this point (See Appendix A).

Themes D and E: The strongest thematic responses were centered around Workday issues for staff/faculty and for the need of mental health resources and additional support for students. This is evident by comments such as "the EAC accommodations list is overwhelming. I'm happy to make accommodations but the format on Workday is TERRIBLE. It includes everything from the opportunity for early housing to 2x on exams and quizzes. It also includes students even when they are no longer in my class. Each accommodation is a separate entry. At the beginning of the semester, I'll get my new students added, but some of their accommodations ended the previous semester." Another person commented that "it would be great to have a clinical psychologist that could (diagnosis for) ADHD for students. This need often comes up while I am meeting with students." One person noted that "it would be nice in the future if the EAC could provide extra support for visually impaired students" (See Appendix A).

Themes F and G: The strongest thematic responses were regarding communication with EAC staff and office procedures and protocol during certain key moments. This was evidenced by comments like "if this office is overwhelmed with work, maybe training some student workers to answer phone calls and collect information;" and "it would be helpful if the department assistant (me) was cc'd on communication about the tests being taken over there. I have received calls about tests not being sent, questions about tests, etc. from the EAC and I have no idea what to tell them" (See Appendix C).

Conclusion/Recommendations from Survey

Combining the findings of both the Likert-type questions and the open-ended questions, it was apparent that the EAC made significant inroads into improving the systems and culture of the PLNU campus around disability access. The efficacy of several of the recommendations will be explored by the EAC team during the 2023-24 Academic year. A focus on improving communication, predictability, and ease of access will guide our future work.

Appendix A: Student Accommodations by Type

Accommodation	Number of Students	Accommodation	Number of Students
Materials Magnified	1	Math Substitution	2
Large Fridge	1	Reduced Load	2
Wheelchair	1	Chapel Seating	2
Oral Response Testing	1	Vaccine Exemption	2
Parking Level Change	1	Kitchen Access	2
Off-Campus housing	3	First Floor	2
No Scantron	3	Large Font	2
Fidget Device Allowed	4	Read Screen Reader	2
Computer Exams	4	Shuttle	2
ESA	4	EAC Parking	2
Check Glucose Level	5	Remove Food from Dining	11
Closed Captioning	6	Testing w/o Extended Time	11
Headphones	6	Oral Response for work	12
Write Answers in Book	6	Delay of Exams	12
Modality Change	7	Eat in Class	14
Laptop for Notes	7	Meal Plan Waiver	15
Paper Exams	7	Type Responses	15
Testing Screen/Live Reader	7	Scribe	17
Short Stop-the-Clock	8	Sunglasses	18
No Calling on w/o Notice	9	Calculator Allowed	18
Medical Service Animal	9	EAC Cart	19
Adaptive PE	21	Chapel Modality Change	51
Peer Note Taker	22	Audiobooks	51
Remote Learning Granted	24	Priority Seating	58
Language Substitution	25	Chapel Reduction	63
Single Room	25	Movement Breaks	66
Minimal Roommates	26	Note-taking Software	77
Housing Other	43	Testing 2x Extension	78
Freshman Vehicle	43	Priority Registration	94

Remote Learning -Short Term	44	Record Lectures	104
Instructor Notes	132	Assignment Extensions	215
Permission to Leave Class	141	Testing 1.5x Extension	252
Diagnosis Impact Attendance	151		

Appendix B: Research Summary on Canvas Accessibility for TUG Courses

Introduction:

The Americans with Disability Act (ADA, 1990) and Section 504 of the Rehabilitation Act of 1973 promotes equal opportunity for individuals with disabilities – including those attending institutions of higher education. One of the primary functions of an accessibility services office is to train faculty in universal design so that materials are presented in accessible formats.

Comprehension of course materials are dependent on accessibility for students with a variety of disabilities including learning disabilities, hearing and/or vision impairments, and attention/memory disorders. The ability to read the words (or have them read by a screen reader) is dependent on accuracy. For optimal comprehension of printed materials, an accuracy rate of 95 – 100% is needed for independent study; 90-95% for guided instruction; and below 90% is usually incomprehensible for most students (Carnine et al, 2010; Katz, Polkoff, & Gurvitz, 2005). To illustrate, if a student only understands 85 out of 100 words in print, comprehension nose-dives resulting in non-mastery of course content. As frustration sets in, anxiety increases, creating an excessive burden for those with learning challenges (Nelson & Harwood, 2010).

By providing accessible content for students, professors can assess students with disabilities by their mastery of course content with confidence that errors are not a product of poor materials. If a screen reader cannot read the content to a student who is visually impaired, that student does not have access to the same course content as students without a visual impairment. If video or audio files are not transcribed for students with hearing impairments, these students have no way of knowing what was taught. Students with reading disabilities in higher education can usually read at grade level; however, the speed at which they read makes consumption of college texts/materials challenging. A screen reader allows them to keep pace with peers and improves comprehension when they can read alongside the voice of the reader.

For this study, we used the accessibility indicators that are built into a commercially-available software that can be integrated with Canvas to address the research questions below.

Research Question:

1. To what extent are Canvas courses accessible?
2. What are areas of relative strength and weakness for accessibility in TUG Canvas courses?

Method:

Inclusion Criteria

1. Course designed for in-person learning
2. Professor used Canvas for course
3. Course had at least three modules to assess
4. Professor could be full-time, part-time, or adjunct

Sampling of Courses

1. The goal was to get a sampling of Canvas courses from each of 15 academic units. Within each unit, we randomly selected two courses (N = 30) to evaluate from a master list of fall 2021 courses. Not all courses had Canvas sites for evaluation. When the randomly selected course was not on Canvas, we randomly selected another course within the academic unit until we had two courses that met the inclusion criteria.
2. Once courses were identified, we checked to confirm that the Canvas course had at least three modules to evaluate.
3. If more than three modules, we assessed one module from the beginning of the course, one from the middle of the course and one from the end of the course (example Modules 1, 6, 12).

To evaluate accessibility, we rated each indicator (see below) with a yes, no, or not applicable. Then we divided the number of yes responses by the total number of yes plus no responses and ignored the not applicable ratings. Consequently, the totals varied greatly by item, so percentages provided the best way to compare accessibility across indicators. Each percentage was categorized based on reading accuracy needed for adequate comprehension (see Figure 1).

Figure 1.

Needed accuracy for comprehension scale

95 – 100 = Excellent
85 – 94 = Good
50 – 84 = Poor
Below 50 = Extremely Poor

Indicators assessed for accessibility using a screen reader or enlarged/amplified text/speech

- a. Color contrast for reading text
- b. Captions/transcripts for video/audio files
- c. Hyperlinks
- d. Headings
- e. Ordered/bulleted lists
- f. Images
- g. Texts
- h. Tables

Results:

First, it should be noted, that many courses in the original random selection process were not utilizing Canvas. Unfortunately, we cannot know if or how accessible those courses were. We evaluated 90 modules from 30 courses representing 15 academic units. The breakdown of types of Canvas items evaluated can be found in Table 1.

Table 1.

Canvas items evaluated

Item Type	Total Number Evaluated
Pages	176
Assignments	147
PDFs	82
Power Point Presentations	25
Discussion Board	22
Google Slides	22
Word Documents	14
Quizzes	13
Files	6
Grand Total	507 items

Percentage of accessible items by indicator are provided in Table 2. Strengths, as rated by the excellent designation included video/audio files, text size, font choice, and text alignment; while color contrast, titled headings and correctly-formed images were good. All other indicators were either poorly or extremely poorly rated.

Table 2.

Accessibility Indicators and Ratings

Indicator	Percentage Accessible	Rating
Color Contrast	93	Good
Video/Audio Files - Captions or Transcriptions	100	Excellent
Hyperlinks	69	Poor
Headings – Have Title	88	Good
Headings – Uses Accessible Tool	31	Extremely Poor
Ordered/bulleted lists – Uses Accessible Tool	83	Poor
Ordered/bulleted lists – Start at 1 or A	85	Poor
Images – Alternate Text	42	Extremely Poor
Images - Not Malformed	88	Good

Text – Size 10-Pt Font or Larger	98	Excellent
Text – Font Accessible	98	Excellent
Text – No Justified Alignment	98	Excellent
Table – Has a Title	60	Poor
Table – Has a Caption	62	Poor

Discussion:

The EAC can convert books to accessible formats for our students because we purchased a scanner this past year for our office; however, we do not have the capacity to convert all materials provided on Canvas for every course. With 350 students registered with the EAC enrolled in 1 – 17 credits per semester, the volume of materials needing conversion is beyond the capacity for three full-time staff and 10 part-time student workers. Consequently, the burden for accessibility falls on the professors.

Currently, in the 30 courses evaluated, faculty Canvas sites received excellent ratings in captioning and/or transcribing video/audio files, using appropriate text size, font, and alignment. Additionally, color contrast for reading, titled headings, and clear images were also strengths.

Unfortunately, a number of indicators received poor or extremely poor ratings, putting students with disabilities at high-risk for comprehension difficulties, which puts the institution at risk for not providing appropriate accommodations, as outlined by the Americans with Disabilities Act. Materials uploaded by professors need to be in accessible formats so that our students with documented disabilities have access; however, accessible formats also benefit all students that may choose to listen to content from a screen reader.

Appendix C: Open Ended Responses by Stakeholder Group

1. What is the EAC already doing that helps in accommodating you or your students?

Theme A: Accommodations for a specific student(s)

Adjunct Faculty	Timely emails providing student information and type of accommodation
Adjunct Faculty	Sending out accommodations, being available to refer students, and giving suggestions for how to best accommodate students
Adjunct Faculty	I'm get timely information on the accommodations my students need
Adjunct Faculty	I appreciate that I am now being notified if there are students who have accommodations. It seems the process has been streamlined somewhat.
Adjunct Faculty	Informing me of students who have accommodations and supporting them.
Adjunct Faculty	Letting us know which students are in EAC and require extra attention.
Adjunct Faculty	We periodically receive emails regarding updates.
Adjunct Faculty	Periodically sending emails with updates on students in my classes.
Adjunct Faculty	The fact that there is availability is good for me to know.
Full-time Faculty	Consistent messaging about student needs
Full-time Faculty	Great communication
Full-time Faculty	Weekly notices regarding students needing accommodations
Full-time Faculty	Providing accommodations
Full-time Faculty	Providing great information
Full-time Faculty	Sending out communication regarding the student and the accommodation.
Staff -- Other	Early registration for students with learning accommodations - super helpful
Staff -- Other	Provides list of students needing registration priority
Staff -- Other	EAC works well with Housing and Res Life to accommodate students that require special housing needs.
Staff -- Other	Public Safety primarily works with the EAC on waivers for the FVP and other parking-related accommodations.
Staff -- Other	I think we do have one or two music students who are being helped with accommodations by EAC.
Staff -- Other	Partnering with us on a case-by-case basis to assist students who are struggling
Staff in Student Life/Development	Provide expert, professional handling of academic accommodations in a discrete, need-to-know basis
Staff in Student Life/Development	It is helpful to receive emails regarding the student when they need accommodations.
Undergraduate	granting appropriate accommodations and coordinating
Undergraduate	I enjoy my accommodations

Undergraduate	I think it is very great that they contact our professors for us.
Graduate Student	Speaking with professors and providing information on accommodations as needed.

Theme B: Communicating policies/resources to students

Full-time Faculty	I don't remember who in my classes have accommodations (or are using their accommodations) for my class, so having the students schedule their exams and have that message be sent to me is super helpful. So, I guess just making sure that students know to do this (as you are) is the only thing I'd ask.
Staff -- Other	Begun to partner with us in helping answer parent questions/concerns and provide info on how they can best support their student and inform our team on appropriate protocol
Staff -- Other	Updating forms and processes to streamline and clarify procedures.
Staff -- Other	Communication to students once they make contact is great
Staff -- Other	emotional support animals for our current students and also meeting with prospective families. I talked with a preview day family that was so thankful the EAC was at preview day and helped them ease their nerves about sending their daughter off to college
Undergraduate	The EAC has open communication with students and works with them as a collective team to find the best accommodations for that student's circumstance. Personally, as someone who is doing remote learning this semester, it has made a huge difference in helping me.

Theme C: Training/Support for faculty & staff

Adjunct Faculty	They set up the accommodations with the student. However, I would like to know more about the student's issues.
Full-time Faculty	beginning of the semester reminders of where and how to access info is so helpful
Graduate Student -	On the website, it states that Bakersfield candidates can call and set up an appointment.

Theme D: Workday or Canvas Issue

Full-time Faculty	Better email and notification organization
Full-time Faculty	Workday integration for clarity and transparency of accommodations has been critically helpful
Full-time Faculty	The system alerting faculty of new accommodations in Workday is working (although cumbersome and could use improvement in reducing redundancy)
Full-time Faculty	Posting the accommodations on Workday is very helpful

Full-time Faculty	I like the Workday update.
Full-time Faculty	the integration with Workday has been helpful, but students are listed multiple times and the setup in Workday is confusing
Full-time Faculty	Having all accommodations on Workday is helpful.
Full-time Faculty	Notifications (unfortunately, often retroactive)
Full-time Faculty	I love the new feature of noting accommodations in Workday.
Full-time Faculty	Receiving notice of accommodations and having this accessible in Workday.
Staff in Student Life/Development	We have met a couple of times and worked on language for our applications and websites.

Theme E: Supporting students

Adjunct Faculty	Provides resources for needed accommodations for students
Adjunct Faculty	My students feel respected at the EAC, which is of course an important goal.
Adjunct Faculty	I believe the EAC does make themselves available to help students with academic challenges, and I greatly appreciate that!
Staff -- Other	being available to prospective students who need EAC info to make their college decision
Staff -- Other	The language that is being used shows our students who may have a disability that their disability does not define them.
Staff -- Other	My only direct experience was as a parent to a student who accessed support when she was diagnosed with Scotopic Sensitivity while a freshman at PLNU. The accommodations and support she received were life-changing for her and her educational experience.
Staff in Student Life/Development	helping students be successful here at PLNU
Staff in Student Life/Development	My interaction with the EAC mostly surrounds services provided during NSO events.
Undergraduate	Working with my schedule outside of school
Undergraduate	A LOT! Very respectful, helpful, accommodating, and patient
Undergraduate	Helping with grievances and always wanting the best for the EAC students
Undergraduate	they are patient and super supportive
Undergraduate	they are patient and understanding
Undergraduate	allowing mental health to be treated as physical health

Undergraduate	allowing support animals
Undergraduate	Very patient and understanding
Undergraduate	Patience and understanding

Theme F: EAC Office procedures/hours/availability

Adjunct Faculty	Scheduling exams outside of class, quick responses to questions and communications.
Adjunct Faculty	prompt emails
Full-time Faculty	Love the exam drop box. Exam proctoring is very helpful and smooth, as is exam return.
Full-time Faculty	Offers the chance to take exams in a quiet environment.
Full-time Faculty	scheduling exams at the same time as the class
Full-time Faculty	Accommodating students' tests!
Full-time Faculty	Increased responsiveness from previous years
Full-time Faculty	Scanning of tests is helpful. Scheduling tests continues to be a hassle. Is there a minimum time frame that students need to sign up for tests because I feel like I get a lot of last-minute requests for exams because students did not make test reservations in advance.
Full-time Faculty	The EAC is really flexible with the time of exam and quizzes and make every attempt to have someone available for quizzes and exams
Full-time Faculty	Allow an easy avenue for students to be evaluated.
Full-time Faculty	The registration process of students to take Exams is working much better.
Full-time Faculty	Calendar invites for exam appointments are extremely helpful.
Full-time Faculty	Here at LSCC on Mondays/Wednesdays. Scheduled a meeting with the faculty at LSCC to keep us informed.
Full-time Faculty	They provide support at Liberty Station and make it easy for students to schedule exams.
Full-time Faculty	having them register for their exam time to meet their accommodations
Full-time Faculty	Reliably facilitating proctored exams for extended time has gone well.
Full-time Faculty	Very organized and communicative. Doing a good job of returning exams promptly.
Full-time Faculty	Providing test sites.

Staff -- Other	The EAC gives students the possibility to take exams in their office and this helps them a great deal.
Staff -- Other	I have had a hard time reaching anyone in the office and my poor prospective students have had a much harder time.
Staff -- Other	I'm grateful that there is a presence in Mission Valley and opportunities for quiet test taking.
Staff -- Other	Flexible scheduling, ease of access, helpful service
Staff -- Other	Super helpful. On the ball with following up, etc.
Staff -- Other	providing extended exam time
Staff -- Other	Providing opportunity for students to do testing at your location.
Staff in Student Life/Development	I communicate with them multiple times a week and I really appreciate the fast responses I get from them.
Undergraduate	Making a quiet and easy place to take my tests in.
Undergraduate	I take tests there and they made a book digital for me.
Undergraduate	They reply quickly to emails and always try to help and find a solution for a request.
Undergraduate	provided an extra time for all my tests and quizzes
Undergraduate	Testing accommodations
Undergraduate	time extensions and private exams
Undergraduate	Quiet place for exams
Undergraduate	Offering extra time after tests.
Undergraduate	Letting us take tests in a separate environment
Undergraduate	Extra time on tests is great. More tutoring resources would be helpful
Undergraduate	Expanding its locations (i.e., Mission Valley, Liberty Station, and main campus)
Graduate Student	I coach undergrad students on the main campus, many of whom utilize EAC students, and they appreciate the accommodations re: proctored testing and additional time for assignments. This reduces anxiety significantly and allows them to do better on their work.

Theme G: Other

Full-time Faculty	Nellie Graf provides some editing help.
Staff -- Other	There is no direct assistance to students for paying their bills.

Appendix C: Open Ended Responses by Stakeholder Group

2. What could the EAC do to improve services to you or your program?

Theme A: Accommodations for a specific student(s)

Adjunct Faculty	Provide clarity on how to assist students
Adjunct Faculty	I had one student who used EAC, and I complied with all the requirements. However, I believe if I knew what her problem was, I could have helped her more.
Adjunct Faculty	More information (if allowed with privacy laws) on specific students
Adjunct Faculty	Feedback as a professor for what I could be doing better to support my students with accommodations.
Adjunct Faculty	Give specifics on what the student can/can't do with respect to their accommodation. For example, if on a concussion protocol...what can/can't we have them do? That's a total gray area....
Full-time Faculty	Clearer notification of what accommodations students actually will be using in my classes. Idk if that's possible, but so often students don't seem to need/use their accommodations in my classes.
Full-time Faculty	More detail on each student's issues/needs
Full-time Faculty	More clarity and specifics on the accommodation. Seems like it may be misunderstood by some students.
Full-time Faculty	It is sooo much better than it was in recent years, so thank you. Perhaps providing better descriptions of accommodations would help. For example, what does "substitute language" mean?
Staff -- Other	Maybe it would be nice if students always had a note taker with them at all class meetings.
Staff -- Other	Continuing providing list of students needing registration priority in a timely manner
Staff -- Other	Increase capacity to facilitate academic needs of students
Staff in Student Life/Development	review protocols of care plans and communications
Undergraduate	Accessibility of accommodations easier
Undergraduate	Be more specific in how we need to handle Handicaps students

Theme B: Communicating policies/resources to students

Adjunct Faculty	The EAC does so much! I think the best improvement would be helping the professors get the word out more about what you do so that more students would know the help that is available to them.
Adjunct Faculty	Provide specific contacts and programming for professors to post to students
Adjunct Faculty	Continue to send our pre-quarter notices to inform students of your services / remind us to request students to tell us they have / need services (particularly helpful to Adjuncts who teach two quarters a year and might forget!)

Adjunct Faculty	Either do more follow ups about students in EAC or probably more helpful would be to have a way to code our students on Canvas so we know (and don't forget) which students we need to be monitoring more closely.
Full-time Faculty	Although you probably already are, remind students that if they are experiencing a change in medication/diagnosis, EAC is one of the first check-ins they should make. Perhaps a proactive mid-semester check in, almost like advising, with an email screen saying "has anything changed? check yes to schedule a follow up or no to confirm current status.
Full-time Faculty	Better communication - more timely, more consistent messaging
Full-time Faculty	The standards and expectations have been clarified in the last year. It was very confusing in the past and caused fear of doing the wrong thing.
Full-time Faculty	You are doing a good job. Keep communicating often and repeatedly. The changes need time to sink in.
Full-time Faculty	Consistency, collaboration, communication/transparency, higher standards
Staff -- Other	I work in student accounts. Literature for our current and prospective students on services the EAC provides would be great along with the best contacts.
Staff -- Other	I work in SOE Advising in the Mission Valley campus, and I believe EAC could do more with outreach and ensuring our graduate students are more aware of what the EAC can offer, as well as perhaps a little bit of more specifics as to the type of services they offer. I love the inclusivity of the title and how sensitive it is to our students; however, we could work at including clearer wording as to how they can help out our students who may possess a disability.
Staff -- Other	Some of my students could benefit from accommodations, but they just don't think about the fact they could reach out to the EAC or they don't know how to just take the first step, so they don't do anything at all
Staff in Student Life/Development	Please provide an EAC brochure or info sheet for the NSO check in packet. (Used to be included but haven't seen one since your transition.)
Staff in Student Life/Development	Continue to offer meetings for incoming students!
Staff in Student Life/Development	When I worked over there, we had a list of places that students go to get tested for Learning Disabilities. Students are now told they will have to find resources on their own.
Graduate Student	Continue to encourage students to reach out to professors for accommodations as needed early in the course. They are still coming to me requesting accommodations starting in week 4 or 5.

Theme C: Training/Support for faculty & staff

Adjunct Faculty	Maybe monthly tips on how to work with various disabilities in the classroom?
Adjunct Faculty	There needs to be an EAC liaison who works specifically with faculty. As more of our students work with the EAC, we need more support as well. Plus, we need training.

Adjunct Faculty	Connect in person with our department to share routines/procedures for supporting students; Develop a seminar series for new faculty regarding 'disability' and serving students in the EAC in higher education;
Adjunct Faculty	Honestly, I feel that I need to utilize the services more!
Adjunct Faculty	Have a "how to" sort of page for new faculty to learn the ins and outs of the program. If we see this sort of thing, who to reach out to, etc.
Full-time Faculty	Training for faculty to teach students with different accommodations (students on the spectrum, mental health, etc.)
Full-time Faculty	Provide an in-service for faculty on the types of accommodations provided to students, and an overview of the process EAC uses to determine accommodation eligibility
Full-time Faculty	provide clearer instructions on what is required of faculty, what is generally hoped for from faculty, and what is within the faculty's discretion when responding to students need;
Full-time Faculty	Talk with faculty to address accommodations that impinge on or transcend appropriate professional parameters.
Full-time Faculty	Help faculty to connect with registered EAC students
Full-time Faculty	More staff support to implement the accommodations needed for higher-need students (vision impairment, disruptive)
Full-time Faculty	Provide more information regarding the types of pedagogical methods that would benefit the students.
Staff -- Other	Give students AND staff (where it applies) a clearer idea of the services offered and how they will be used
Staff -- Other	more trainings for staff and faculty on processes and referrals
Staff -- Other	Would love to know more data about our demographics and scope of the program
Staff -- Other	Send out periodic reminders of the services you offer.
Staff -- Other	overall campus awareness -- I did not know about these services
Staff -- Other	better communication with faculty re: student needs, as well as better understanding of the technical requirements of our program
Staff -- Other	Possibly some training with the Student Financial Services staff so that we know all the services being provided by the EAC to our TUG students
Staff in Student Life/Development	Communication about services provided to new staff throughout the school year
Staff in Student Life/Development	FAQ sheet for staff so we have a better understanding of all of the new/continuing ways that the EAC serves students. Visit and/or meet with co-curricular programs and let us know how we can improve access to students with accommodations.
Graduate Student	Receiving more information from professors at the beginning of the quad would be great!

Theme D: Workday or Canvas Issue

Adjunct Faculty	I have seen vast improvements in the EAC services over the last year. I'd like to see more support for faculty trying to make their Canvas courses accessible.
Adjunct Faculty	It would be helpful if the emails from EAC included full information. The move to put things on Workday is not helpful.
Full-time Faculty	Notifications of specific accommodations could be specified in the notification email. Right now, it simply says something changed and we have to go into Workday, find the EAC listings, and compare it to previous lists. It is tedious and difficult.
Full-time Faculty	It is already better, but improved communication with professors about student accommodations, etc. Also, how accommodations are listed on Workday is really confusing. There are duplicate listings for the same student. Students from previous semesters who are no longer in class show up in the current accommodation list, etc.

Theme E: Supporting students

Adjunct Faculty	Provide classes/lectures/material for students about time management, emotional regulation, and other common traits that might be present for students with learning disabilities while they're in college.
Adjunct Faculty	Provide student help during summer classes.
Adjunct Faculty	Provide students with additional assistance to improve writing and documenting skills.
Full-time Faculty	Provide succinct information, and more tutoring availability.
Staff -- Other	I work at the Bakersfield campus and the biggest obstacle we find in getting services for our students is that we are not in San Diego. Many of the services are only available if a student is there such as counseling. I had a student that said she needed counseling and saw on the website it is available for students. When I looked up what she was referring to, it was offered by the health center. I suggested she call the number and ask about counseling services. She was told it is only for San Diego students. If we as a university provide services for our students, we need to figure out a way to provide them for ALL students, not just those who live in San Diego.
Staff -- Other	It would be great to have some partnered events with Residential Life.
Staff in Student Life/Development	Often issues we receive in mental health services are for academic related issues. Having EAC coaches available to help students with this overlap would be a benefit.
Undergraduate	more follow-up/checking in

Theme F: EAC Office procedures/hours/availability

Full-time Faculty	If possible, expand hours of operations- especially during finals week.
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Full-time Faculty	EAC used to deliver exams back to professors. When I have students taking it over two days it becomes a hassle to keep returning to the EAC. Not a huge deal, but it was nice to just pick it up in my mailbox or find it under my door.
Full-time Faculty	Offer more days for students to take proctored exams and quizzes at LSCC
Full-time Faculty	Everything seems ok so far. It would be nice if they could send the completed exams back to me through campus mail instead of having to pick them up.
Full-time Faculty	There is a concern about students not being monitored closely enough while taking exams over in the EAC. It would be helpful to better understand what is being done at the EAC to prevent student cheating.
Full-time Faculty	Have a single point of contact for BBA ADC students.
Full-time Faculty	Proctoring on site for students requiring extended exam time.
Full-time Faculty	On an opt in basis, bring completed exams back to the department.
Full-time Faculty	Increased availability at Liberty Station for quizzes/exams
Full-time Faculty	The EAC has been wonderful! This may already exist, but it would be great to have a checklist of what I need to communicate with the EAC once a student schedules an exam. I sometimes feel like I'm forgetting to communicate something, but I'm still new to PLNU, so I often feel like I'm forgetting some details. Other than that, I can't think of anything!
Full-time Faculty	extend hours at LSCC campus
Full-time Faculty	It would be nice to have testing services at our new Balboa location. I know it is new but since we have 3 and soon to be 4 graduate programs and more students requiring extra testing time it would be great to have services at this campus in the future.
Staff -- Other	Having employees that will actually answer their phone and get back to prospective students and families in an appropriate time.
Staff -- Other	Come to our departments/send representatives rather than needing to bring student work to you when necessary
Staff -- Other	Resume delivery of completed tests to the department.
Undergraduate	Answer emails in a more timely fashion
Undergraduate	Signing up for tests is easy but some of the info you have to put in twice and it's kind of annoying.
Undergraduate	later hours during finals week
Undergraduate	Make sure overflow rooms/desks are appropriate for 3-4 hr. tests.
Undergraduate	allow for the use of a computer on certain exams
Undergraduate	They can make it easier to find the link for taking exams.
Undergraduate	Have files saved under my name, that way I don't need to re-fill documents or re-familiarize nurses or doctors with my health status.
Undergraduate	Finals are chaotic. I think that if there was a way to make it less stressful on students that would be better.

Undergraduate	Make the test time and scheduling simpler
Undergraduate	Allow us to schedule an exam less than four days out
Undergraduate	Streamline scheduling of tests/quizzes/finals a bit easier
Undergraduate	Extend hours at Liberty Station.
Graduate Student	Have a representative or extension to send the Bakersfield population to. I think Bakersfield needs its own category. Not a / with Mission Valley.
Graduate Student	Single point of contact and more effective and streamlined communication process. Not have to re enroll each semester.

Theme G: Other

Staff -- Other	There is currently no way for someone in a wheelchair to access the MCS office
Staff -- Other	Perhaps offer more accommodations options for online students
Staff -- Other	I am not sure how much the Human Resources department interacts with EAC except in the area of student employment. As long as our Student Employment Coordinator, Debra Lively is aware of what services are available, she would make sure to advocate on behalf of the student.
Staff in Student Life/Development	I believe we're working toward more regular review of students applying to international travel programs to identify those registered with the EAC and offer guidance, as needed.
Graduate Student	Qualified staff

Appendix C: Open Ended Responses by Stakeholder Group

3. Do you have any new ideas you would like the EAC to explore for future implementation?

Theme A: Accommodations for a specific student(s)

Adjunct Faculty	I think it would be helpful to get more information when students file for accommodations (even if those accommodations are not granted).
Adjunct Faculty	not really...just clear objectives for the accommodation on what we should assign or not assign....
Full-time Faculty	No new ideas, but a way to communicate more efficiently regarding who is on accommodations, and my role as a faculty with understanding some of the accommodations.
Undergraduate	I would be curious to see if the option for remote learning will disappear the further we get away from COVID times. I hope not, since it's helped me so much and I feel like it could be helpful for future students, but I'm not really sure on how that would work.

Theme B: Communicating policies/resources to students

Full-time Faculty	So many students are unaware of the benefits of the EAC. Maybe if someone could speak to each incoming class at the freshman orientation. This would also inform the parents of the resources available for their student.
Staff -- Other	I think a lot of students, staff and faculty don't know what services are offered through the EAC.
Staff -- Other	more awareness for both grad and undergrad
Staff in Student Life/Development	Continue to advertise your resources across campus! I don't think many students know they could qualify for services!
Graduate Student	Provide examples on the LomaLink or SOE's Weekly Bulletin about any events or particular services you may be offering for SOE Graduate students.

Theme C: Training/Support for faculty & staff

Adjunct Faculty	I saw cases in which the student was not reading information correctly, But I didn't know how to approach her because I didn't know if this was confidential
Adjunct Faculty	When there are several students with the same accommodations- informing professors about best practices in reaching the needs of the students
Adjunct Faculty	Feedback for professor of how to adjust teaching style for students
Adjunct Faculty	It would be helpful to know why students are in EAC (i.e., are they on academic probation because they slacked or do they have specific learning disabilities that we need to know about)
Adjunct Faculty	Include EAC information in an onboarding process for new hires.
Adjunct Faculty	As stated above, more of an on-boarding program for new faculty on how to best utilize the EAC services.

Full-time Faculty	Maybe working with CTL on programming for faculty? I try to do a lot for my students but am not an expert in what they need. Sometimes I think my over-willingness to accommodate might actually harm some students, who fall behind and never catch up.
Full-time Faculty	ongoing examples of best practices would be helpful
Full-time Faculty	Keep helping faculty get creative with teaching in accessible ways. I need ideas and models.
Full-time Faculty	Open a discussion of "reasonable" accommodations for PLNU students at all levels
Full-time Faculty	Customized planning with departments/hearing feedback from departments about "reasonable" accommodations based on the professions/licensing exams the students will be expected to complete upon graduation.
Full-time Faculty	I know that resources are limited, but it seems like there needs to be additional support for faculty on the rare occasions when a student has a much higher level of need, and the faculty member is having to go way above and beyond to accommodate them. Faculty should expect to make accommodations, but for the students in exceptional cases (like ones who need to be fully remote all semester or who need a very high level of accommodations), it would really help to have additional support for the faculty member. Perhaps even a student who could be hired as a TA to help with the student who needs the accommodations.
Full-time Faculty	I would love for the student themselves to share via a video or in person what I as an instructor can do to help him/her be more successful in my class.
Staff -- Other	Would love to meet with their office or hear more about what they do
Staff in Student Life/Development	Perhaps some training on working with students struggling with anxiety or ASD or both.
Staff in Student Life/Development	Provide guidelines for best practices when interacting with disabilities. (A, for instance, would be the best way to approach and help a blind person who is struggling with direction or an obstacle.)
Undergraduate	Educating teachers on how it is like for a student with mental illness. I think that many of my teachers dismiss what I go through and don't give any accommodations

Theme D: Workday or Canvas Issue

Adjunct Faculty	Continuing to partner with Canvas support and Instructional Professional Development for faculty regarding universal design for learning (UDL) that benefits all students? Making sure we ALL keep all of the supports (visual, hearing, accessibility) in mind in our courses?
Adjunct Faculty	Please go back to sending emails rather than only putting the information in Workday. Also, the information is so general, it's often not that helpful.

Full-time Faculty	The EAC accommodations list is overwhelming. I'm happy to make accommodations but the format on Workday is TERRIBLE. It includes everything from the opportunity for early housing to 2x on exams and quizzes. It also includes students even when they are no longer in my class. Each accommodation is a separate entry. At the beginning of the semester, I'll get my new students added, but some of their accommodations ended the previous semester.
Full-time Faculty	Please try to let us know which class the student is in. (I teach 8-9 classes per semester, and it is sometimes time consuming having to check each roster to figure out which class the student is in. Thanks.
Full-time Faculty	The Workday report of accommodations is difficult to read and confusing. We need a better way to communicate this information.
Full-time Faculty	It would be nice to have a feature within canvas which also Denotes student accommodations. This would be extremely helpful to faculty and would reduce the need to go into Workday.
Undergraduate	I think it would be helpful if short term COVID related accommodations were handled separately from the EAC (or with an additional EAC team). As someone who has needed accommodations the entire time I've been at PLNU, I've had a harder time accessing these accommodations now that the EAC is handling COVID related absences.

Theme E: Supporting students

Adjunct Faculty	They need mental health services and community-oriented activities, even online
Adjunct Faculty	Provide classes/lectures/material for students about time management, emotional regulation, and other common traits that might be present for students with learning disabilities while they're in college.
Adjunct Faculty	I've heard talk of a freshman-level, 1 credit course that would help students adjust to being university students. This would be very helpful.
Full-time Faculty	This may be something for the tutoring center (not entirely sure of the current relationship between EAC and tutoring). More classes for students to improve study habits, textbook reading, etc. It'd be nice if the EAC could coordinate this with different departments so there could be maximal use by students.
Staff -- Other	It would be nice in the future if the EAC could provide extra support for visually impaired students.
Staff -- Other	As mentioned above, provide services for ALL students, not just those who live in San Diego.
Staff -- Other	Discussions around / connections to job opportunities / employment for students served by the EAC. Discussions around training for students served by the EAC to prepare them for life after Loma.
Staff -- Other	Maybe having a tab on the school's website where interested individuals can see it say, "Regional Campuses" and on their desired campus they can see what accommodations are offered there!
Staff in Student Life/Development	It would be great to have a clinical psychologist that could dx ADHD for students. This need often comes up while I am meeting with students.

Staff in Student Life/Development	Again, having a resource list of possible places they could go to get tested for Learning Disabilities.
Undergraduate	I wish there were opportunities for connecting with EAC staff and other students in the EAC. Like drop in events with food and fun!
Undergraduate	More follow up with the student per se
Graduate Student	Seeing an EAC event at the Mission Valley campus would be awesome!

Theme F: EAC Office procedures/hours/availability

Full-time Faculty	Expand exam proctoring.
Full-time Faculty	Model EAC standards & policies on peer aspirant universities
Staff -- Other	If this office is overwhelmed with work, maybe training some student workers to answer phone calls and collect information.
Staff -- Other	For my department, it would be helpful if the department assistant (me) was cc'd on communication about the tests being taken over there. I have received calls about tests not being sent, questions about tests, etc. from the EAC and I have no idea what to tell them. If I were aware of the testing happening over there with our faculty, I could be another point of follow up with them and help with getting tests over to you and hopefully being able to help when the people from the EAC call me.
Undergraduate	I think that finals week testing is really chaotic at the EAC
Undergraduate	Having different smaller items to fidget toys within the test rooms to help calm nerves.
Undergraduate	Maybe offering more events like the stress for less events
Undergraduate	Possibly better tables in "overflow" rooms so that students are not stuck at a tiny lap desk.
Undergraduate	Have more people to contact when something goes wrong or someone at the front desk at all times, for less confusion
Graduate Student	Have qualified staff on hand I had a not so positive experience with one of the staff at the EAC

Theme G: Other

Staff -- Other	If there are any special scholarships EAC students can perhaps apply for, that is a question I get a lot.
Staff in Student Life/Development	North entrance of Nicholson Commons needs an auto open door to accommodate anyone in a wheelchair, on crutches, etc. Door does not stay open for someone who cannot quickly open and walk through.
Undergraduate	Allowing service dog teams to live in a double room (human + dog as roommate). I've seen a lot of other teams that are able to dorm in a bigger room so they both have room to relax, and it helps the dog feel less stressed so they can do their job better. I know it's partially an issue with space at PLNU since we are so small, but looking into this to see if there's any way to make it possible would be beneficial to many.

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