Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

The Alternative Media Production Center (AMPC) facilitates the course material conversion of faculty assigned course textbooks and materials to E-text/Braille for students with print impairments as mandated by the Americans with Disabilities Act of 1990 as amended and the CSU Policy for the Provision of Accommodations and Support Services. With continued IRA funding we were able to provide students with print-related disabilities, visual impairments and mobility impairments access to print instructionally-related materials.

Specific program objectives were:

**Welcoming and Inclusive Campus:**

- To provide instructionally-related materials that are assigned by faculty to students with print/reading disabilities, visual impairments and mobility impairments in accessible formats through alternative media (conversion of textbooks to various E-Text files) in a timely manner.
- To provide E-Text files of course text books and short materials to students who are prescribed E-Text as an accommodation and to make them accessible.

**Engagement, Service, and the Public Good:**

- To work with deans and department chairs to improve timely text book requests by faculty to facilitate accommodations for students with print impairments.
- To keep abreast of current assistive technology and to help keep production costs down while improving the production process of E-Text with the goal of completing the conversion of E-Text in a timely manner.
2. Provide key performance metrics to measure and sustain success.

Evidence of success were observed as follows:

Welcoming and Inclusive Campus:

- A 17% increase between Fall Quarter, 2016 and Fall Semester, 2017 in the number of requests for E-text. Students received software training such as, but not limited to, Kurzweil, Jaws, MAGic and others as requested by the student to utilize the accommodation.

Student Success:

- Development of effective study skills and computer proficiency; track and compare e-text accommodations that are given used each semester.
- Assistive technology equipment was purchased to enhance accessibility of instructional materials for students with visual disabilities and learning disabilities. This encompassed handheld magnifiers, closed circuit television (CCTV), scanners, large font printer, editing software (Abby Fine Reader), Dragon NaturallySpeaking licenses, noise canceling headphones, and Braille editing software.
- Students who are given E-Text as an accommodation will become competitive academically; measured by their improved technology skills, assessed using a pre and post survey at the beginning and end of each semester.

Other assessment methods utilized:

1. Feedback was collected from the students via email and phone throughout both terms.
2. Feedback was also obtained from students during specific training sessions.

The students’ improvement levels in their technological skills and access to digital material contributes to enhanced graduation rates which is how success is defined for our students.

3. Describe program outcomes and results. Identify challenges encountered.

The AMPC program served 394 students this past academic year. IRA funding helped to maintain software licences such as JAWS (a screen reader software) and MAGic.

IRA funding also enabled the AMPC to support four student assistants, working 20 hours per week, each semester. This helped produce E-Text in a timely and consistent manner. Funding also provided much needed supplies and equipment to produce E-Text/Braille for the students who are prescribed this as an accommodation.

IRA funding is an important contributor to student success in that in enables them to progress academically and cultivate a positive college experience. By making the software available to students, they have more resources to utilize that contribute toward their inclusion and participation in the academic experience. When they graduate they may continue to use this same technology to enter the work force and lead a fullfilled and independent life.