CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-2020

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division:	**Student Life**	Dept ID:	**400240**
Department:	**Office for Students with Disabilities**	Fund Code:	**IR199**
Prepared By:	**Gonzalo C. Centeno**	Program Code:	
Budget: **$ 54,600**	Expenditure: **$ 48,527.70**	Project ID:	

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 in 2008 and the CSU Policy for the Provision of Accommodations and Support Services.

Specific program objectives were:

- With continued IRA funding, we were able 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 textbooks, short materials, and exams to students who are prescribed e-text as an accommodation and to make them accessible.

Student Success:

- To work with deans and department chairs to improve timely textbook requests by faculty to facilitate accommodations for students with print impairments.
- To stay up to date on current assistive technology and to help keep costs down while improving the production process to complete the conversion of E-Text in a timely manner.

2. **Provide key performance metrics to measure and sustain success.**

- Assistive technology licenses including, but not limited to Texthelp Read&Write, Texthelp Equatio, ZoomText/Fusion, and JAWS were purchased for the use of students with diverse disability-related limitations and needs.
- Student Text Transcribers provide support to the Alternative Media Production Center (AMPC) for the timely delivery of digital text for students who meet the print disability criteria. This includes students who are blind and/or visually impaired, students with learning and/or other cognitive disabilities, and students with specific mobility limitations.
- Finally, IRA has also provided funding for assistive technology services to help students maximize their independence and learn how to best manage their assistive technology needs. AIRA a descriptive service to assist blind students to visualize what is in front of them as if they were sighted. This service was purchased to enhance the accessibility of instructional materials for students with visual disabilities.
- Students received software training for Kurzweil, Jaws, ZoomText/Fusion as requested by the student to utilize the accommodation.

Evidence of success will be observed as follows:

- Students who are given E-Text as an accommodation will become competitive academically; measured by their improved grades.
- Graduation rates are being tracked by Institutional Effectiveness and are reported through the Tableau dashboard created for OSD.

The students' qualitative feedback regarding the use of the e-text accommodation and improvement levels in graduation rates is how success is defined for our students. It is measured through the number of students using their OSD services each term and graduation rates. Data is collected regularly by OSD with the assistance of Institutional Effectiveness and from our Accessible Information Management (AIM) system. The Tableau Dashboard continues to collect various data reflecting graduation rates and degrees awarded to students with disabilities.

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

The AMPC served approximately 819 students this past academic year. The IRA funding maintained software licenses such as Texthelp Read&Write, Texthelp Equatio, ZoomText/Fusion, and JAWS.

IRA funding enabled the AMPC to maintain eight student assistants working approximately 20 hours per week each semester. Their assistance helped produce E-text in a timely manner. The funding also provided much-needed supplies and equipment to produce E-text/Braille for the students who are prescribed E-text/Braille as an accommodation.

Some of the difficulties experienced included losing an experienced alternative media student assistant. However, the challenge was the transition made by the University to alternative instruction due to the COVID 19 pandemic. OSD rapidly modified how support services were delivered to students as a result of remote learning. Appropriate guidance and communication to students were critical to assist with the adaptation to a new learning environment and to ensure that students were able to request appropriate support services to accommodate their disability-related needs. The Assistive Technology Learning Center (ATLC) and the Alternative Media Production Center (AMPC) quickly mobilized to modify their structure and processes to provide timely delivery of E-text and other assistive technology needs. Zoom or virtual drop-in hours were established by the ATLC to provide support to students with technology needs to make the transition less complicated. Also, the E-Text delivery system was modified to accommodate social distancing and provide students with their digital files.

IRA funding benefitted students to advance academically and have a positive college experience. Once students became aware of what assistive technology was and their access to it, they were encouraged to know that once they graduate they can use this same technology to enter the workforce and lead a fulfilled and independent life.