CSUEB Student Affairs Assessment Report Template

Use this template to document departmental/program goals and inventory the activities related to DEI and effectiveness/areas of growth by citing evidence/data related to the assessments that have occurred in your area. This assessment report should be submitted to the Dept/Program's corresponding Student Affairs AVP who will complete the final question on this template and give you feedback regarding how to further enhance assessment activities moving forward.

Name of Dept/Program	*Accessibility Services*
Dept/Program Lead	*Pamela Baird*
Dept/Program AVP	*Suzanne Espinoza*
Assessment Submission Date	

1) DEPARTMENT MISSION
(i.e., What is the purpose of the department? How does the department serve East Bay?):

Departmental Mission Statement
To collaborate with faculty, staff, and students to identify and remove barriers experienced by students with disabilities in their learning and living environments, thus creating equal access to the opportunities offered at Cal State East Bay.

2) ASSESSABLE DEPARTMENTAL OUTCOMES

i.e., what measurable impact(s) will the department demonstrate related to effectiveness? List additional outcomes as needed.

Departmental Outcome Statement
#1 Provide academic accommodations to remove disability related barriers to the academic environment for students with disabilities.
#2 Outreach across campus to raise awareness about our office to ensure qualified students needing accommodations know how to connect with us.
#3 Provide education to faculty and campus partners regarding accessibility and disability inclusion.
#4 Improve academic and career outcomes for CLP and PI students

3) SIGNATURE PROGRAMS or SERVICES
i.e., what are the department's key programs or services? Complete the chart below by giving a short description of each signature program or service, and then indicate which of the departmental outcomes identified in prompt #2 align with the program or service.

Name of Signature Program or Service	*Description of the signature program or service*	*Which departmental outcomes from prompt #2 does the program or service address?*
Accessible Testing	Coordinate and facilitate exams for students who have Accessible Testing accommodations.	#1
Course Notes	Provide students with access to course notes through notetaking vendor or by hiring peers in the class	#1
Assistive Technology	Provide access to, and training with, assistive technologies. Support students with Accessible Media processes.	#1
Accessible Furniture	Place accessible furniture in classrooms for students with this accommodation.	#1
Interpreting and Real Time Captioning	Coordinate Interpreting and Real Time Captioning services for students who are Deaf or Hard of Hearing.	#1
College Link Program (CLP)	Provide academic, social, independent living, and career readiness support to students with Autism.	#4

4) ASSESSMENT ACTIVITY/DATA ANALYSIS
i.e., how has the department evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

Type of Assessment	Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)	List the signature programs/services from prompt #3 that this assessment evaluates:	What are the major findings/data elements that you consider as the "key takeaways" from this assessment?
Yearly Student Satisfaction Survey	Send survey in March, closes in May. Analyzed by MPPS and shared out in Summer staff retreat.	All Accommodation Programs	Over 90% satisfaction with most services provided (except Course Notes-67% and ASL-77%). Faculty relations are generally positive. Moderate concerns with faculty interactions (10-15%). Almost 90% satisfaction with on campus accessibility. Concerns raised re: testing forms, course notes process (cumbersome, slow), frequency of check ins, campus climate. Some students report not using accommodations due to difficulty implementing them and with faculty not approving/providing them. 2024 Student Satisfaction Summary 2024 Student Satisfaction Data

Type of Assessment	Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)	List the signature programs/services from prompt #3 that this assessment evaluates:	What are the major findings/data elements that you consider as the "key takeaways" from this assessment?
AHEAD Survey (every 5 years)	Created by third party, disseminated internally by AS and through third party. March to June? Every 5 years. Analyzed by third party, shared with AS Administrators in writing.	All Accommodation Programs	General results were very positive across the board. For example: Student experience with our office had a mean of 3.38 (scale of 1-4) across all points. Concerns primarily from faculty (training, education, support). For example: Faculty interactions with our office had a mean of 2.94 (scale of 1-4) with the lowest rating being for awareness of training related to providing accommodations. AHEAD Survey 2023.pdf - Google Drive
Monthly/Semesterly Reporting	Through manual and dashboard reports (submitted/created by staff each month), Director submits a monthly report to VP of SA on metrics associated with providing accommodations.	All	Point in time comparison of growth from month to month and year to year show significant growth in students served and accommodations provided. FY 23 Summary FY 24 Summary FY 24 Monthly Reports FY 23 Monthly Reports Year over Year AS Testing Data
Advisory Committees (student and faculty)	Student advisory committee started in Spring 2023.	All Accommodation Programs	Student and Faculty perceptions and perspectives on what they need to feel supported. General

Type of Assessment	Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)	List the signature programs/services from prompt #3 that this assessment evaluates:	What are the major findings/data elements that you consider as the "key takeaways" from this assessment?
	Informal collection of feedback. Faculty Advisory started Spring 2024. Informal collection of feedback.		feedback very positive. Concerns raised by students related primarily to faculty education/awareness and campus climate (peers and faculty). Concerns raised by faculty related primarily to knowledge/education, support for implementing accommodations, and general lack of knowledge about how best to support students. Meeting notes located on website: Committees (csueastbay.edu)
ERS/PS Data	Reports gathered from dashboard created by IER - Not public yet.	All	Our students 2 and 4 year graduation rates are lower than peers, but 4 and 6 year graduation rates are equal or better. Our departure rates are much lower than peers. We serve higher rates of PELL students, and a representative # of URM students. However, First Gen students use our services at lower rates than expected. Dashboard Summaries
Salesforce Dashboards and Reports	Reports from internal dashboards created in Salesforce	All	Comparisons across GPA breakdown and separation reasons show that we have a lower percentage of students with a GPA

Type of Assessment	Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)	List the signature programs/services from prompt #3 that this assessment evaluates:	What are the major findings/data elements that you consider as the "key takeaways" from this assessment?
			below 2.0 (10% compared to 21% of Non-AS Students). This also corroborates that AS students are discontinuing at lower rates than non-AS students (29% compared to 53%) Salesforce Dashboard Data

5) CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION
i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

Contribution to/Impact on DEI	Data/Evidence of contribution/impact
Campus outreach (workshops, presentations, tabling)	"I want to reiterate how great it was to have you speak to our Learning Assistants about working with students with disabilities last semester. It was a highly requested workshop and we would like to follow up about you possibly facilitating a 'part 2' workshop this semester,"- STEM LAB Leadership staff "Your workshops are always very popular with our LAs; you give a wealth of information and guidance so that they can do their best job working with their students." -STEM LAB Leadership "Your presentation in Fall 2022 was great and matches well with the mission of the PREPP program. We would love to have you as a speaker again" - PREPP Program "You gave a clear and comprehensive overview on the role and the support provided by Accessibility Services. You made us think about equity versus equality in our teaching and assessment. Your compassion to support students with different backgrounds was contagious. Thank you for helping prepare our PREPP fellows for their future career!" - PREPP Program Feedback
Committees	We continually seek to improve the experiences of students and faculty working with our office. Evidence from Advisory Committee notes indicate that students' primary concern is with faculty interactions, and faculty concerns

Contribution to/Impact on DEI	Data/Evidence of contribution/impact
	are primarily related to not having the information they need to put accommodations in place and/or to support students with disabilities. Meeting notes located on website: Committees (csueastbay.edu)
Serving demographically representative sample of students by race.	Approximately 50% of the students served by our office are URM students. Workbook: DDS service dashboard (csueastbay.edu) (Not Public)
Serving a higher % of PELL-Eligible students	In most cases, serving 20% more PELL students than the general population. Workbook: DDS service dashboard (csueastbay.edu) (Not Public)
Campus culture re: view of disabled students	Mean 2.67 (Scale 1-3) of students report of experiencing an inclusive campus community. Lowest reported score 2.42 - "I feel welcomed and valued as a member of the campus community". Highest reported score 2.83 - "My instructors include a statement about accommodations in syllabus." AHEAD Survey 2023.pdf - Google Drive 89% of students in the 2024 Student Satisfaction Survey agree/strongly agree with the statement "My Professors are responsive and respective in providing my accommodations." 90.81% of students agree/strongly agree with the statement "All aspects of campus life are easily accessible." Only 83.91% of students feel comfortable discussing their disability related needs with faculty. 2024 Student Satisfaction Summary 2024 Student Satisfaction Data
Serve students with disabilities	We serve approximately 10% of the campus population. These students are not only from similarly diverse backgrounds as non-disabled students, they also have one

Contribution to/Impact on DEI	Data/Evidence of contribution/impact
	or more disabilities. [Workbook: DDS service dashboard (csueastbay.edu)](#) - [Salesforce Dashboard Data](#) (Not public)

6) ACTION PLANNING
(List at least 3 takeaways related to your department's effectiveness or areas of growth that will inform continuous improvement. Identify the assessment findings that justify your effectiveness or areas of growth, and then indicate an action plan (e.g., changes to your practice, audiences to share findings, etc.) you will take as your next steps.

Key Takeaways	Specific data that justify effectiveness or area of growth	Action plan/next steps related to your takeaway
Education/Awareness of Services to First Gen students	ERS/PS Data	Identify most effective method of reaching this population (data warehouse, programs/services, etc). Target workshops/presentations where possible. Send information out through email each semester.
Faculty Outreach/education	FACAS, AHEAD, SACAS	FACAS has already begun to address this. Created workshop request form that campus partners can use to ask us to visit. Identify gaps in knowledge, target training/education on these topics. Plan targeted outreach you department chairs to offer educational opportunities. Advertise faculty resources webpage.
Concerns with Course Notes	Student Satisfaction Survey	Survey students receiving course notes to identify primary concerns.

Key Takeaways	Specific data that justify effectiveness or area of growth	Action plan/next steps related to your takeaway
		Provide support/training as needed. Pursue alternatives if necessary.
Concerns with implementing accommodations	Student Satisfaction Survey	Primary: Collab with ITS to continue development of AS Portal, with a focus on ease of use for students and faculty. Secondary: Develop survey specifically for students to share insight regarding use/non-use of accommodations (run data in SF and compare to external tracking to ID students who don't use services).
Track effectiveness of outreach and workshops.	We receive a lot of positive praise but do not take steps to actually measure effectiveness of outreach.	Create and implement a pre/post survey model for workshops and presentations.

Supervisor Evaluation Of Area/Program Assessment (to be filled out by Dept/Program AVP)

ASSESSMENT CRITERION	1-INITIAL	2-EMERGING	3-DEVELOPED	4-HIGHLY DEVELOPED
Mission Statement				
Assessable Student Outcomes				
Signature Programs				
Assessment Activities/Data Analysis				
Contribution to DEI				
Evidence of Effectiveness/Growth				

APPENDIX

(attach any documents, surveys, reports, or other items related to your departmental assessment as part of this appendix)

- [2024 Student Satisfaction Summary](#)
- [2024 Student Satisfaction Data](#)
- [Workbook: DDS service dashboard (csueastbay.edu)](#) (Not public)
- [IER Dashboard Summaries](#)
- [Salesforce Dashboard Data](#)
- [AHEAD Survey 2023.pdf - Google Drive](#)
- [Committees (csueastbay.edu)](#)
- [Monthly Report to VP of SA](#)
- [FY 23 Summary](#)
- [FY 24 Summary](#)
- [FY 24 Monthly Reports](#)
- [FY 23 Monthly Reports](#)
- [Year over Year AS Testing Data](#)