Disability Access and Compliance Committee (DACC)  
Annual Report 2008-2011

Membership and Functions
1) DACC recommends the following changes to the committee membership:
   a) Replace "ADA Compliance Officer for faculty and staff issues" with "Campus 504 / ADA Coordinator - Director of Employment Equity (Ex-officio)"
   b) Add “Campus 508 / Electronic and Information Technology Compliance Officer (Ex-officio)"
   c) Replace "ADA Compliance Officer for student related issues" with “Dean of Students (Ex-officio)"
   d) Modify "Director of Disability Resources Center" by replacing “(Student Affairs Representative”’ with “(Ex-officio)"
   e) Change “Vice Provost and Chief Information Officer, Information Technology Services” with “Vice Provost for Information Services and Chief Information Officer”
   f) Change “Contract and Procurement Services” to “Contracts, Procurement, and Risk Management”

2) Under Functions, DACC recommends adding the following language:
   a) As needed, DACC members serve on the Accommodation Review Board (ARB) to resolve accommodation disputes in accordance with the “Student Policy and Procedure for Resolving University 504/ADA Accommodation Disputes” - http://www.drc.calpoly.edu/support/legal/disputes.htm.

3) The above changes are necessary to more accurately reflect the current functions and membership of the committee.

Committee Activities and Actions
Starting in 2008-2009, DACC moved to a quarterly meeting schedule. Quarterly meetings have been held every academic year except for this academic year. Meeting agendas and minutes are available at: http://accessibility.calpoly.edu. The following summarizes key recommendations and actions in the last 3 years:

Accommodation Review Board
In the summer and fall of 2008, DACC convened an Accommodation Review Board hearing to address a student complaint. Since the ARB had been inactive for many years, DACC was asked to play a prominent role in the process. Based on lessons learned during the hearing process, DACC created an ARB Manual to document the hearing process and related procedures, including a complaint form to facilitate initial review by the ARB. The “Student Policy and Procedures for Resolving University 504/ADA Accommodation Disputes” was reviewed and updated in reflect these changes. The DACC and two ARB faculty members appointed by the Academic Senate receive annual training. The DACC charter should be updated to reflect this significant change in responsibility.
Communication and Governance
DACC participated in the selection process for the new Employment Equity director who also serves as Cal Poly’s Section 504 / ADA Coordinator. The role of the 504 Coordinator was reviewed and clarified and posted online at: http://employequity.calpoly.edu/504ADA.html

Cal Poly’s Accessibility Web site (http://accessibility.calpoly.edu) was significantly redesigned in 2010. Initially created in response to Executive Order 926 and the Accessible Technology Initiative (ATI), the site was changed from an ATI-centric view to one that emphasizes a “one stop shop” for everything accessibility on campus. With input from DACC, the new design should make it easier for users to identify who to contact and where to go to file a complaint and learn more about accessible parking, facilities, procurement, information technology, etc.

Parking and Transportation
DACC questioned the use of Disability Resource Center (DRC) vehicles for general transportation purposes during Commencement, WOW or other campus events. DRC vehicles and drivers were acquired and trained, respectively, for the explicit purpose of transporting disabled students while attending classes. Subsequent discussions led to a decision to contract with Ride On to provide accessible and general transportation during campus events. Transportation for disabled employees was also discussed and resolved by DRC and HR.

Every two years, Cal Poly is required to submit to the CSU Chancellor’s Office a parking audit that includes an audit of disabled parking spaces. The latest audit was completed in 2010 and reviewed by DACC.

A Zip Car loan program was introduced to the campus in 2009. Noting that the cars for loan did not include any that are accessible to people with disabilities, e.g., wheelchair users, DACC tasked representatives from DRC and Contracts, Procurement and Risk Management to investigate alternative solutions

Physical Access
DACC raised the issue of physical (wheelchair) access to stage areas in major campus event venues, such as Chumash Auditorium, Spanos Theater, and the Performing Arts Center. In response to these concerns, solutions were identified and implemented where feasible via permanent or portable ramps and risers. The Physical Access Subcommittee continues to review accessibility plans for all new construction and to identify and resolve any issues prior to approval.

In May 2010, DACC was given a presentation on the recently updated “Campus Transition Plan and Barrier Removal Priorities”, the first major update since 1999. The complete plan has been posted, along with other physical access related resource links, on a consolidated website entitled “Access to Cal Poly Facilities”: http://www.afd.calpoly.edu/facilities/accessibility.asp?pid=6
Accessible Technology Initiative (ATI)

DACC received regular updates on campus and CSU activities and plans towards achieving goals in the three ATI priority areas: Web Accessibility, Instructional Materials and E&IT Procurement. DACC reviewed and offered input to the CSU ATI team on its major revision of the coded memorandum on how ATI is to be implemented. DACC reviewed the annual progress reports for each priority which were submitted to the Chancellor’s Office in November 2010. CSU will aggregate the data from all campuses and use it to set baseline targets to measure progress towards achieving full compliance.

Regular meetings were held with the Web Accessibility Coordinators from each college/department and departmental Web Developers to review policies, standards and best practices. Administrative websites were inventoried and prioritized. The Cal Poly template was promoted and adopted by many campus entities. A Web Content Management System (Drupal) was acquired to help facilitate compliance and make it easier for non-technical users to manage Web content.

Several tools were acquired to enable users to evaluate and create accessible Web sites and digital content, including captioning multimedia. Examples include Hi Software Compliance Sheriff to evaluate Web sites, LecShare Pro to evaluate and repair PowerPoint files, Adobe Acrobat Pro to evaluate and repair PDFs, and MovCaptioner and Camtasia to add captions to videos. Open Forums and/or workshops were held to promote and train users on these tools.

E&IT purchasing procedures were continually reviewed and updated in order to simplify the process for users, increase the number of purchases being reviewed for accessibility, and to keep the campus community and vendors informed. Significant changes in 2010 include requiring accessibility reviews for software renewals and implementing changes to flag E&IT purchases using ProCard.

While Cal Poly has made great progress in Web Accessibility and Procurement, Instructional Materials remains problematic. An instructional materials work group was identified and will be activated soon. Textbook adoption rates by faculty have been tracked and will be used to identify and report back to deans and department chairs on how they stand relative to the campus and their college.

In 2009-10, DRC, ITS and CTL coordinated a year-long faculty learning community in which faculty from each college received training on universal design for learning (UDL) principles and techniques and accessibility. Faculty participants documented their experiences and this material may eventually provide an online resource for faculty in general. In 2010-11, ITS provided funding to continue this effort with eight new faculty.

An instructional technology consultant (ITC) position was added by ITS and DRC to provide assistive technology expertise that was otherwise lacking. In the first year, there have been demonstrable benefits, including integrating accessibility.
into multimedia orientation efforts; conducting research and providing advice on how to make kiosks and other technology deployments accessible; consulting with academic and administrative departments; and working with individual faculty to create accessible instructional materials. Finally, the ITC consulted on the purchase of assistive technology software that was made available via key server to students using computers throughout Kennedy Library. Previously, use of this software was restricted to an isolated, unstaffed two-room "adaptive lab" in the library.

**Continuing Issues and Action Items**

1. **Service Animal Policy**: Lack of clarity about the difference between service and therapy animals (which resulted in complaints being filed against other universities) caused this effort to be put on hold.

2. **Instructional Accommodations**: Academic department responsibilities for responding to accommodation requests (when not barrier removal) should become clearer as ATI is implemented. Roles and responsibilities should be formally documented as part of the ATI plans.

3. **Event Planning**: Need to develop a checklist to ensure that individuals who put on campus events think about all aspects of accessibility. Checklist will be shared with affected campus entities (clubs, departments, divisions) annually.