

**DISABILITY SUPPORT AND ACCOMMODATIONS**

**CALIFORNIA STATE UNIVERSITY,  
BAKERSFIELD**

**Report Number 02-42**

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## **ABBREVIATIONS**

AA	Academic Affairs
AB	Assembly Bill
ADA	Americans with Disabilities Act
ADAAG	Americans with Disabilities Act Accessibility Guidelines
AV	Antelope Valley
CFR	Code of Federal Regulations
CO	Chancellor's Office
CSU	California State University
CSUB	California State University, Bakersfield
DSA	Disability Support and Accommodations
EE	Equal Employment
EU	Extended University
PMCP	Policy Manual for Contracting and Procurement
SAM	State Administrative Manual
SBPA	School of Business and Public Administration
SHSS	School of Humanities and Social Sciences
SSD	Services for Students with Disabilities
TDD	Telecommunication Devices for the Deaf
UC	University of California

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## INTRODUCTION

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### PURPOSE

Our overall audit objective was to ascertain the effectiveness of existing policies and procedures related to the administration of the disability support and accommodations (DSA) program and to determine the adequacy of controls over the related processes to ensure compliance with relevant governmental regulations, Trustee policy, Office of the Chancellor directives, and campus procedures.

Within the overall audit, specific goals included making a determination as to whether:

- ▶ Administration and management of the DSA program provide effective internal control; clear lines of organizational authority; delegations of authority; formation of an Advisory Committee on Services to Students with Disabilities; and documented policies and procedures.
- ▶ The adequacy of and satisfaction with the DSA program are consistently monitored and assessed.
- ▶ Campus notification and grievance processes ensure appropriate compliance with regulatory requirements and timely and adequate resolution of noted disability-related issues.
- ▶ Persons and campus areas providing disabled student services possess the necessary qualifications and are appropriately trained and aware of their roles and responsibilities.
- ▶ Reasonable access and accommodations are provided to applicants and employees in compliance with Title I of the Americans with Disabilities Act (ADA), and student disability services comply with state law and California State University (CSU) and campus policies.
- ▶ Verification of disability is timely and adequately performed, and appropriate documentation is provided in compliance with CSU and campus policies.
- ▶ Disability records and information are properly maintained, safeguarded, and retained in accordance with state and federal regulations and CSU policy.
- ▶ Campus programs, services, and activities are readily accessible to all persons, and adaptive aids and other equipment are properly maintained and safeguarded.
- ▶ Campus disaster plans include evacuation procedures for disabled persons.
- ▶ Budgeting procedures adequately address program funding and ensure effective accounting and management control, and grant funds are administered in compliance with sponsor agreements.
- ▶ Chargebacks for disability support services are complete, accurate, valued properly, and processed timely, and credit is received.

## SCOPE AND METHODOLOGY

This review emphasized, but was not limited to, compliance with state and federal laws, Board of Trustee policies, and Office of the Chancellor and campus policies, letters, and directives. July 2000 to June 2002 was the primary period of review.

We focused primarily upon internal, administrative, compliance, and operational controls over the management of the DSA program. Specifically, we reviewed and tested policies, procedures, and processes for:

- ▶ Monitoring the quality and effectiveness of campus DSA services.
- ▶ Soliciting and resolving student complaints and grievances relating to programmatic, physical, and other accessibility issues.
- ▶ Hiring DSA program staff and campus-wide training practices.
- ▶ Providing reasonable access and accommodations to applicants and employees.
- ▶ Verifying disabilities and providing (or declining) student disability support services.
- ▶ Maintaining and protecting disability information, including data in automated systems.
- ▶ Providing programs, services, and activities that are readily accessible to disabled individuals.
- ▶ Administering program and grant funds for disability support and other related services.
- ▶ Authorizing and processing expenditures of program funds that include, but are not limited to, grant awards, miscellaneous revenues, and petty cash.
- ▶ Valuing, processing, and collecting chargebacks for DSA services provided to self-supporting operations.
- ▶ Recording, safeguarding, and maintaining inventory for adaptive aids and equipment.

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## BACKGROUND

As a result of a systemwide risk assessment conducted by the Office of the University Auditor during the last quarter of 1999, the Board of Trustees, at its January 2002 meeting, directed that *Disability Support and Accommodations* be reviewed.

The proposed scope of the audit as presented in Attachment B, Audit Item 2 of the January 29-30, 2002, meeting of the Committee on Audit stated that the review would include all CSU programs for disabled employees, students, and visitors including accessibility of facilities, provision of enabling supportive services, and use of adaptive technologies. Potential impacts include excessive costs, adverse publicity, inadequate accommodations and services, legal liabilities, and regulatory fines and sanctions. A related audit, *Handicapped Access*, was performed in 1988.

Beginning in the early 1970s, both the federal government and the state of California adopted laws that had far-reaching effects on improving services to students with disabilities and on the availability of these services at the postsecondary level. In 1973, Congress adopted the Federal Rehabilitation Act ensuring equal opportunity for persons with disabilities in the fields of employment and education and prohibiting discrimination on the basis of disability by any agency, including educational institutions that receive federal funds. In June 1977, the federal government issued regulations implementing Section 504 of the Rehabilitation Act of 1973. In response to Section 504 regulations, CSU campuses prepared self-evaluations that identified steps needed to ensure that students with disabilities had equal access to educational opportunities. In March 1980 and in response to the 1979 Budget Act, CSU also developed a policy statement that formalized the objectives of the Disabled Students Program to increase the enrollment of students with disabilities in the total student population and to facilitate their access to all educational programs. The *Policy for the Provision of Services to Students with Disabilities* detailed program goals and objectives, definitions of disabilities, and support services to be offered. The policy became the basis from which campus programs were developed and justified enrollment and funding requests. In 1980, the CSU Systemwide Advisory Committee on Services to Students with Disabilities was also established.

In 1989, the CSU revised the 1980 policy statement and incorporated disability services identified in Assembly Bill (AB) 746 into the new *Policy for the Provision of Services to Students with Disabilities*. In 1990, the federal government reinforced its commitment to individuals with disabilities by enacting the ADA. The ADA reaffirmed Section 504 of the Rehabilitation Act of 1973 regulations and extended the discrimination prohibition beyond the campus to businesses and organizations that did not receive federal funds. Additionally, the ADA detailed additional criteria in the areas of employment, new construction or renovation, transportation, and telecommunications. The ADA also required the appointment of an ADA coordinator and the development of a self-evaluation and transition plan to itemize compliance steps.

In November 1995, the Bureau of State Audits issued a report, *CSU and UC: Campuses Generally Provide Access for Students with Disabilities*, including four CSU and two University of California (UC) campuses. The report noted that overall, the chancellor's office (CO) of the CSU had developed adequate policies requiring respective campuses to comply with provisions of the ADA; all four campuses had developed adequate guidelines to meet the needs of, and provide access to, their students with disabilities; and students at all four campuses indicated a high level of satisfaction with services provided by their respective campuses. Based on the audit results, the Bureau of State Audits recommended that the CO increase campus awareness of ADA requirements by instructing its campuses to provide training classes or seminars for faculty and staff, and address conditions and remove barriers that may deny access to its students. The CO concurred with the findings and most of the recommendations in the report.

Disabled student enrollment at the CSU has grown from 3,760 to 9,699 students (a 158% increase) from fall 1980 to fall 2001. Additionally, the number of students by disability category (visual limitation, communication disability, deafness, mobility limitation, learning disability, and other functional limitations) changed dramatically reflecting a growth of students with certain disabilities seeking services from campus disability support services programs. Most notably, the number of students with specific learning disabilities increased from 124 in fall 1980 (3.3% of students served) to 4,078 (42% of students served) in fall 2001.

Throughout this report, we will refer to the program as disability support and accommodations (DSA). At California State University, Bakersfield (CSUB), the services for students with disabilities office and other responsible individuals administer the DSA program.

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## **OPINION**

We visited the CSUB campus from October 7, 2002, through November 1, 2002, and audited the procedures in effect at that time.

In our opinion, the overall administration and management of the DSA program needed improvement. Through coordinated efforts, disabled students were provided reasonable academic support services that included proactive counseling and assistive technology. However, our review disclosed certain aspects of the DSA program that required immediate attention. Specifically, the campus did not have an active Advisory Committee on Services for Students with Disabilities; important policies and procedures were not written; computer labs and websites were not fully accessible by all persons; and adequate controls were not in place over faculty and staff training, including contract instructors for the extended university program. Most notably were issues with signage and campus maps, telephones, and resolution of issues noted during annual trip hazard reviews. These and other areas in need of improvement are referenced in the executive summary.

## **EXECUTIVE SUMMARY**

The purpose of this section is to provide management with an overview of conditions requiring their attention. Areas of review not mentioned in this section were found to be satisfactory. Numbers in brackets [ ] refer to page numbers in the report.

### **PROGRAM ADMINISTRATION [8]**

#### **PROGRAM MANAGEMENT [8]**

Administration and management of the campus disability support and accommodations (DSA) program was in need of improvement. Adequate control over the administration and management of the DSA program reduces the risk of regulatory scrutiny, potential lawsuits, and negative publicity.

#### **ADVISORY COMMITTEE ON SERVICES TO STUDENTS WITH DISABILITIES [10]**

The campus had not established an Advisory Committee on Services for Students with Disabilities. Maintaining an active and effective committee ensures that campus programs, services, and activities will be accessible to all individuals.

#### **POLICIES AND PROCEDURES [10]**

Comprehensive policies and procedures were not in place for certain aspects of the DSA program. Proper development, documentation, and communication of written procedures improve internal control and ensure that disabled students are properly served.

### **PROGRAM AND PHYSICAL ACCESSIBILITY [12]**

#### **COMPUTER LABS AND WEBSITES [12]**

Campus general computing areas and websites were not fully accessible by all persons. Providing access to campus programs, services, activities, and communications reduces the risk of regulatory scrutiny, potential lawsuits, and negative publicity.

#### **TRANSITION PLAN [14]**

The campus process to address and/or correct accessibility issues in the transition plan needed improvement. Providing accessible restrooms, sufficient signage, and comprehensive campus maps reduces the risk that campus programs, services, activities, and communications will not be fully accessible to all persons.

## **TELEPHONES [16]**

Responsibility for determining the sufficiency and placement of Telecommunication Devices for the Deaf (TDD) telephones on the campus had not been defined and documented, and TDDs had not been installed at the Antelope Valley (AV) branch campus. Providing sufficient communication reduces the risk that campus programs, services, activities, and communications will not be fully accessible to all persons.

## **THE DORE THEATRE [17]**

The Dore Theatre was not fully accessible to disabled persons. Adequate control over campus programs reduces the risk of misunderstandings, regulatory scrutiny, potential lawsuits, and negative publicity.

## **DISASTER EVACUATION PLANS [18]**

Controls to ensure evacuation of disabled persons from the Dore Theatre and the AV branch campus needed improvement. Sufficient controls over disaster evacuation processes reduce the risk of injury and potential liability to the campus.

## **PROGRAM APPLICATIONS AND AGREEMENTS [19]**

Program applications and agreements did not include Americans with Disabilities Act (ADA) notifications or accommodation provisions. Including ADA notifications in program applications and agreements reduces the risk of noncompliance with federal and state policies, dissatisfied students, and negative publicity.

## **MISCELLANEOUS ACCOMMODATION ISSUES [20]**

The campus did not offer mobility assistance for disabled persons as a core service; handicap-parking signs in lot "F" did not meet ADA requirements; and the size and configuration of the services to students with disabilities (SSD) office did not provide for privacy in discussions between SSD staff and disabled students or ease of accessibility for persons in wheelchairs. Providing adequate services, accommodations, handicap signage, and privacy and ease of accessibility to the SSD office reduces the risk of regulatory scrutiny, potential lawsuits, dissatisfied students and visitors, and negative publicity.

## **PERSONNEL QUALIFICATIONS AND TRAINING [22]**

### **ADA TRAINING [22]**

Campus ADA training efforts needed improvement. Providing effective training reduces the risk of noncompliance with federal, state, and CSU policies.

### **CONTRACT INSTRUCTORS [23]**

The contract between the extended university (EU) and contract instructors did not include provisions for ADA compliance. Adequate control over contractor services reduces the risk of noncompliance with CSU policies and state and federal regulations regarding disabled persons.

### **FISCAL ADMINISTRATION [24]**

SSD did not maintain a perpetual inventory record of assistive equipment loaned to students, and holds were not placed on student academic records if equipment was not returned. Sufficient control over equipment reduces exposure to loss and/or misuse of state property.

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## OBSERVATIONS, RECOMMENDATIONS, AND CAMPUS RESPONSES

### PROGRAM ADMINISTRATION

#### PROGRAM MANAGEMENT

Administration and management of the campus disability support and accommodations (DSA) program was in need of improvement.

We noted that:

- ▶ Roles and responsibilities of the Americans with Disabilities Act (ADA) coordinator were not formally documented in a job description or other similar document.
- ▶ Institutional authority to approve undue hardships in program accessibility had not been defined and documented.
- ▶ Campus programs, services, and activities were not periodically reviewed for accessibility. The campus had neither developed a policy for this process nor was it clear if the ADA coordinator, the program manager/director, the services to students with disabilities (SSD) department, or other person/department was responsible for this process.
- ▶ Student concerns regarding insufficient testing space had not been fully addressed by the campus. Specifically and due to the increased demand for this accommodation, SSD's out-of-class testing facilities did not adequately accommodate the students taking mid-term and final exams, and the alternate testing location in the student union was noisy and not conducive to a distraction-free testing environment.

Code of Federal Regulations (CFR) Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.149, effective January 26, 1992, states that no qualified individual with a disability shall, because a public entity's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.150(a)(3), effective January 26, 1992, states that in those circumstances where personnel of the public entity believe that the proposed action would fundamentally alter the service, program, or activity or would result in undue financial and administrative burdens, a public entity has the burden of proving that compliance with §35.150(a) of this part would result in such alteration or burden. The decision that compliance would result in such alteration or burdens must be made by the head of a public agency or his or her designee after considering all resources available for use in the funding and operation of the service, program, or activity, and must be accompanied by a written statement of the reasons for reaching that conclusion.

State Administrative Manual (SAM) §20050 states that existence of one or more of the following danger signals will usually be indicative of a poorly maintained or vulnerable control system: lines of organizational authority and responsibility are not clearly articulated or are nonexistent, and no procedures are established to assure that controls in all areas of operation are evaluated on a reasonable and timely basis.

The vice president of business and administrative services stated that the ADA coordinator was responsible for approving undue hardships and that not documenting this authority was an oversight. The ADA coordinator stated that his job duties derived from that of governmental legislation requiring an ADA compliance officer, and as such, the campus had not developed a separate job description for this position. He also stated that although the campus periodically reviewed academic programs, he could not locate a program accessibility review requirement; therefore, such reviews were not performed at the campus. The SSD director stated a survey was not considered necessary since current practice requires a meeting with each registered disabled student every fall to update their file and obtain feedback on prescribed services. She also stated that the growth of students using out-of-class testing services has caused issues with this particular service and that using the student union was necessary to accommodate students taking quarter finals.

Inadequate control over the administration and management of the DSA program increases the risk of regulatory scrutiny, potential lawsuits, and negative publicity.

### **Recommendation 1**

We recommend that the campus:

- a. Document the roles and responsibilities of the ADA coordinator to include, but not be limited to, approval of undue hardships in program accessibility.
- b. Develop a policy for periodically reviewing campus programs, services, and activities for accessibility, including assignment of responsibility for this process and frequency.
- c. Evaluate the space issues within SSD and the campus, and identify more optimal locations to accommodate disabled students using the out-of-class testing service.

### **Campus Response**

We concur.

- a. The provost, who serves as ADA coordinator, in coordination with other campus personnel has begun to draft a document that will define the roles and responsibilities of the ADA coordinator regarding the campus' service for students, staff, administrators/managers, and faculty with disabilities. The document will address a process for approval of undue hardships in program accessibility. Anticipated Completion Date: September 2003.

- b. The campus will survey other CSU campuses to determine best practices for the periodic review of campus programs, services, and activities for accessibility. From these best CSU practices, the campuses will develop and implement a policy for the periodic review of programs, services, and activities. The policy will assign responsibility and establish frequency for this review. Anticipated Completion Date: September 2003.
- c. The campus is currently undergoing a space assessment and the need to accommodate additional disabled students using the out-of-class testing service is being addressed. Other viable campus locations are being considered at this time to help resolve this issue. Anticipated Completion Date: August 2003.

### **ADVISORY COMMITTEE ON SERVICES TO STUDENTS WITH DISABILITIES**

The campus had not established an Advisory Committee on Services for Students with Disabilities.

California State University (CSU) directive Academic Affairs (AA) 2002-35, *Policy for the Provision of Services to Students with Disabilities*, dated July 1, 2002, states that each campus shall establish an Advisory Committee on Services to Students with Disabilities.

The ADA coordinator stated that an Advisory Committee on Services for Students with Disabilities was in place for a number of years; however, it was disbanded after the campus successfully resolved programmatic issues that were noted in a student complaint. The SSD director stated that a new committee was recently formed and had its first meeting.

Failure to maintain an active and effective Advisory Committee on Services to Students with Disabilities increases the risk that campus programs, services, and activities will not be fully accessible to all individuals.

**During our fieldwork, management provided evidence of the initial meeting for the newly formed Advisory Committee on Services for Students with Disabilities.**

### **POLICIES AND PROCEDURES**

Comprehensive policies and procedures were not in place for certain aspects of the DSA program.

We noted that:

- ▶ The campus nondiscrimination policy for race, color, national origin, and disability located in the 2001-2003 catalog did not include the name, address, and telephone number of the ADA coordinator. We also noted inconsistent information in other campus resources (e.g., Fall 2002 Schedule of Classes) regarding the escalation of complaints related to disability discrimination.
- ▶ The campus had not developed an ADA accessibility policy that included, but was not limited to, compliance responsibilities of students, faculty, managers, and other campus constituents, and funding for disability accommodations.

- ▶ Procedures for accepting, researching, and resolving informal complaints were not documented by SSD, the Antelope Valley (AV) branch campus, extended university (EU), housing, the library, the school of business and public administration (SBPA), and the school of humanities and social sciences (SHSS).
- ▶ SSD had not documented policies and procedures to protect the confidentiality of student disability information.
- ▶ The campus did not have a service animal policy.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.107, effective January 26, 1992, states that a public entity that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by this part. The public entity shall make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph.

SAM §20050 states that one symptom of a deficient internal control system is policy and procedural or operational manuals that are either not currently maintained or are nonexistent.

Although campus publications were not entirely clear, the SSD director stated that students were appropriately directed to the ADA coordinator with disability-related issues. The responsible deans and program directors acknowledged that informal complaint procedures were not documented and stated that in practice, student complaints were escalated to appropriate personnel within the school or department and that assistance from the SSD director was typically sought to ensure effective resolution of the complaint. The SSD director stated that all student records and information are held in strict confidence and that not documenting a department policy for this area and for service animals was an oversight.

Failure to develop, document, and communicate written policies and procedures increases the risk that disabled students will be not properly served and misunderstandings will occur.

## **Recommendation 2**

We recommend that the campus:

- a. Include the name, address, and telephone number of the ADA coordinator in all campus resources.
- b. Develop, document, and distribute a campus ADA accessibility policy that includes, but is not limited to, compliance responsibilities for persons that work with disabled persons and funding for disability accommodations.

- c. Document policies and procedures for departmental functions such as accepting, researching, and resolving student complaints received by the schools and departments; protecting student disability information; and service animals.

### **Campus Response**

We concur.

- a. The university is taking steps to meet this recommendation, including inserting this information in all publications currently out to print, such as the Summer 2003 Class Schedule and the 2003-05 General Catalog. The campus is reviewing all other CSUB publications, including the website, to ensure this information is included as appropriate. Anticipated Completion Date: September 2003.
- b. The campus has begun to draft a comprehensive ADA accessibility policy and anticipate full implementation by fall 2003. Anticipated Completion Date: September 2003.
- c. The campus is currently outlining processes and procedures for use by the academic schools and other campus departments to ensure accepting, researching and resolving student complaints are handled in a timely manner with confidentiality. The *Confidentiality of Student Records* and the *CSUB Service Animal Policy* have been approved and are currently in place. Anticipated Completion Date: August 2003.

## **PROGRAM AND PHYSICAL ACCESSIBILITY**

### **COMPUTER LABS AND WEBSITES**

Campus general computing areas and websites were not fully accessible by all persons.

We noted that:

- ▶ Two computing areas in the SHSS were not fully accessible by all persons. Specifically, each area did not have a designated accessible workstation for disabled persons, a help sign posted in one of the labs was placed high on the wall and not easily viewed by persons in wheelchairs, and the classroom doors for both labs did not have lever-type handles or Brailled-lettering.
- ▶ There was no accessible workstation in the librarian teaching lab or the new general computing area at the AV branch campus.
- ▶ Media services' general computing area in the library had approximately 80 workstations; however, only one workstation had adaptive technology for disabled persons. We also noted that the workstation was in the back of the room and not integrated with the other workstations or located close to the entrance doors, there was no signage indicating the workstation was accessible or where to seek assistance if needed, and all printers in the area were on high counters

and not easily accessible to persons in wheelchairs. A student assistant was also not aware of the location of the accessible workstation.

- ▶ Websites for six campus programs (AV branch campus, EU, housing, the library, SBPA, and SHSS) were not fully accessible by all persons. Additionally, the campus *Guidelines for Web Accessibility for People with Disabilities* did not define responsibility for this area.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.149, effective January 26, 1992, states that no qualified individual with a disability shall, because a public entity's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.160(a) and §35.160(b)(1), state that a public entity shall take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others, and furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity, respectively.

Dean(s) and program directors acknowledged responsibility for ensuring that computer labs were accessible to all persons and stated that they typically work with SSD in this regard. The webmaster stated that she provides assistance to campus areas; however, she acknowledged that responsibility for ensuring that websites are fully accessible to all persons has not been clearly defined in existing campus guidelines.

Insufficient access to campus programs, services, activities, and communications increases the risk of regulatory scrutiny, potential lawsuits, and negative publicity.

### **Recommendation 3**

We recommend that the campus:

- a. Review and correct the accessibility issues noted in the general computing areas and websites cited above.
- b. Define and document responsibilities to ensure that computing areas and websites are accessible to all persons.
- c. Develop, document, and distribute computer accessibility standards for disabled persons using campus-computing services.

### **Campus Response**

We concur.

- a. The campus will ensure the academic schools and the information technology division work with key personnel on campus to correct accessibility issues at all lab locations as well as the campus website. Anticipated Completion Date: September 2003.
- b. The campus will develop a policy addressing the roles and responsibilities of campus departments in order to ensure the current and future computing areas and the website are always accessible to all persons. The campus will go through the appropriate processes to ensure the document is accepted and endorsed by all areas. Anticipated Completion Date: September 2003.
- c. The plan outlined in 3b will incorporate a section addressing the plan for outlining, developing, and distributing the computer accessibility standards for disabled persons using campus-computing services. The plan will accommodate hard copy distribution as well as availability via the web. Anticipated Completion Date: September 2003.

## **TRANSITION PLAN**

The campus process to address and/or correct accessibility issues in the transition plan needed improvement.

Campuses were required by the ADA to identify and list, via a transition plan, physical barriers and accommodation issues for disabled persons. We noted, however, that items on the campus transition plan and subsequent priority item lists prepared by the campus were not fully addressed and/or corrected by the campus. For example, restrooms in the cafeteria and the administration east building were not fully accessible to disabled persons, there was no directional signage to the closest accessible restrooms, and documentation that supported an undue hardship (to modify the restrooms) could not be located.

Although signage and a comprehensive campus map were addressed in the transition plan, our review of two campus programs (housing and EU) and general observations throughout the audit disclosed that:

- ▶ There was no signage that indicated accessible paths of travel from parking facilities to resident housing and the EU modular buildings.
- ▶ The campus had not developed a comprehensive map that included all accessible paths of travel and other accommodations for disabled persons.
- ▶ Campus maps located throughout the campus did not indicate the location of handicap and medical parking, Telecommunication Devices for the Deaf (TDD) telephones, handicap ramps, automated doors, and emergency phones.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.163(a) and (b), effective January 26, 1992, states that a public entity shall ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the

existence and location of accessible services, activities, and facilities, and provide signage at all inaccessible entrances to each of its facilities, directing users to an accessible entrance or to a location at which they can obtain information about accessible facilities.

The vice president of business and administrative services stated that, due to an office of civil rights complaint in early 1990, considerable effort was made to address priority items in the campus transition plan. He also stated that via minor capital, deferred maintenance, and other funds, the campus made considerable progress to correct issues with the restrooms and other areas and acknowledged the need for directional signage, sufficient and comprehensive campus maps, and other accommodations for disabled persons.

Not providing accessible restrooms, sufficient signage, and comprehensive campus maps increases the risk that campus programs, services, activities, and communications will not be fully accessible to all persons.

#### **Recommendation 4**

We recommend that the campus:

- a. Review the transition plan, subsequent priority items lists, and the office of civil rights complaint, and address and/or correct accessibility issues noted therein.
- b. Review and correct the signage issues noted in housing and EU.
- c. Develop a comprehensive map that includes all accessible paths of travel and other accommodations for disabled persons.
- d. Revise and replace the campus maps located throughout the campus.

#### **Campus Response**

We concur.

- a. The campus will develop a plan to provide for periodic reviews of the transition plan and office of civil rights complaints and the process to ensure prioritizing of corrective measures of issues noted. This will be a part of the overall *Campus Program Management Plan*. Once the *Campus Program Management Plan* has been approved and implemented, we will review the current campus transition plan against the standards in the *Program Management Plan* and use this as a basis for establishing a campus priority list. Anticipated Completion Date: August 2003.
- b. The campus Landscape Masterplan Committee is currently establishing standards for campus maps indicating paths of travel from parking facilities to various buildings on campus including Resident Housing and Extended University modular buildings. After these standards have been established, implementation will begin including the replacement of signage and maps. Anticipated Completion Date: August 2003.

- c. The campus Landscape Masterplan Committee is currently establishing standards for campus maps indicating paths of travel from parking facilities to various buildings on campus including Resident Housing and Extended University modular buildings. After these standards have been established, implementation will begin including the replacement of signage and maps. Anticipated Completion Date: August 2003.
- d. The campus Landscape Masterplan Committee is currently establishing standards for campus maps indicating paths of travel from parking facilities to various buildings on campus including Resident Housing and Extended University modular buildings. After these standards have been established, implementation will begin including the replacement of signage and maps. Anticipated Completion Date: August 2003.

## TELEPHONES

Responsibility for determining the sufficiency and placement of Telecommunication Devices for the Deaf (TDD) telephones on the campus had not been defined and documented, and TDDs had not been installed at the Antelope Valley (AV) branch campus.

We noted that:

- ▶ The campus had only one TDD payphone in the student services area, and responsibility for determining the need for other TDDs (e.g., in high-traffic areas) had not been defined and documented.
- ▶ Due to vendor delays with a telecommunication project, TDDs had not been installed at the AV branch campus.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.161, effective January 26, 1992, states where a public entity communicates by telephone with applicants and beneficiaries, TDDs or equally effective telecommunication systems shall be used to communicate with individuals with impaired hearing or speech.

The manager of telecommunications stated that the campus includes SSD in telecommunication issues for disabled persons. He also cited contractor issues as the cause of the AV branch campus issue and stated the telecommunication project should be completed in the near future.

Not providing sufficient communication increases the risk that campus programs, services, activities, and communications will not be fully accessible to all persons.

### **Recommendation 5**

We recommend that the campus:

- a. Define and document compliance responsibilities to ensure that a sufficient number of TDDs are maintained on the campus.
- b. Complete the telecommunications project at the AV branch campus including, but not limited to, the installation of TDDs for hearing-impaired persons.

### **Campus Response**

We concur.

- a. The campus is developing a compliance plan to review the quantity and types of TDD devices to be installed as well as the appropriate location for each device. The plan will include a provision for ongoing review and maintenance of the equipment. Anticipated Completion Date: July 2003.
- b. The telecommunications project at the Antelope Valley campus has been completed including the installation of TDD's and the applicable staff training. Antelope Valley will be incorporated into the plan which addresses review and maintenance of the equipment addressed in 5a. Anticipated Completion Date: April 2003.

## **THE DORE THEATRE**

The Dore Theatre was not fully accessible to disabled persons.

We noted that:

- ▶ There was no exterior signage on, or in front of, the building indicating accessible paths of travel from campus parking lots to the theatre entrance.
- ▶ Viewing platforms were not incorporated into the design of the theatre, and the designated seating area for disabled persons was not sufficient or clearly identified.
- ▶ The theatre did not offer assistive listening devices for hearing-impaired persons.
- ▶ There was no TDD telephone in the lobby or outside the theatre.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.149, effective January 26, 1992, states that no qualified individual with a disability shall, because a public entity's facilities are inaccessible to or unusable by individuals with disabilities, be

excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

The department chair for performing arts acknowledged the issues and stated that in her tenure with the campus, no complaints had been received regarding accessibility to the Dore Theatre.

Inadequate control over campus programs increases the risk of misunderstandings, regulatory scrutiny, potential lawsuits, and negative publicity.

### **Recommendation 6**

We recommend that the campus review and correct the accessibility issues noted with the Dore Theatre.

### **Campus Response**

We concur. The campus personnel will review and correct the accessibility issues noted with the Dore Theatre. The review will require the issues be incorporated in other campus processes to ensure all steps are taken to completely correct deficiencies. Anticipated Completion Date: July 2003.

## **DISASTER EVACUATION PLANS**

Controls to ensure evacuation of disabled persons from the Dore Theatre and the AV branch campus needed improvement.

We noted that:

- ▶ The campus was not aware if disaster evacuation training was provided to the Dore Theatre house manager.
- ▶ The disaster evacuation plan between the AV branch campus and the Antelope Valley Community College had not been finalized.

Executive Order No. 696, *Implementation of The California State University Emergency Preparedness Program*, dated January 29, 1999, states, in part, that each campus president is delegated the responsibility for the implementation of an emergency management system program on campus and shall ensure that management activities including, but not limited to, maintenance and regular updating of the institutional emergency management system plan and determination, acquisition, and maintenance of facilities, equipment, and related supplies required for emergency preparedness are accomplished.

The department chair for performing arts stated that she was not aware of the campus disaster evacuation procedures; therefore, training in this regard to the house manager may not have been provided. The interim director of the AV branch campus stated that the campus has been working with the community college to develop a plan and are close to completing this project.

Insufficient controls over disaster evacuation processes increase the risk of injury and potential liability to the campus.

### **Recommendation 7**

We recommend that the campus:

- a. Determine if the house manager of the Dore Theatre has been provided disaster evacuation training that should include, but not be limited to, procedures for evacuating disabled persons and provide such training, if warranted.
- b. Complete the disaster evacuation plan for the AV branch campus and provide training to affected persons, as appropriate.

### **Campus Response**

We concur.

- a. Currently, two other departmental employees who are present at events are trained for disaster evacuation, but the campus will provide the training to the current house manager. The new hire process for this position will incorporate this training as a requirement. Anticipated Completion Date: May 2003.
- b. The campus has recently completed the evacuation plan for the Antelope Valley campus and provided training to appropriate personnel. The campus has an approved *Emergency Response Plan* and will revise the plan to incorporate all “campus” locations. Anticipated Completion Date: June 2003.

## **PROGRAM APPLICATIONS AND AGREEMENTS**

Program applications and agreements did not include Americans with Disabilities Act (ADA) notifications or accommodation provisions.

We noted that:

- ▶ The Student Housing License Agreement and the Bi-Lateral Exchange Program Application did not include an Equal Employment (EE)/Affirmative Action and/or ADA notification.
- ▶ The Agreement on Academic Cooperation and Exchange between the campus and the University of Orleans did not include provisions for ADA compliance.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.106, effective January 26, 1992, states that a public entity shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the

provisions of this part and its applicability to the services, programs, or activities of the public entity, and make such information available to them in such manner as the head of the entity finds necessary to apprise such persons of the protections against discrimination assured them by the Act and this part.

*CSU Policy Manual for Contracting and Procurement (PMCP) (Release 2.1)* §228 states that all contracts must contain a condition stating that the contractor, by signing the contract, assures the University that it complies with the ADA of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.

The director of housing stated that not including the ADA notice in the housing license agreement was an oversight that could be easily corrected. The interim director of international students and programs was new to her current position and was not aware of these compliance requirements. She also stated that agreements between the campus and international institutions are handled by responsible faculty members outside of her area.

Failure to include ADA notifications in program applications and agreements increases the risk of noncompliance with federal and state policies, dissatisfied students, and negative publicity.

### **Recommendation 8**

We recommend that the campus:

- a. Correct the notification issues with the applications and agreements detailed above.
- b. Implement controls that ensure all program applications, agreements, and other information contain the required EE/Affirmative Action and/or ADA notifications.

### **Campus Response**

We concur.

- a. The campus will review current applications and agreements and ensure the appropriate Equal Employment (EE)/Affirmative Action (AA) and/or ADA notification are incorporated in all of them. Anticipated Completion Date: June 2003.
- b. The campus has designated contract administrators for various activities on campus. These individuals will be responsible for ensuring inclusion of appropriate notifications and EE/AA and ADA notifications, where applicable, are incorporated in all agreements signed by them as an official designated representative for CSUB. Anticipated Completion Date: June 2003.

## **MISCELLANEOUS ACCOMMODATION ISSUES**

The campus did not offer mobility assistance for disabled persons as a core service; handicap-parking signs in lot “F” did not meet ADA requirements; and the size and configuration of the services to students with disabilities (SSD) office did not provide for privacy in discussions between SSD staff and disabled students or ease of accessibility for persons in wheelchairs.

CFR Title 28, Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Service*, §35.149, effective January 26, 1992, states that no qualified individual with a disability shall, because a public entity’s facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

Section 4.6.4 of the Americans with Disabilities Act Accessibility Guidelines (ADAAG), states that when posted in a path of travel, the bottom of the (handicap) sign is eighty inches minimum from the parking space finished grade.

The vice president of business and administrative services stated that handicap-parking signs on the campus meet ADA compliance requirements and not correcting the noted signs was an oversight. The SSD director stated that space and confidentiality issues in her department have been escalated to respective management for consideration.

Not providing adequate services, accommodations, handicap signage, and privacy and ease of accessibility to the SSD office increases the risk of regulatory scrutiny, potential lawsuits, dissatisfied students and visitors, and negative publicity.

### **Recommendation 9**

We recommend that the campus:

- a. Evaluate the practice of not providing mobility assistance as a core service.
- b. Correct the parking signs to comply with ADA requirements.
- c. Evaluate and address the current space and configuration of the SSD office to ensure ongoing confidentiality of student disability information and accessibility for disabled persons.

### **Campus Response**

We concur.

- a. The ADA coordinator will oversee a review of the issue of providing mobility assistance as a core service. The campus approved *Program Management Plan* (recommendation 1) will incorporate a process addressing similar issues on an ongoing basis. Anticipated Completion Date: July 2003.
- b. The campus is in the process of working with a signage company to ensure parking and other campus signage comply with ADA requirements. Anticipated Completion Date: May 2003.
- c. The campus is currently undergoing a space assessment and the SSD space, including the lobby, is being addressed. Other campus locations as well as restructuring of the current space are being evaluated. Anticipated Completion Date: August 2003.

## **PERSONNEL QUALIFICATIONS AND TRAINING**

### **ADA TRAINING**

Campus ADA training efforts needed improvement.

We noted that:

- ▶ Directors of five programs (EU, housing, the library, SBPA, and SHSS) were not aware of the campus Section 504 Complaint/Grievance procedure and/or the ADA coordinator.
- ▶ Formalized ADA training had not been provided to faculty, program directors, and/or other persons in four programs (EU, the library, SBPA, and SHSS).
- ▶ The campus had not developed and documented an ADA training plan for faculty, staff, and other individuals that work with disabled persons, and responsibility for this area had not been defined.

The Bureau of State Audits report, *CSU and UC: Campuses Generally Provide Access for Students with Disabilities*, dated November 24, 1995, states that to increase campus awareness of ADA requirements, the chancellor's office of the CSU should instruct its campuses to provide training classes or seminars for faculty and staff.

Although the campus had not documented a training plan, the SSD director stated that efforts were made to provide faculty and staff with useful information for working with persons with disabilities. The ADA coordinator acknowledged the training issues in the schools and other areas and stated that efforts will be made to incorporate ADA training into other existing training programs.

Not providing effective training increases the risk of noncompliance with federal, state, and CSU policies.

### **Recommendation 10**

We recommend that the campus:

- a. Develop an ADA training plan for faculty, staff, and other persons to ensure sufficient understanding of student disability issues and campus-related support and accommodation services.
- b. Define responsibilities for this area to ensure timely execution of established training plans and ongoing compliance with the ADA and other related laws and regulations.

### **Campus Response**

We concur.

- a. The university is in the process of developing a training program for faculty, staff, and other persons. The program will ensure the student disability issues and the campus related support and accommodations services are clearly outlined. The training plan will incorporate a plan for training new hires as well as a refresher course for existing staff on an ongoing basis. Anticipated Completion Date: June 2003.
- b. The campus training plan will define roles and responsibilities of individual departments to ensure the training addresses on-going compliance with the ADA and other related laws and regulations and does so in a timely manner. Anticipated Completion Date: July 2003.

### **CONTRACT INSTRUCTORS**

The contract between the extended university (EU) and contract instructors did not include provisions for ADA compliance.

*CSU PMCP (Release 2.1)* §228 states that all contracts must contain a condition stating that the contractor, by signing the contract, assures the university that it complies with the ADA of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.

The interim EU dean acknowledged the importance of including ADA verbiage in related contracts and indicated this exception was an oversight.

Insufficient control over contractor services increases the risk of noncompliance with CSU policies and state and federal regulations regarding disabled persons.

### **Recommendation 11**

We recommend that the campus revise existing contracts with EU instructors to include provisions for ADA compliance.

#### **Campus Response**

We concur. The dean of EU will review all existing contracts with EU instructors and ensure all contracts in place for summer 2003 and beyond include provisions for ADA compliance. Anticipated Completion Date: June 2003.

## **FISCAL ADMINISTRATION**

SSD did not maintain a perpetual inventory record of assistive equipment loaned to students, and holds were not placed on student academic records if equipment was not returned.

SAM §20050 indicates that the elements of a satisfactory system of internal accounting and administrative controls include a system of authorization and record-keeping procedures adequate to provide effective accounting control over assets, liabilities, revenues, and expenditures.

The campus *SSD Services and Policies – Equipment Checkout*, dated September 2001, states that equipment must be returned by the date noted on the checkout form (usually the last day of the quarter) and that holds will be placed on students' records, transcripts, financial aid, etc., if equipment is not returned by the due date.

The SSD support services specialist stated that equipment is tracked using checkout sheets that are signed by the students; however, he acknowledged the need to maintain a perpetual inventory of the items. He also stated that the practice of placing holds on student records was discontinued a number of years ago.

Insufficient controls over equipment increase exposure to loss and/or misuse of state property.

### **Recommendation 12**

We recommend that the campus strengthen controls over assistive equipment through effective monitoring and documentation of the loan process.

#### **Campus Response**

We concur. The campus currently has an "Equipment Checkout" policy which will be strictly enforced by the SSD office and other related offices beginning spring quarter 2003. Anticipated Completion Date: April 2003.

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## APPENDIX A: PERSONNEL CONTACTED

<u>Name</u>	<u>Title</u>
Tomás A. Arciniega	President
Wendell Barbour	Vice President for Information Resources
Bob Brown	Director, Facilities Management
Joan Canfield	Web/Portal Coordinator, Web Services
Patrick Choi	Support Services Specialist, Services for Students with Disabilities
Janice Clausen	Director, Services for Students with Disabilities
Joe DeCarlo	Facilities Operations Supervisor
Anita DuPratt	Chair, Performing Arts Department
Mark Evans	Interim Dean, Extended University
Robert Fallon	Director of Housing
Jan Freshwater	Learning Disabilities Specialist, Services for Students with Disabilities
Kellie Garcia	Director, Personnel
James George	Provost, Vice President of Academic Affairs, and Americans with Disabilities Act Coordinator
Steve Herndon	Division Director, Student Affairs
George Hibbard	Vice President, Student Affairs
Marla Iyasere	Dean, School of Humanities and Social Sciences
Henry Lowenstein	Dean, School of Business and Public Administration
Liz McDannold	Library Assistant, Library
Michael Morris	Sergeant, Public Safety
Michael Neal	Vice President, Business and Administrative Services
Claudia Pereyra	Interim Director, International Students and Programs
Pat Robles	Circulation/Multicultural Librarian
Debra Rodrigues	Student Affairs Officer, Services for Students with Disabilities, Antelope Valley Branch Campus
Jan Rogers	Assistant to the Dean, Extended University
Nancy Rowe	Business and Administrative Services
Clark Sanford	Director, Media Services
Edwin Sasaki	Interim Dean, Undergraduate Studies Office
Michelle St. John	Interim Director, Antelope Valley Branch Campus
Vera Stock	Sign Language Interpreter, Services for Students with Disabilities
Sharon Taylor	Assistant Vice President of Fiscal Services
Kurt Thompson	Director, Office of Safety and Risk Management
Dave Watts	Manager, Telecommunications

Fiscal and Support Services  
California State University, Bakersfield  
9001 Stockdale Highway  
Bakersfield, California 93311-1099



661/664-2251  
FAX 661/665-6824

April 29, 2003

RECEIVED  
UNIVERSITY AUDITOR

APR 29 2003

THE CALIFORNIA STATE  
UNIVERSITY

Ms. Michelle Schlack, Auditor Manager  
c/o The California State University  
401 Golden Shore, 4<sup>th</sup> Floor  
Long Beach, CA 90802

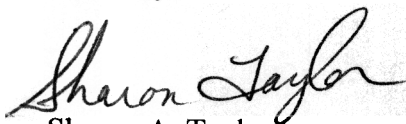
Subject: Audit Report Number 02-42, Disability Support & Accommodations  
California State University, Bakersfield

Dear Ms. Schlack:

Please find enclosed a hard copy of the revised response to Disability Support and Accommodations Audit Report Number 02-42. A diskette with the electronic version of the response document is also enclosed. This response is respectfully submitted to the Chancellor for review and acceptance.

Please feel free to contact me should you have any questions concerning our campus responses.

Cordially,



Sharon A. Taylor  
Assistant Vice President for Fiscal Services

Enclosures

cc: Dr. Tomas A. Arciniega, President  
Michael A. Neal, Vice President for Business & Administrative Services

/dhm

**"ATTITUDE MAKES THE DIFFERENCE"**

CALIFORNIA STATE UNIVERSITY,  
BAKERSFIELD

DISABILITY SUPPORT AND ACCOMMODATIONS  
AUDIT REPORT NO. 02-42

PROGRAM ADMINISTRATION

PROGRAM MANAGEMENT

**Recommendation 1**

We recommend that the campus:

- a. Document the roles and responsibilities of the ADA coordinator to include, but not be limited to, approval of undue hardships in program accessibility.
- b. Develop a policy for periodically reviewing campus programs, services, and activities for accessibility, including assignment of responsibility for this process and frequency.
- c. Evaluate the space issues within SSD and the campus, and identify more optimal locations to accommodate disabled students using the out-of-class testing service.

**Campus Response**

1a. We concur. The Provost, who serves as ADA coordinator, in coordination with other campus personnel has begun to draft a document that will define the roles and responsibilities of the ADA coordinator regarding the campus's service for students, staff, administrators/managers and faculty with disabilities. The document will address a process for approval of undue hardships in program accessibility. (Sept. '03)

1b. We concur. The campus will survey other CSU campuses to determine best practices for the periodic review of campus programs, services, and activities for accessibility. From these best CSU practices the campuses will develop and implement a policy for the periodic review of programs, services, and activities. The policy will assign responsibility and establish frequency for this review. (Sept. '03)

1c. We concur. The campus is currently undergoing a space assessment and the need to accommodate additional disabled students using the out-of-class testing service is being addressed. Other viable campus locations are being considered at this time to help resolve this issue. (Aug. '03)

## POLICIES AND PROCEDURES

### Recommendation 2

We recommend that the campus:

- a. Include the name, address, and telephone number of the ADA coordinator in all campus resources.
- b. Develop, document, and distribute a campus ADA accessibility policy that includes, but is not limited to, compliance responsibilities for persons that work with disabled persons and funding for disability accommodations.
- c. Document policies and procedures for departmental functions such as accepting, researching, and resolving student complaints received by the schools and departments; protecting student disability information; and service animals.

### Campus Response

2a. We concur. The University is taking steps to meet this recommendation, including inserting this information in all publications currently out to print, such as the Summer 2003 Class Schedule and the 2003-05 General Catalog. The campus is reviewing all other CSUB publications, including the web site, to ensure this information is included as appropriate. (Sept '03)

2b. We concur. The campus has begun to draft a comprehensive ADA Accessibility Policy and anticipate full implementation by Fall 2003. (Sept '03)

2c. We concur. The campus is currently outlining processes and procedures for use by the academic schools and other campus departments to ensure accepting, researching and resolving student complaints are handled in a timely manner with confidentiality. The "Confidentiality of Student Records" and the "CSUB Service Animal Policy" have been approved and are currently in place. (Aug '03)

## PROGRAM AND PHYSICAL ACCESSIBILITY

### COMPUTER LABS AND WEBSITES

#### Recommendation 3

We recommend that the campus:

- a. Review and correct the accessibility issues noted in the general computing areas and websites cited above.
- b. Define and document responsibilities to ensure that computing areas and websites are accessible to all persons.

- c. Develop, document, and distribute computer accessibility standards for disabled persons using campus-computing services.

**Campus Response**

- 3a. We concur. The campus will ensure the Academic schools and the Information Technology Division work with key personnel on campus to correct accessibility issues at all Lab locations as well as the campus Website. (Sept '03)
- 3b. We concur. The campus will develop a policy addressing the roles and responsibilities of campus departments in order to ensure the current and future computing areas and the Website are always accessible to all persons. The campus will go through the appropriate processes to ensure the document is accepted and endorsed by all areas. (Sept '03)
- 3c. We concur. The plan outlined in 3b will incorporate a section addressing the plan for outlining, developing and distributing the computer accessibility standards for disabled persons using campus-computing services. The plan will accommodate hard copy distribution as well as availability via the web. (Aug '03)

**TRANSITION PLAN**

**Recommendation 4**

We recommend that the campus:

- a. Review the transition plan, subsequent priority items lists, and the office of civil rights complaint, and address and/or correct accessibility issues noted therein.
- b. Review and correct the signage issues noted in housing and EU.
- c. Develop a comprehensive map that includes all accessible paths of travel and other accommodations for disabled persons.
- d. Revise and replace the campus maps located throughout the campus.

**Campus Response**

- 4a. We concur. The campus will develop a plan to provide for periodic reviews of the transition plan and Office of Civil Rights complaints and the process to ensure prioritizing of corrective measures of issues noted. This will be a part of the overall Campus Program Management Plan. Once the Campus Program Management Plan has been approved and implemented, we will review the current campus transition plan against the standards in the Program Management Plan and use this as a basis for establishing a campus priority list. (Aug '03)
- 4b,c,d. We concur. The campus Landscape Masterplan Committee is currently establishing standards for campus maps indicating paths of travel from parking facilities to various buildings on campus including Resident Housing and Extended University modular buildings. After these

standards have been established, implementation will begin including the replacement of signage and maps. (Aug '03)

## TELEPHONES

### Recommendation 5

We recommend that the campus:

- a. Define and document compliance responsibilities to ensure that a sufficient number of TDDs are maintained on the campus.
- b. Complete the telecommunications project at the AV branch campus including, but not limited to, the installation of TDDs for hearing-impaired persons.

### Campus Response

5a. We concur. The campus is developing a compliance plan to review the quantity and types of TDD devices to be installed as well as the appropriate location for each device. The plan will include a provision for on-going review and maintenance of the equipment. (Jul '03)

5b. We concur. The telecommunications project at the Antelope Valley campus has been completed including the installation of TDD's and the applicable staff training. Antelope Valley will be incorporated into the plan which addresses review and maintenance of the equipment addressed in 5a. (Apr '03)

## THE DORE THEATRE

### Recommendation 6

We recommend that the campus review and correct the accessibility issues noted with the Dore Theatre.

### Campus Response

6. We concur. The campus personnel will review and correct the accessibility issues noted with the Dore Theatre. The review will require the issues be incorporated in other campus processes to ensure all steps are taken to completely correct deficiencies. (Jul '03)

## DISASTER EVACUATION PLANS

### Recommendation 7

We recommend that the campus:

- a. Determine if the house manager of the Dore Theatre has been provided disaster evacuation training that should include, but not be limited to, procedures for evacuating disabled persons and provide such training, if warranted.
- b. Complete the disaster evacuation plan for the AV branch campus and provide training to affected persons, as appropriate.

**Campus Response**

7a. We concur. Currently two other departmental employees who are present at events are trained for disaster evacuation but the campus will provide the training to the current house manager. The new hire process for this position will incorporate this training as a requirement. (May '03)

7b. We concur. The campus has recently completed the evacuation plan for the Antelope Valley campus and provided training to appropriate personnel. The campus has an approved Emergency Response Plan and will revise the plan to incorporate all "campus" locations. (Jun '03)

**PROGRAM APPLICATIONS AND AGREEMENTS**

**Recommendation 8**

We recommend that the campus:

Correct the notification issues with the applications and agreements detailed above.

- b. Implement controls that ensure all program applications, agreements, and other information contain the required EE/Affirmative Action and/or ADA notifications.

**Campus Response**

8a. We concur. The campus will review current applications and agreements and ensure the appropriate Equal Employment (EE)/Affirmative Action (AA) and/or ADA notification are incorporated in all of them. (Jun '03)

8b. We concur. The campus has designated contract administrators for various activities on campus. These individuals will be responsible for ensuring inclusion of appropriate notifications and EE/AA and ADA notifications, where applicable, are incorporated in all agreements signed by them as an official designated representative for CSUB. (Jun '03)

**MISCELLANEOUS ACCOMMODATION ISSUES**

**Recommendation 9**

We recommend that the campus:

- a. Evaluate the practice of not providing mobility assistance as a core service.

- b. Correct the parking signs to comply with ADA requirements.
- c. Evaluate and address the current space and configuration of the SSD office to ensure ongoing confidentiality of student disability information and accessibility for disabled persons.

**Campus Response**

- 9a. We concur. The ADA coordinator will oversee a review of the issue of providing mobility assistance as a core service. The campus approved program management plan (recommendation 1) will incorporate a process addressing similar issues on an on-going basis. (Jul '03)
- 9b. We concur. The campus is in the process of working with a signage company to ensure parking and other campus signage comply with ADA requirements. (May '03)
- 9c. We concur. The campus is currently undergoing a space assessment and the SSD space, including the lobby, is being addressed. Other campus locations as well as restructuring of the current space are being evaluated. (Aug '03)

**PERSONNEL QUALIFICATIONS AND TRAINING**

**ADA TRAINING**

**Recommendation 10**

We recommend that the campus:

- a. Develop an ADA training plan for faculty, staff, and other persons to ensure sufficient understanding of student disability issues and campus-related support and accommodation services.
- b. Define responsibilities for this area to ensure timely execution of established training plans and ongoing compliance with the ADA and other related laws and regulations.

**Campus Response**

- 10a. We concur. The university is in the process of developing a training program for faculty, staff and other persons. The program will ensure the student disability issues and the campus related support and accommodations services are clearly outlined. The training plan will incorporate a plan for training new hires as well as a refresher course for existing staff on an on-going basis. (Jun '03)
- 10b. We concur. The campus training plan will define roles and responsibilities of individual departments to ensure the training addresses on-going compliance with the ADA and other related laws and regulations and does so in a timely manner. (Jul '03)

**CONTRACT INSTRUCTORS**

**Recommendation 11**

We recommend that the campus revise existing contracts with EU instructors to include provisions for ADA compliance.

**Campus Response**

11. We concur. The Dean of Extended University will review all existing contracts with Extended University instructors and ensure all contracts in place for Summer '03 and beyond include provisions for ADA compliance. (Jun '03)

**FISCAL ADMINISTRATION**

**Recommendation 12**

We recommend that the campus strengthen controls over assistive equipment through effective monitoring and documentation of the loan process.

**Campus Response**

12. We concur. The campus currently has an "Equipment Checkout" policy which will be strictly enforced by the SSD office and other related offices beginning Spring Quarter '03. (Apr '03)

April 22, 2003

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR

BAKERSF

May 1, 2003

CHANN ISLANDS

**MEMORANDUM**

DOMINGU HIL

RESNC

TO: Mr. Larry Mandel  
University Auditor

HAYWARD

FROM: Charles B. Reed  
Chancellor

HUMB

LON BEAC

SUBJECT: Draft Final Report Number 02-42 on *Disability Support and Accommodations*, California State University, Bakersfield

LOS ANGEL

MARITIME ACADEMY

In response to your memorandum of May 1, 2003, I accept the response as submitted with the draft final report on *Disability Support and Accommodations*, California State University, Bakersfield.

MONTEREY BAY

NORTHRIDGE

POMONA

CBR/ac

ACRAMI

Enclosure

SAN BERNARDIN

cc: Dr. Tomás A. Arciniega, President  
Mr. Michael A. Neal, Vice President for Business and Administrative Services  
Ms. Sharon Taylor, Assistant Vice President for Fiscal and Support Services

AN DIEGO

AN FRANCISCO

AN JOSE

SAN LUIS OBISPO

SAN MARCOS

SONOMA

NISLA