

Committee on Teaching and Learning

Co-Chairs:

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Agenda

- **Background**
- **Committee Charge**
- **Methods**
- **Key Findings**
- **Committee Recommendations**

Background

Over the past years, the number of students with disabilities has increased significantly at USC and at other universities in the US.

Faculty play an important role in accommodating these students and creating accessible learning environments.

CTAL Committee Charge for 2022-23

The Committee was charged with:

- gathering information from faculty across USC schools about their recent experiences, challenges and innovations in accommodating students and creating accessible learning environments
- developing recommendations for how USC can support faculty in creating learning environments that champion accessibility.

CTAL Committee Members

Estela Andujo

Dworak-Peck School of Social Work

Martine Culty

Alfred E. Mann School of Pharmacy

Stephanie Dewing

Rossier School of Education

Michelle Dexter

Keck School of Medicine

Cindy Guyer

USC Libraries and Gould School of Law

Matthew Manos

Iovine and Young Academy

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Viterbi School of Engineering

Stephanie Shroyer

USC School of Dramatic Arts

Renee Smith-Maddox

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Elizabeth Zelinski

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USC Libraries, EB Liaison

Ginger Clark

Associate Vice Provost for Academic and Faculty Affairs;

Director CET; Rossier School of Education; Ex Officio Member

Definitions

Accessible means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

Digital Accessibility refers to the extent to which websites, digital documents, tools, and technologies are accessible by students with disabilities

Methods & Sample

Methods

- Qualtrics survey link sent to all USC faculty
- Data collection period: Feb. 22nd to March 17th
- Pre-screen question
 - Involved in teaching between Jan. 2020 to Dec. 2022?
- Data analyzed using SPSS and Tableau

Methods & Sample

Sample

- N = 731 USC faculty participated
 - 797 accessed survey; 3 declined, 54 ineligible, 9 views
- Demographics, majority self-identified as:
 - Caucasian/White (61%)
 - Female (50%)
 - Full-Time (78%)
 - RTPC-Teaching (32%) and Tenured (23%)
- Teaching
 - 15 years (Mdn; $M = 17.7$) of teaching experience
 - Primary teaching modality: In-Person (73%)

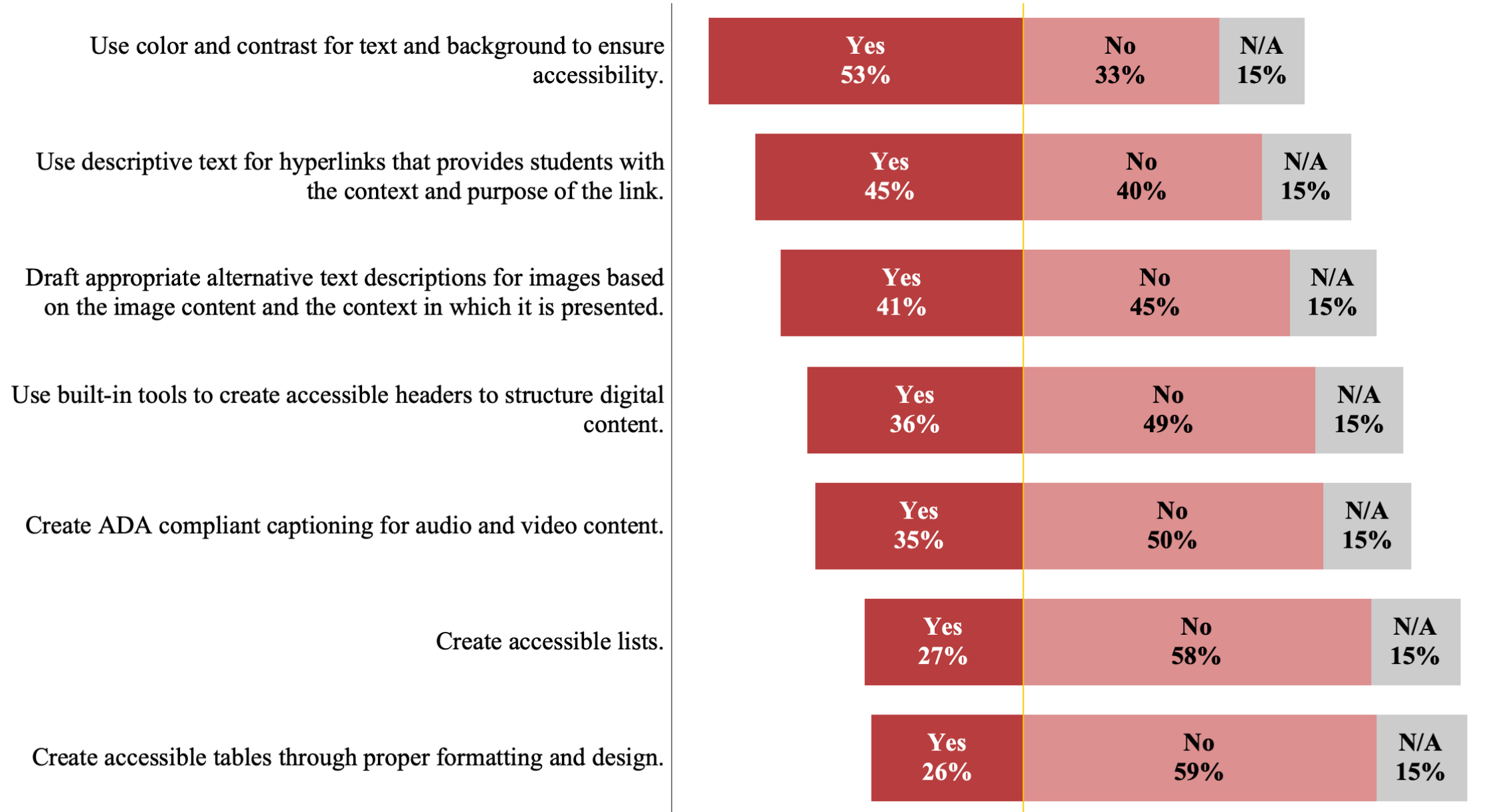
Key Findings

How familiar are you with effective strategies for accommodating students with...	<i>M</i>	<i>SD</i>
Learning disabilities (e.g. ADHD, dyslexia)	2.55	.91
Physical disabilities (e.g. mobility impairment)	2.51	.91
Sensory disabilities (e.g. blind/low vision or DHH)	2.32	.93
Medical disabilities (e.g. cancer, epilepsy)	2.12	.96
Mental health issues (e.g., depression, anxiety)	2.57	.92

1 = unfamiliar; **2** = slightly familiar; **3** = familiar; **4** = very familiar

The following statements denote the core skills of digital accessibility. (n=731)

Focusing on common applications (e.g., Microsoft Word and PowerPoint), do you know how to ...



Key Findings

- **Aware of some resources** but not others

CET Advanced Teaching Institute on Accessibility (**56% No**, 26% Yes)

Digital Accessibility training on Trojan Learn (**57% No**, 25% Yes)

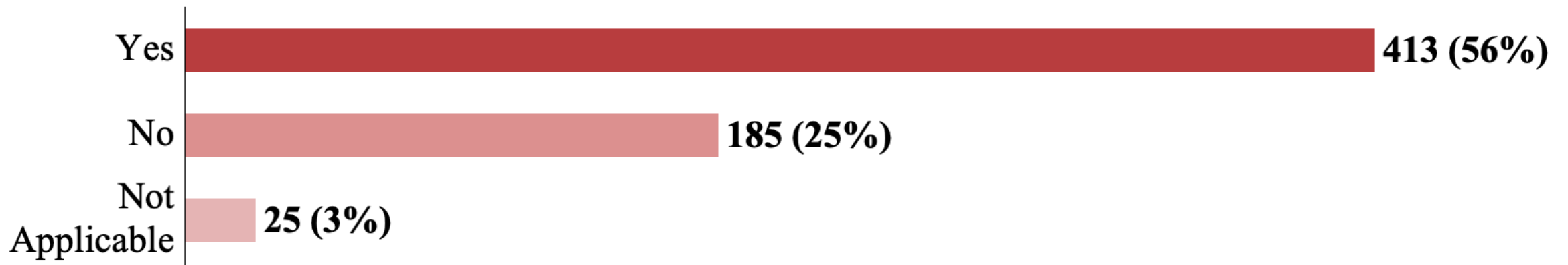
CET workshops & presentations on accommodations (31% No, **51% Yes**)

ITS Blackboard Consultations on Blackboard Ally (40% No, **43% Yes**)

Key Findings

- ***Increase*** in student accommodation requests

Have you experienced an increase in the number of students requesting and requiring accommodations over the past years? (*n*=731)



NOTE: 15% missing responses

Key Findings

- **Accommodations without OSAS** registration are provided

Have you accommodated students who were not registered with OSAS? (e.g., a student informed you that they had a disability. This does not include temporary disabilities, such as a broken arm). (*n*=731)

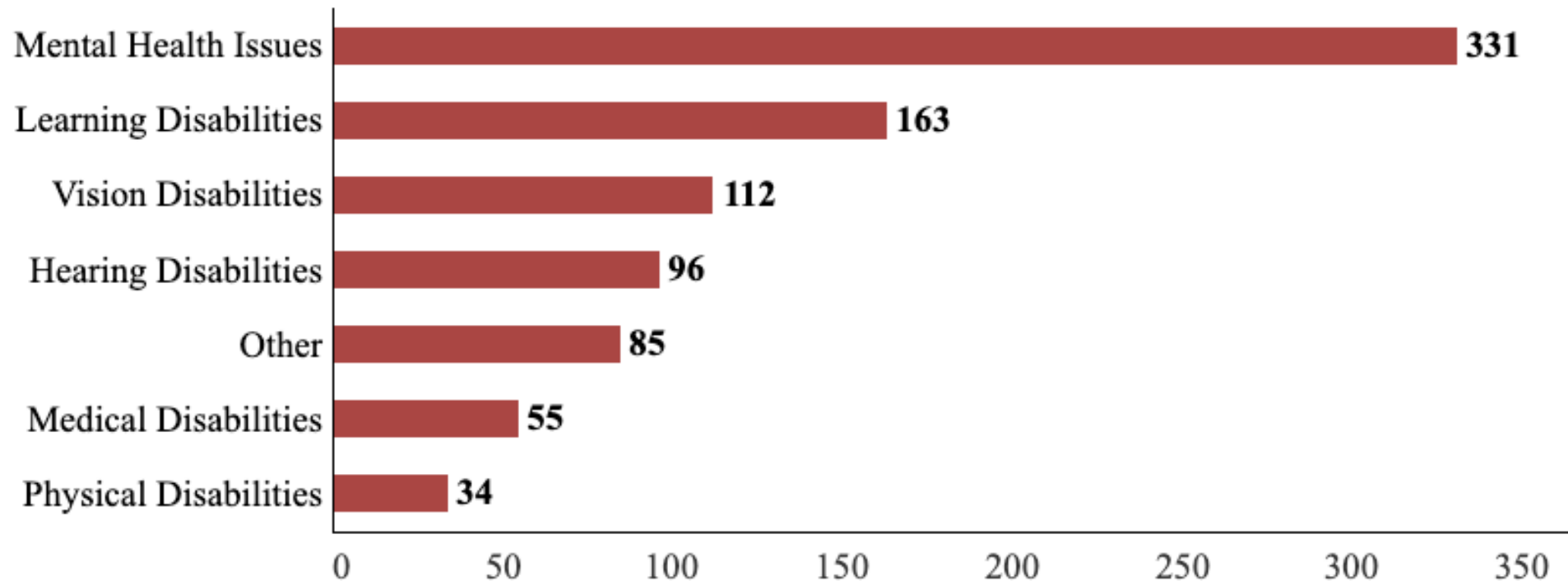


NOTE: 16% missing responses

Key Findings

Mental health issues *most challenging* to accommodate

Which of the following disabilities or issues have been most challenging to accommodate?

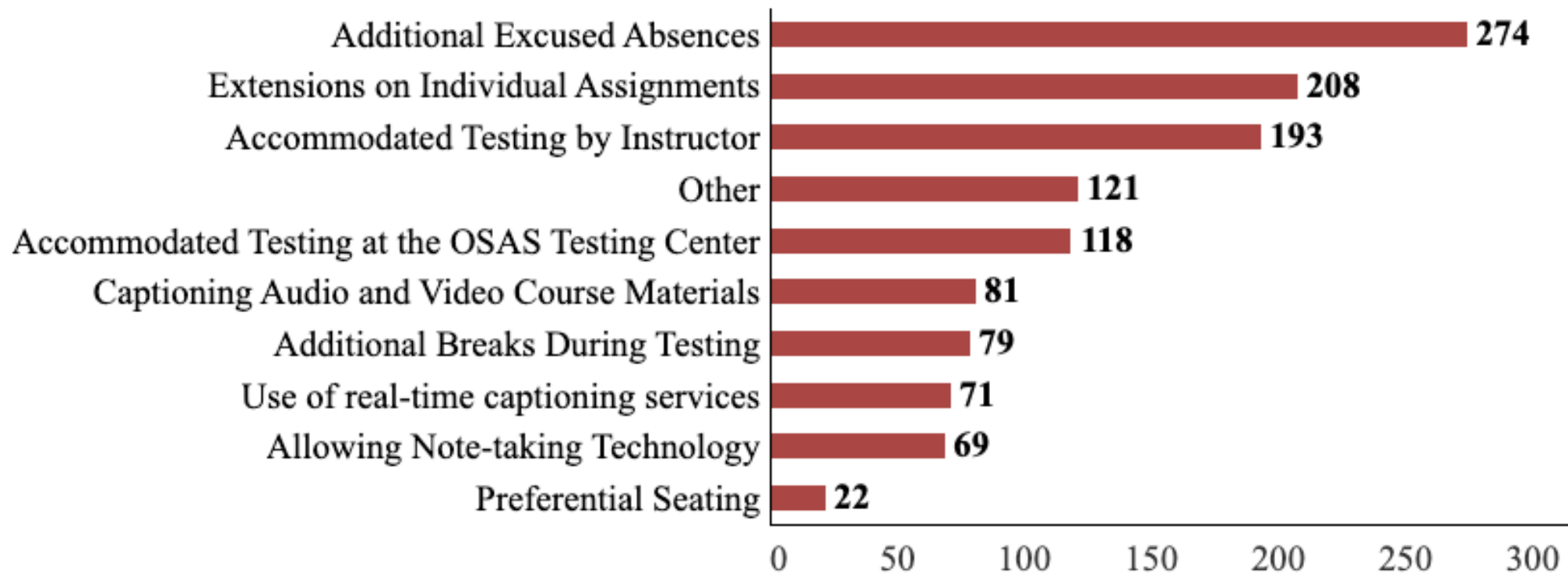


*** Respondents selected all responses that may have applied*

Key Findings

Additional excused absences *most challenging* to accommodate

Which of the following student accommodations have been most challenging for you?



**** Respondents selected all responses that may have applied**

Key Findings

Provide your assessment of OSAS accommodation services by indicating your level of agreement with the following statements.	<i>M</i>	<i>SD</i>
My experience in accommodating students with an OSAS accommodation letter has generally been positive.	3.15	.07
Students have submitted the accommodation letter to me in a timely manner.	2.87	.80
The OSAS accommodation letter submitted by students is clear and easy to understand.	3.10	.70
OSAS staff have been effective in addressing my questions and concerns.	2.97	.79
Overall, I am satisfied with the services provided by OSAS.	2.89	.78

1 = Strongly Disagree, **2** = Disagree, **3** = Agree, **4** = Strongly Agree

Key Findings

How can OSAS support you with implementing approved student accommodations? [open-ended; category coded]	<i>Total</i>
Expand Offerings- more discipline-specific resources and training on accommodating students and creating accessible learning environments.	95
Testing Services- more testing facilities and proctor ALL extended time tests.	67
Letter of Accommodation- clearer and more detailed information on the required student accommodations.	38
Communication with Instructors- ensure the timely receipt of the LOA; send to instructor directly and early.	36

Key Findings

Need *time*, *space* and *resources* to accommodate students with disabilities

To meet the needs of students with disabilities, I have sufficient...	<i>M</i>	<i>SD</i>
Resources	2.41	.83
Physical Spaces or Facilities	2.38	.87
Time	2.09	.88

1 = Strongly Disagree, **2** = Disagree, **3** = Agree, **4** = Strongly Agree

Key Findings

Best practices are being used but some more than others

Please indicate the frequency with which you engage in the following, irrespective of course modality	<i>M</i>	<i>SD</i>
Accessible Course Materials	2.69	0.79
Inclusive Classroom Strategies	3.31	0.71
Inclusive Assessment	3.21	0.71
Physical Space or Classroom	2.99	0.74

1 = Never; **2** = Sometimes; **3** = Often; **4** = Always

University Recommendations

Provide regular communications to faculty, staff and students via email and social media to

- inform them of USC's accessibility efforts
- educate them on the services provided

Create a culture of disability inclusion at USC

- create educational events to build disability awareness
- create an Accessibility award program for faculty, staff and students

University Recommendations

Provide training and resources on student accommodations and accessibility for faculty

- Launch a mandatory training program for faculty on Trojan Learn on ADA compliance
- Provide ongoing development programs with incentives for participation e.g. stipend or certificate.
- Develop a set of general and discipline-specific resources including frequently asked questions, short instructional videos and best practices

University Recommendations

Support faculty in creating accessible materials by

- Adopting a University syllabus management system
 - e.g., Simple Syllabus; Keck School of Medicine pilot testing now
- Launching an Accessible Instructional Materials Center
 - Many CSU campuses (e.g., CSU-Long Beach) have centers to help make course content accessible for faculty and students

School Recommendations

Appoint school representatives

- to advise OSAS on school-specific challenges and solutions
- to act as points of contact for student accommodations and accessibility-related issues at the School

OSAS Recommendations

Enhance the OSAS Letter of Accommodation by

- providing clearer and more detailed information on accommodations
- adding the name of the student's OSAS advisor to the letter

Advance Notification for Instructors

- via Blackboard or a portal (e.g., Univ. of Washington, UCLA)
- of students needing accommodations and the required accommodations

OSAS Recommendations

Improve OSAS testing services by

- offering testing facilities and proctors for ALL students needing extended time including 1.5x
- extending opening hours at the OSAS Testing Center

Offer testing and other services at the Health Sciences Campus.

Medium-Term Recommendations

Ensure that all physical structures and buildings are accessible to create a universally accessible campus where programs, services, spaces and environments are usable by all.

Seek to become a leader in disability inclusion and accessibility by exploring

- new teaching and learning models
- new technologies