Committee on Teaching and Learning

Final Report and Recommendations

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Table of Contents

Background and Committee Charge ……. 4

Committee Recommendations …… 4

A Call for Leadership in Disability Inclusion and Accessibility ……. 5

Detailed Recommendations …… 5

University Recommendations ……. 5

1. Formulate a new vision and strategic plan to establish USC as a leader in disability inclusion and accessibility ……. 5
2. Provide regular communication to faculty, staff and students on USC's accessibility efforts and accommodation services ……... 6
3. Provide faculty with training and resources on student accommodations and accessibility ……... 6
4. Support faculty in making their course materials accessible ……... 6

School Recommendations ……. 7

5. Appoint school representatives to advise OSAS on school-specific accommodation challenges and solutions and serve as primary contacts for accessibility-related issues ……. 7
6. Establish school-specific accommodation and accessibility guidelines and communicate them to faculty ……... 7

OSAS Recommendations ……... 7

7. Expand OSAS at the University Park Campus (UPC) and offer testing and other services at the Health Sciences Campus (HSC) 7
8. Enhance the OSAS letter of accommodation by providing more information on the required student accommodations and how they can be implemented …… 7
9. Provide advance notification to faculty, via a portal, of students registered with OSAS and their required accommodations ……. 7
10. Expand OSAS testing services to serve all students who require testing accommodations ……. 8

Survey Design …… 8

Sample ……. 8

Procedures …… 8

Measures ……... 8

Survey Findings ……. 10

Conclusion ……. 13

Acknowledgments ……. 14

References ……. 15

Appendix A. OSAS Student Registrations and Exam Proctoring Requests …… 18

Appendix B. Universal Design for Learning Guidelines ……... 19

Appendix C. CTAL Faculty Survey …… 20

Appendix D. Tables of Survey Findings ……. 30

Appendix E. Selected Tableau Dashboards …… 41

Background and Committee Charge

In recent years, the number of students with disabilities has increased significantly at higher education institutions in the United States. At Texas A&M University, for example, the total number of students registered with disability services grew from 897 in 2010 to 2,840 in 2020. At Purdue University, the percentage of enrolled students registered with the Disability Resource Center rose from 2.4 percent in 2014-15 to 6 percent in 2020–21. At California State University (CSU), the largest public university system in the US, the percentage of students registered for disability accommodations jumped from 2.6 percent in 2010 to 4.4 percent in 2021 (Greenberg, 2022).

USC has also experienced an increase in the number of students with disabilities over the past years. The total number of students registered with the Office of Student Accessibility Services (OSAS) grew from 270 in 2017-18 to 4,661 in 2022-23. As of Spring 2023, 8% of the student population were registered with OSAS (see **Appendix A**). USC faculty members' efforts to provide accommodations and create accessible learning environments play an important role in ensuring equal access and fostering academic success for these students.

The Committee on Teaching and Learning (CTAL) was charged this year with:

- gathering information from faculty across USC schools about their more recent experiences, innovations and challenges in meeting student accommodations and creating accessible learning environments, and
- developing recommendations for how the University can support faculty in creating learning environments that champion accessibility.

Committee Recommendations

In response to this charge, the committee has the following recommendations for the University, the schools, and the Office of Student Accessibility Services (OSAS).

University recommendations

1. Formulate a new vision and strategic plan to establish USC as a leader in disability inclusion and accessibility.
2. Provide regular communication to faculty, staff, and students on USC's accessibility efforts and accommodation services.
3. Provide faculty with training and resources on student accommodations and accessibility.
4. Support faculty in making their course materials accessible.

School recommendations

5. Appoint school representatives to advise OSAS on school-specific accommodation challenges and solutions and serve as primary contacts for accessibility-related issues.
6. Establish school-specific accommodation and accessibility guidelines and communicate them to faculty.

OSAS recommendations

7. Expand OSAS at the University Park Campus (UPC) and offer testing and other services at the Health Sciences Campus (HSC).
8. Enhance the OSAS letter of accommodation by providing more information on the required student accommodations and how they can be implemented.
9. Provide advance notification to faculty, via a portal, of students registered with OSAS and their required accommodations.
10. Expand OSAS testing services to serve all students who require testing accommodations.

A Call for Leadership in Disability Inclusion and Accessibility

USC is committed to ensuring an inclusive and equitable environment for all, where programs and services are accessible to everyone, regardless of ability. The university has made significant investments to remove barriers in buildings and spaces across campus. The Office of Institutional Accessibility (OIA) has ongoing programs to improve the digital accessibility of websites, software and Learning Management Systems (LMS). The Office of Student Accessibility Services (OSAS) has been actively working to enhance the student accommodations services provided. The Center for Excellence in Teaching (CET) has launched a number of accessibility training programs and workshops.

While progress has been made over the past years, opportunities for greater transformation remain. Accessibility has become an increasingly urgent issue in higher education. USC can go beyond meeting Americans with Disabilities Act (ADA) requirements to become a leader in disability inclusion and accessibility.

Several of USC's peer institutions have established themselves as leaders in this area by implementing innovative and award-winning accessibility practices. Change for USC is no longer a choice but an imperative.

A universally accessible campus where programs and services are usable by all protects USC from legal liability. It also enhances the educational experience of students with disabilities and all other USC students, improves faculty and staff experiences and boosts their recruitment and retention, and enhances visitor experiences.

In the following pages, we provide:

- detailed committee recommendations for the University, the schools and OSAS, and
- key findings from the committee's university-wide faculty survey.

Detailed Recommendations

University recommendations

1. Formulate a new vision and strategic plan to establish USC as a leader in disability inclusion and accessibility.

The committee recommends that the university work with faculty, staff and students to

- create a new vision for accessibility that reimagines USC as a truly accessible university. Crafting a new and inspiring vision for accessibility could transform the university in ways that simply removing barriers and ensuring that websites and digital materials are accessible cannot.
- formulate an integrated accessibility strategy to establish USC as a leader in accessibility with clear goals, metrics for assessing progress and an implementation timeline. In crafting an accessibility strategy, we recommend that USC
    - examine the best practices of institutions of higher education that are leaders in accessibility (e.g., University of Washington, Stanford University, University of Michigan - Ann Arbor, and Cornell University).
    - explore new technologies (e.g., Artificial Intelligence) and new teaching and learning models that can be used to enhance accessibility (see 2022 EDUCAUSE Horizon Report).
- launch an Accessibility Initiative designed to fulfill this strategic plan, with multiple ways for faculty, staff and students to participate and contribute.
- engrain accessibility within the fabric of USC and instill it in its culture. The committee recommends that the university
    - clearly articulate how accessibility strengthens USC's mission and core values.
    - create educational events to build disability awareness among members of the USC community and inform them about disability best practices.
    - launch an Accessibility Award program for faculty, staff, and students who champion accessibility or innovate in this area.

2. Provide regular communication to faculty, staff, and students on USC's accessibility efforts and accommodation services.

USC has made significant efforts to improve accessibility over the past years. Yet, these efforts have not always been communicated to the university community. The committee therefore recommends that USC formulate a communications strategy for regular communications with faculty, staff and students via different media to

- inform them about USC's commitment to accessibility and OIA's ongoing programs to ensure accessibility.
- educate them about the accommodations provided and how to request and obtain them
- engage them and get them involved in the university's accessibility efforts.

3. Provide faculty with training and resources on student accommodations and accessibility.

The committee recommends that the university

- launch a mandatory training program on ADA compliance for all faculty and staff on Trojan Learn.
- create ongoing faculty development programs on various accessibility-related topics with incentives for participation (e.g., a stipend or certificate).
- develop general and discipline-specific resources, including frequently asked questions, short instructional videos and best practices for accommodating students and creating accessible learning environments.
- list all training programs and resources on one webpage so that faculty can easily locate them. The following resources provide a good starting point: EDUCAUSE Accessibility resources, Accessibility U from the University of Minnesota, DiversAbility at Yale, and Accessibility at the University of Washington.
- create a monthly newsletter for faculty that provides information, resources and updates.

More specifically, the committee recommends that the university provide faculty with training in Universal Design for Learning (UDL) principles (see **Appendix B**). UDL is an educational framework that emphasizes flexible goals, instructional methods, teaching materials, and assessments by instructors to provide effective instruction to a diverse range of learners (e.g., students with disabilities, first-generation college students, and international students). It involves going beyond retroactive, individual accommodations for students with disabilities and adopting inclusive teaching practices that benefit all students.

The committee further recommends

- training a few faculty members in each school to become UDL experts and serve as mentors to their peers in their school and academic unit.
- creating online communities of UDL practice at the university, school, or unit level for faculty interested in sharing inclusive teaching practices.

By adopting UDL principles, the university can show its commitment to creating educational settings in which all learners can contribute and grow. Adopting UDL principles can also reduce student requests for specific accommodations in the classroom (*Universal Design vs. Accommodation*, 2023), lessening the weight on instructors and on OSAS.

4. Support faculty in making their course materials accessible.

Faculty often need help in making their course materials accessible. The committee recommends that the university

- adopt a syllabus management system (e.g., Simple Syllabus), accessible through Blackboard. Simple Syllabus provides a template that helps instructors create accessible syllabi, directly within their Learning Management System. The Keck School of Medicine has subscribed to Simple Syllabus with full roll-out in Fall 2023.
- launch an Accessible Instructional Materials Center. Purdue University, for example, has a Usable Materials Center, housed within the Disability Resource Center, that helps faculty members make their course materials accessible. Many CSU campuses (e.g., CSU-Long Beach) have such centers as well.

School recommendations

5. Appoint school representatives to advise OSAS on school-specific accommodation challenges and solutions and serve as primary contacts for accessibility-related issues.

Some of the challenges that faculty face in implementing accommodations can be school- and discipline-specific. It is, therefore, important that schools appoint representatives to advise OSAS on such challenges and help ensure that the solutions provided are tailored to faculty needs. School representatives can also help develop discipline-specific resources on student accommodations and accessibility and guide faculty towards them. School representatives can include faculty members and/or administrators (e.g., the Assistant Dean for Teaching Excellence or the Head of Facilities).

6. Establish school-specific accommodation and accessibility guidelines and communicate them to faculty.

Such guidelines can help faculty members implement accommodations more effectively and efficiently. They should be crafted with guidance from USC's General Counsel, OIA, OSAS and CET. To illustrate, Burgstahler (2012) developed a set of guidelines for making science labs accessible to students with disabilities. Other guidelines include, but are not limited to, accessibility and the arts (Sullivan & Maudlin, 2020), the intersection of arts education and special education (The Kennedy Center, 2012), access to fieldwork experiences (DO-IT, University of Washington), accessibility of engineering tools (Kirkpatrick, 2023) and disability and accessibility in the music classroom (Carrico & Grennell, 2023).

OSAS recommendations

7. Expand OSAS at the University Park Campus (UPC) and offer testing and other services at the Health Sciences Campus (HSC).

The increase in the number of students requiring accommodations at USC supports the need for OSAS to hire more staff, secure additional space and enhance the services provided at the University Park campus (UPC). OSAS does not currently provide services at the Health Sciences Campus (HSC), which forces students to drive to UPC to obtain testing accommodations. The committee therefore recommends that OSAS offer testing and other services as needed at HSC.

8. Enhance the OSAS letter of accommodation by providing more information on the required student accommodations and how they can be implemented.

The committee recommends that OSAS

- add the name of the student's OSAS advisor to the letter so that the instructor can reach out to them in a timely manner if needed
- provide clearer and more detailed information on the required student accommodations and how they can be implemented to eliminate confusion by both the faculty member and the student
  To illustrate, for students approved for additional excused absences, how many additional absences should an instructor allow?

9. Provide advance notification to faculty, via a portal, of students registered with OSAS and their required accommodations.

The University of Washington and UCLA, for example, have portals where faculty can directly access student accommodation information, if students give permission to release it.

10. Expand OSAS testing services to serve all students who require testing accommodations.
The committee recommends that OSAS

- offer testing facilities and proctors for ALL students needing extended time including 1.5x.
- extend opening hours at the OSAS Testing Center.
- streamline the exam scheduling process for students and faculty.

Survey Design

To gather information from USC faculty about their more recent experiences, innovations and challenges in meeting student accommodations and creating accessible learning environments, the committee designed and administered a Qualtrics survey (see **Appendix C**).

Sample

A final sample of *N* = 731 USC faculty members participated in the survey.[1] Faculty respondents represented USC Schools and Programs to varying degrees (e.g., Dornsife, n = 210; Marshall, n = 71; Annenberg, n = 53, etc.). Self-reported demographic data revealed that respondents were primarily: Caucasian/White (n = 448, 61%), female (n = 367, 50%), full-time (n = 571, 78%), RTPC-Teaching (n = 234, 32%) or Tenured (n = 165, 23%), and of Professor (n = 204, 28%) or Associate Professor (n = 193, 26%) rank (see **Tables 1 - 6** in Appendix D for more information).

Additionally, it should be noted that teaching experience ranged from 1 to 58 years (*Mdn* = 15.0, *M* = 17.72, *SD* = 11.62) and the course modality most faculty respondents taught in was in-person/face-to-face (73%). Most faculty taught lecture (n = 362, 50%) or lecture-discussion (n = 374, 51%) courses, with 60% teaching in undergraduate degree programs (see **Tables 7 - 9** in Appendix D for more information).

Procedures

All USC faculty members, full-time and part-time, were invited to participate in the Qualtrics survey, which was available from February 22, 2023 to March 17, 2023. After completing a statement of informed consent, a pre-screen question was provided (Have you been involved in teaching a course at USC sometime between Jan. 2020 and Dec. 2022?). Eligible faculty members then completed a series of questionnaire items. Data were analyzed using SPSS and Tableau (see **Appendix D** and **Appendix E**).[2]

Measures

Demographics. All respondents were asked to answer standard demographic questions on gender and race, as well as additional questions about their employment (school, unit, appointment type, track and rank) and teaching experience (years of teaching, typical course modality, types of courses taught and in which degree programs).

General Knowledge. All respondents were first provided with a general definition of accessible. 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 (US Department of Education).

To assess faculty knowledge of effective strategies to accommodate students with various disabilities and issues, faculty were asked "How familiar are you with effective strategies to accommodate students with the following disabilities or issues?" The five-item, 4-point scale (1 = unfamiliar, 2 = slightly familiar, 3 = familiar, 4 = very familiar) was reliable (α = .87). Knowledge of guidelines and laws was also assessed (e.g., "How familiar are you with the following guidelines and policies?") with two items: Universal Design for Learning

[1] Initially, 797 individuals accessed the survey; 9 individuals just clicked on the link, 3 declined to participate, and 54 others were ineligible to participate as they were not involved in teaching a course between January 2020 to December 2022.
[2] Selected Tableau dashboards are provided in Appendix E. A PDF copy of all Tableau dashboards is available. Full access to the data can be provided with permission from the Senate Executive Board. Contact Carmen M. Lee (carmenml@usc.edu) and Christine El Haddad (elhaddad@usc.edu).

(UDL) and disability-related laws and regulations (e.g., Americans with Disabilities Act; Section 504 of the Rehabilitation Act). The items were reliably correlated ($r = .53$, $p < .001$).[3]

Digital Accessibility. Digital accessibility refers to the extent to which websites, digital documents, tools, and technologies are accessible by students with disabilities. USC's Office of Institutional Accessibility (OIA) indicates that digital resources cover, but are not limited to, web sites and web applications, software and operating systems, mobile apps, online course materials, digital signage and kiosks, and digital content including animations, audio, video, images, and electronic documents.

To assess faculty members' ability to engage in core skills of digital accessibility, seven dichotomous response items (no, yes) were provided after the prompt of "Focusing on common applications (e.g., Microsoft Word and PowerPoint), do you know how to…" Sample items include: use color and contrast for text and background to ensure accessibility, create accessible lists and create accessible tables. The digital accessibility scale was reliable ($\alpha = .81$).

OSAS Accommodations. Several items were presented to assess faculty experiences with student accommodations and OSAS. Faculty were presented with categorical response items (yes, no and not applicable) asking "Have you experienced an increase in the number of students requesting and requiring accommodations over the past years?" and "Have you accommodated students who were not registered with OSAS?" Additionally, faculty were presented with multiple-answer questions asking them to indicate "Which of the following student accommodations have been most challenging for you?" and "Which of the following disabilities or issues have been most challenging to accommodate?"

Next, faculty were presented with two 4-point scales (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) to assess their level of preparedness for accommodating students with disabilities in terms of resources, physical spaces or facilities, and time (3 items; $\alpha = .80$) and their overall assessment of OSAS accommodation services (5 items; $\alpha = .85$).

USC Resources and Professional Development. A series of dichotomous response items (4-items; no, yes) were presented asking faculty if they were aware of various accessibility training programs and consultations at USC. Faculty were also asked to indicate which professional development opportunities they would be more likely to attend and select all that apply.

Creating an Accessible Learning Environment for All Students. To assess faculty engagement in inclusive and accessible practices, irrespective of their course modality, four subscales were presented asking the frequency (1 = never, 2 = sometimes, 3 = often, 4 = always; 5 = N/A) with which they provided accessible course materials (4 items; $\alpha = .67$), used inclusive classroom strategies (2 items; $\alpha = .66$), used inclusive assessment (4 items; $\alpha = .71$), and made physical spaces or classrooms accessible (3 items; $\alpha = .80$).

Implementation Support and Best Practices. Two open-ended questions were presented, seeking suggestions for supporting the implementation of student accommodations and best practices currently being employed by faculty members. The qualitative comments were downloaded verbatim from Qualtrics and the CTAL co-chairs used both deductive and inductive content analysis to analyze faculty responses (Creswell, 2022). The process included identifying broad themes based on previous research, identifying categories within themes, and coding data.

[3] The most frequently reported reliability statistic for multiple-item scales is Cronbach's coefficient alpha and many researchers report this coefficient for their two-item measure. However, for two item scales, Pearson correlation coefficient as a measure of reliability is recommended.

Survey Findings

1. Faculty are *slightly familiar* with effective strategies for accommodating students with disabilities and with disability-related guidelines and regulations.

Faculty respondents were least familiar with strategies to accommodate medical disabilities and sensory disabilities (see **Table 10** in Appendix D). Also, faculty expressed being slightly more familiar with policies (e.g., Americans with Disabilities Act) than with Universal Design for Learning (UDL) guidelines (see **Table 11** in Appendix D).

These findings are consistent with previous research which indicates that faculty are lacking in their awareness of disabilities or issues, especially those that might be invisible, such as learning disabilities and mental health issues (Dowrick et al., 2005). Moreover, faculty report a lack of knowledge of policies, such as the Americans with Disabilities Act (Sniatecki et al., 2015). Faculty members' limited knowledge contributes to the challenges faced by students with disabilities (SWD).

2. Digital accessibility knowledge is lacking.

Consistent with previous research, over half of faculty respondents do not know how to make course materials accessible (see **Table 12** in Appendix D). Faculty reported having more knowledge of some skills (use color and contrast for text and background, use descriptive text for hyperlinks, and alternative text descriptions for images), and less knowledge of other skills (use accessible headers, create ADA compliant captioning, create accessible lists and tables).

The use of information and communications technology (ICT) in higher education institutions has increased in the past 20 years. Although such technology is beneficial, students with disabilities face challenges in accessing digital tools and learning materials (Ableser & Moore, 2018). Previous research has found that a majority of faculty lack practical knowledge on how to make digital learning materials accessible (Bong & Chen, 2021; Sanderson et al., 2022).

3. Faculty are aware of some accessibility-related USC resources but not others.

Regarding respondents' awareness of accessibility training programs and consultations at USC, most respondents indicated that they were not aware of the digital accessibility training program on Trojan Learn or the CET semester-long *Advanced Teaching Institute on Maximizing Course Accessibility by Minimizing Academic Ableism*. A little more than half of the respondents were aware of CET workshops and presentations on accommodations and accessibility (see **Table 13** in Appendix D), which might be due to CET's monthly newsletter that includes teaching tips, resources, updates, and announcements of CET events.

4. More than half of faculty experienced an increase in student accommodation requests, and a third accommodated students without OSAS-approved accommodations.

Fifty-six percent of faculty reported an increase in student accommodation requests. As stated previously, more students are registering with their institutions' office of disability resources or accessibility services. Despite a notable increase in requests, many students wait to seek accommodations for various reasons (e.g., lack of knowledge, lack of medical documentation, fear of stigma) (Lightner et al., 2012; Toutain, 2019).

According to USC's 2021 report of the Student Wellbeing Index Survey (SWIS), 28.9 percent of participating USC students reported living with a disability or chronic condition, but only 6.1 percent reported being registered with OSAS. An examination of college students with disabilities at both two-year and four-year institutions yielded similar findings, with only 12-13 percent informing their college of current disabilities (National Center for Education Statistics, 2022).

Thirty-eight percent of faculty respondents reported accommodating students who were not registered with OSAS. Closer examination of the data revealed differences in the provision of non-OSAS approved accommodations by teaching modality. That is, faculty who typically teach online courses were more likely to provide accommodations than those who typically teach in-person or in a hybrid modality. Previous research has found that some accommodations are more easily made online than others (e.g., Zoom provides live transcription and Blackboard allows testing exceptions for specific users) (Phillips et al., 2012).

5. Additional excused absences are the most challenging to accommodate.

Over a third of faculty respondents indicated that the most challenging OSAS-approved accommodation is additional excused absences (see **Table 14** in Appendix D). According to the United States Department of Education Office of Civil Rights (OCR), which enforces disability law in higher education, this accommodation is intended to support limited additional absences for disability-related reasons in certain circumstances, but it does not entitle a student to be excused from substantial class attendance. Students who believe that they will be unable to attend a substantial number of classes as a result of their disability should discuss an alternative accommodation with their OSAS advisor, such as a reduced course load or a health leave of absence.

6. Mental health issues are the most challenging to accommodate.

Almost half of faculty respondents indicated that the disabilities or issues that have been most challenging to accommodate were mental health issues (see **Table 15** in Appendix D). According to The Healthy Minds Study, the majority of college students today meet the criteria for at least one mental-health challenge. While faculty are understanding and supportive, mental-health related accommodations are often challenging due to their "invisible" nature. Moreover, there are long-term mental health effects from the pandemic (Aquino & Scott, 2022). Faculty members need training to better support students in distress (Abrams, 2022).

7. Overall, OSAS is doing a good job.

Despite the increase in student accommodation requests and the challenges associated with different disabilities, faculty reported general approval of the efforts of the Office of Student Accessibility Services (OSAS). Faculty also reported that OSAS staff have been effective in addressing their questions and concerns (see **Table 16** in Appendix D).

Disability support services, such as USC's Office of Student Accessibility Services, play an important role in facilitating access for students with disabilities in higher education (Szymanski et al., 1999). While those offices have specific and critical responsibilities to support students, becoming an inclusive community takes work at all levels-from senior leadership to faculty and staff, to students.

8. Faculty need time, space and resources to accommodate students with disabilities.

Faculty respondents reported not having enough time, physical space or resources to meet the needs of students with disabilities. The biggest challenge that faculty faced was lack of time, given their schedules. Securing space on campus to administer exams to students who needed testing accommodations was also a challenge (see **Table 17** in Appendix D). This led many faculty members to plan ahead and be resourceful in securing testing space with some faculty administering exams in their offices.

9. Faculty are interested in professional development opportunities.

Among the professional development opportunities faculty respondents would be interested in attending, the highest ranked choices were: 1) effective strategies to accommodate students with different disabilities, 2) Universal Design for Learning (UDL) for reducing barriers to learning for all students, and 3) a panel presentation where students with disabilities share their experiences (see **Table 18** in Appendix D).

Faculty play an important role in making decisions about students' accommodations for instruction and assessment. Gaps in faculty knowledge in this area are well documented in the literature. A survey of 1,600 postsecondary institutions conducted by the National Center for Education Statistics showed that only 46 percent offered professional development opportunities for faculty (McFarland et al., 2017). Promoting training can better equip faculty when working with students with disabilities (Lombardi & Lalor, 2017).

10. Faculty use some Universal Design for Learning practices more than others.

When asked about the frequency with which they used Universal Design for Learning (UDL) practices, faculty reported that they were more likely to engage in inclusive classroom strategies (i.e., multiple means of engaging students) and inclusive assessment practices (i.e., different methods for evaluating student learning) (see **Table 19** in Appendix D). The frequent use of these practices may be a byproduct of the pandemic. The move to online learning led many faculty members to find new ways to engage their students and assess their learning (Montenegro-Rueda et al., 2021).

Faculty were less likely to provide accessible course materials to all students, especially in the form of ADA compliant captioning for audio and video content (see **Table 19** in Appendix D). This is an area where USC faculty need further support. In recent years, the California State University system implemented the Accessible Technology Initiative (ATI), to "make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability." A similar initiative at USC could benefit faculty across the university.

11. Faculty had numerous recommendations for how OSAS could help them implement student accommodations and noted several universal design best practices.

When asked about how OSAS could help them implement student accommodations, faculty's top recommendation was for OSAS to provide more discipline-specific resources and training on accommodating students. Another key recommendation was for OSAS to expand their testing services by offering testing facilities and proctors for all students needing extended time. Faculty also expressed their need to receive the OSAS letter of accommodation early and directly (see **Table 20** in Appendix D).

When asked to share best practices or innovations in providing accommodations for students with disabilities, many faculty reported using Universal Design for Learning principles (e.g., providing accessible course materials, providing course modifications such as extensions on assignments and using inclusive classroom strategies and assessments). Many faculty members also emphasized the importance of communicating with students early and often to make sure they get the support they need (see **Table 21** in Appendix D**)**.

Conclusion

More institutions in higher education are making accessibility a priority. While USC is committed to ensuring equal access to all programs and services and has made significant progress over the past years, opportunities remain for greater transformation.

The committee recommends that USC work with faculty, staff and students to craft a new vision and strategic plan that reimagine it as a truly accessible university and establish it as a leader in disability inclusion and accessibility. We also recommend that USC launch an Accessibility Initiative to fulfill this plan and take active steps to engrain accessibility in its culture.

USC faculty members play an important role in ensuring equal access for students with disabilities. Providing faculty with training and resources in ADA compliance and Universal Design for Learning and developing their skills in creating accessible teaching materials should be a priority in the coming year.

A universally accessible campus benefits *all* students, not just students with disabilities, and ensures that every student at USC can fully participate and benefit from the world-class education that the university provides.

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Appendix A

OSAS Student Registrations and Exam Proctoring Requests

New Student Registration by Academic Year						
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total Students	1,180	1,231	1,140	1,326	1,850	1,596

Total Number of Students Registered by Academic Year						
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total Students	270	613	1,194	2,163	3,537	4,661

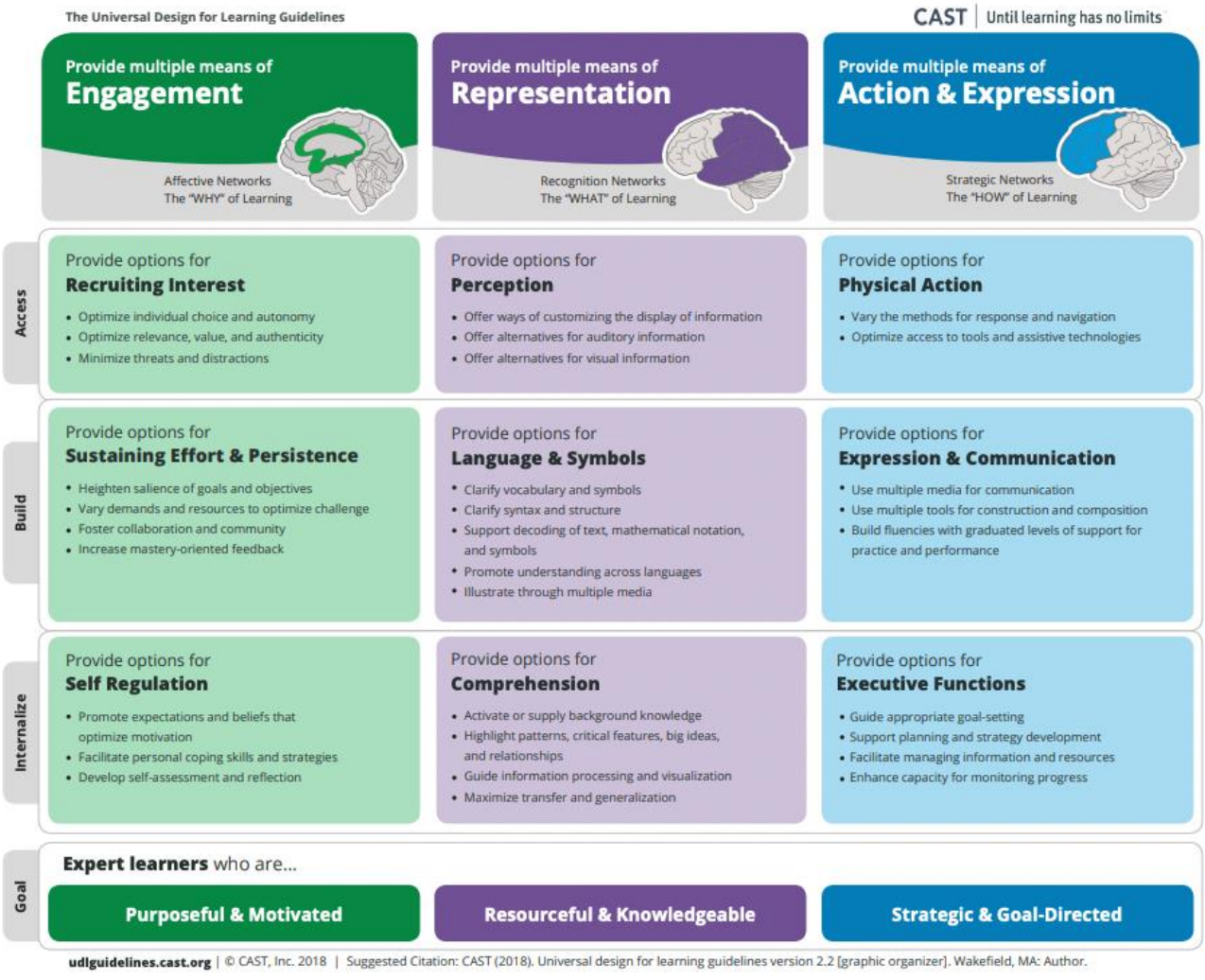
Primary Disability by Academic Year						
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
AD(H)D	69	150	300	583	930	1226
ASD-Related	5	9	21	35	63	80
Blind/Low Vision	2	11	21	33	53	59
Deaf/Hard of Hearing	3	10	17	33	51	60
Learning Disability	57	129	204	307	421	479
Medical	51	112	201	363	587	767
Musculoskeletal/Mobility	15	33	67	106	156	202
Other	11	13	26	52	97	122
Psychiatric	49	128	292	574	1032	1428
TBI/ABI	4	12	29	44	66	87
Temporary Illness or Injury	4	6	16	33	81	152

Total Exam Proctoring Requests by Academic Year						
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total Requests	3,252	5,851	7,096	1,319	7,216	9,639

Source: Debbie Jih, OSAS

Appendix B

Universal Design for Learning Guidelines



Appendix C

CTAL Faculty Survey

Dear USC Faculty Colleagues,

Over the past years, the number of students who identify as having disabilities has increased significantly at USC and at other universities in the United States. Your efforts to provide accommodations and create accessible learning environments play an important role in ensuring equal access and fostering academic success for these students.

The Committee on Teaching and Learning (CTAL), a joint Provost/Senate committee, has been tasked by the Senate Executive Board to survey USC faculty to better understand their experiences, innovations and challenges in meeting student accommodations and creating accessible learning environments. The data collected will be used to inform decisions on how USC can best support faculty in accommodating students with disabilities.

The survey takes **10-15 minutes** to complete. Your participation and responses will be confidential. We will not collect any personally identifiable information from you. Aggregate data will be used to present survey results at the school and university levels.

The survey will close at 5pm on March 17, 2023. We appreciate you submitting your responses before this date and time.

Thank you in advance for your participation.

Christine El Haddad & Carmen M. Lee
Co-Chairs, Committee on Teaching and Learning (CTAL)

- I agree to participate in this survey.
- I decline to participate in this survey.
  - *If the answer is I understand, the participant can continue the survey.*
  - *If the answer is I decline, the participant receives an 'End of Survey' message and is unable to continue the survey.*

Have you been involved in teaching a course at USC sometime between January 2020 and December 2022?

- Yes
- No

Survey participants are not able to proceed if they do not answer this question. [Pre-screen question]

- ❖ *If the answer is yes, the participant can continue the survey.*
- ❖ *If the answer is no, the participant receives the following message and is unable to continue the survey.*

Thank you for your response.

This survey is reserved for faculty who were involved in teaching a course at USC between January 2020 and December 2022.

We appreciate your willingness to participate in the survey.

A. DEMOGRAPHICS

Instructions. Please respond to the following questions by selecting or filling in the appropriate response. **As a reminder, this information will not be used to identify you directly.**

In which school do you hold your primary appointment?

- USC Dana and David Dornsife College of Letters, Arts and Sciences
- Leventhal School of Accounting
- School of Architecture
- Roski School of Art and Design
- Iovine and Young Academy for Arts, Technology and the Business of Innovation
- Marshall School of Business
- School of Cinematic Arts
- Annenberg School for Communication and Journalism
- Glorya Kaufman School of Dance
- Herman Ostrow School of Dentistry
- School of Dramatic Arts
- Rossier School of Education
- Viterbi School of Engineering
- Leonard Davis School of Gerontology
- Gould School of Law
- Keck School of Medicine
- Thornton School of Music
- Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy
- Alfred E. Mann School of Pharmacy and Pharmaceutical Sciences
- School of Pharmacy
- Division of Biokinesiology and Physical Therapy
- Bovard College
- Sol Price School of Public Policy
- Suzanne Dworak-Peck School of Social Work
- USC Libraries
- 50-50 joint appointment. Please specify the Schools where you hold appointments _____

Name your department/unit within your school _____

Is your appointment full-time or part-time?
- Full-time
- Part-Time
- Other. Please specify _____

Are you RTPC or Tenured/Tenure-Track?
- Tenure - Track
- Tenured
- RTPC – Research
- RTPC – Teaching
- RTPC – Practice
- RTPC – Clinical
- Continuing Appointment Track
- Continuing Appointment
- Other. Please specify_____

What is your rank?
- Professor
- Associate Professor
- Assistant Professor
- Senior Lecturer
- Lecturer
- University Librarian
- Associate University Librarian
- Assistant University Librarian
- Librarian
- Adjunct Professor
- Part-Time Instructor
- Emeritus or Emerita
- Other. Please specify _____

How do you describe yourself? Select one option.
- Male
- Female
- Non-binary
- Prefer to self-describe. Please specify _____
- Prefer not to disclose.

Please indicate your race. Select one option.
- American Indian or Alaska Native
- Asian
- Black, African American or other African descent
- Caucasian or White
- Latinx or Hispanic
- Native Hawaiian or Pacific Islander
- Other. Please specify _____
- Prefer not to disclose.

B. TEACHING EXPERIENCE

What type of courses do you teach? Select all that apply.

- Lecture
- Lecture-Discussion
- Lecture-Lab
- Discussion
- Lab
- Other. Please specify _____

What percentage of your teaching typically occurs across the following teaching modalities?

NOTE: All boxes must have a numerical value and add up to 100%.

- Face-to-face instruction in a physical space or classroom ____ %
- Fully online instruction ____ %
- Hybrid courses that combines face-to-face instruction in a physical space or classroom with online instruction (e.g., an in-person course with online components or a mix of students who can attend in-person or over Zoom) ____ %
- Other. Please specify _____ ____ %

Total % ____

What degree programs do you primarily teach courses in? Select all that apply.

- Undergraduate
- Masters
- Doctorate
- Other. Please specify _____

How many years of teaching experience do you have? _____

Please select a response from the drop-down menu (e.g., 1 year, 2 years, etc.)

C. KNOWLEDGE AND SKILLS

According to the U.S. Department of Education's Office for Civil Rights:

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.

How familiar are you with effective strategies to accommodate students with the following disabilities or issues?

	Unfamiliar	Slightly Familiar	Familiar	Very Familiar
learning disabilities (e.g., ADHD, dyslexia).				
physical disabilities (e.g., mobility impairment).				
sensory disabilities (e.g., blind/low vision or deaf/hard of hearing).				
medical disabilities (e.g., cancer, epilepsy).				
mental health issues (e.g., depression, anxiety).				

How familiar are you with the following guidelines and policies?

	Unfamiliar	Slightly Familiar	Familiar	Very Familiar
Universal Design for Learning (**UDL**).				
Disability-related **laws and regulations** (e.g., Americans with Disabilities Act, ADA; Section 504 of the Rehabilitation Act).				

D. DIGITAL ACCESSIBILITY

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

The following statements denote the core skills of digital accessibility. Focusing on common applications (e.g., Microsoft Word and PowerPoint), do you know how to…

	No	Yes
use built-in tools to create **accessible headers** to structure digital content.		
draft appropriate **alternative text descriptions** for images based on the image content and the context in which it is presented.		
create **accessible tables** through proper formatting and design.		
create **accessible lists**.		
use descriptive text for **hyperlinks** that provides students with the context and purpose of the link.		
use **color and contrast** for text and background to ensure accessibility.		
create ADA compliant **captioning for audio and video** content.		

E. OSAS ACCOMMODATIONS

The Office of Student Accessibility Services (OSAS) is responsible for ensuring equal access for students with disabilities in compliance with state and federal law. Once a student has completed the OSAS process and accommodations deemed appropriate, a Letter of Accommodation is generated for each student to submit to their course instructors.

Have you experienced an increase in the number of students requesting and requiring accommodations over the past years?

- No
- Yes
- Not Applicable

Which of the following student accommodations have been *most challenging* for you? Select all that apply.

- Accommodated Testing by Instructor (Extended Time 1.5x only)
- Accommodated Testing at the OSAS Testing Center (Extended Time and/or Reduced Distraction Setting)
- Additional Breaks During Testing, As Needed
- Additional Excused Absences
- Extensions on Individual Assignments
- Allowing Note-taking Technology (e.g., student recording of lectures)
- Use of real-time captioning services (e.g., speech transcription on computing devices)
- Captioning Audio and Video Course Materials
- Preferential Seating
- Other. Please specify _____

Which of the following disabilities or issues have been *most challenging* to accommodate? Select all that apply.

- Learning Disabilities (e.g., ADHD, dyslexia)
- Physical Disabilities (e.g., mobility impairment)
- Vision Disabilities (e.g., blind/low vision)
- Hearing Disabilities (e.g., deaf/hard of hearing)
- Medical Disabilities (e.g., cancer, epilepsy)
- Mental Health Issues (e.g., depression, anxiety)
- Other. Please specify _____

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).

- No
- Yes

Please indicate your level of agreement with the following statements about your overall level of preparedness for accommodating students with disabilities.

To meet the needs of USC students with disabilities, **I have sufficient**…

	Strongly Disagree	Disagree	Agree	Strongly Agree
resources (e.g., staff support, training documents).				
physical space or facilities (e.g., spaces for exams, spaces with movable tables).				
time (e.g., dedicated time to revise course materials).				

Provide your assessment of OSAS accommodation services by indicating your level of agreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My experience in accommodating students who submit an accommodation letter from OSAS has generally been positive.					
Students have submitted the accommodation letter to me in a timely manner.					
The OSAS accommodation letter submitted by students is clear and easy to understand.					
OSAS staff have been effective in addressing my questions and concerns.					
Overall, I am satisfied with the services provided by OSAS.					

How can OSAS support you with implementing approved student accommodations?

Can you share best practices or innovations that you or your colleagues have come up with in providing accommodations for students with disabilities?

F. USC RESOURCES

Are you aware of the following accessibility training programs and consultations at USC?

	No	Yes
Digital Accessibility Training program on Trojan Learn.		
CET workshops and presentations on accommodations and accessibility.		
CET semester-long Advanced Teaching Institute on maximizing course accessibility by minimizing academic ableism.		
ITS Blackboard Consultations on Blackboard Ally.		

G. PROFESSIONAL DEVELOPMENT

Of the following professional development opportunities, which would you be more likely to attend? Select all that apply.

- Understanding types of student accommodations approved by OSAS.
- Assistive technologies (AT) (e.g., screen reader, text-to-speech software) used by OSAS students.
- Effective strategies to accommodate students with different disabilities.
- Universal Design for learning (UDL) for reducing barriers to learning for all students.
- Using Blackboard Ally to improve the accessibility of course documents.
- Digital accessibility or how to make websites, digital tools and technologies accessible by people with disabilities.
- Disability-related laws and regulations.
- Minimizing academic ableism (e.g., minimizing discrimination against people with disabilities in the academic space).
- A panel presentation where students with disabilities share their experiences, both generally and as students at the university.
- Working with students in specific learning environments (e.g., science labs, fieldwork, performance classes). Please specify which learning environment. _____
- Other. Please specify topics you are interested in. _____

H. CREATING AN ACCESSIBLE LEARNING ENVIRONMENT FOR ALL STUDENTS

Providing accommodations to students who submit an OSAS accommodation letter is just the start. Instructors can **create an accessible learning environment for all students** (e.g., international students, first-generation college students etc.) by providing a variety of instruction, engagement and assessment methods.

Instructions. Please identify the frequency with which you engage in the following, irrespective of course modality (e.g., face-to-face, fully online, or hybrid).

In regard to accessible course materials, …

	Never	Sometimes	Often	Always	Not Applicable
I ensure that my course materials (e.g., textbook, articles, PowerPoints, assignments) are in an accessible format and can be read by assistive technologies for reading.					
I use ADA compliant captioning for audio and video content to make it accessible to all students.					
I provide course lecture notes in an accessible digital format to all my students.					
I make recordings of class sessions available to all students in the class.					

In regard to inclusive classroom strategies, …

	Never	Sometimes	Often	Always	Not Applicable
I present the course material in multiple formats (e.g., oral lecture, case discussions, videos, etc.)					
I use multiple engagement strategies to allow students to contribute to the course in a variety of ways (e.g., in-class discussions, student presentations, online discussion boards, electronic polls).					

In regard to inclusive assessment, …

	Never	Sometimes	Often	Always	Not Applicable
I use a variety of evaluation methods to allow students to demonstrate their learning (e.g., quizzes, multiple-choice tests, essays, take-home exams, oral presentations).					
I am willing to give students additional time to complete exams.					
I allow students to complete an alternative assignment when appropriate.					
I am willing to extend the deadline for an assignment for students when appropriate.					

In regard to a physical space or classroom, …

	Never	Sometimes	Often	Always	Not Applicable
I use classrooms, labs, workspaces, and fieldwork sites that are accessible to individuals with a wide range of physical abilities.					
I carefully plan classroom technologies (i.e., lighting, sound, projection, size of text on presentation materials and white board) to ensure accessibility for all students.					
I minimize nonessential physical effort in my lab by providing options for operating equipment for those with different physical abilities.					

I. FINAL THOUGHTS

The preceding questions are intended to identify opportunities and barriers for creating accessible learning environments. In the space below, please share any thoughts, comments or suggestions you have about the topics covered in the survey.

Was there anything we didn't ask that you think is important when it comes to accessibility issues? Are there ways of thinking about these issues that we haven't considered?

Important: Please do not include personally identifying information in your response.

We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix D

Tables of Survey Findings

Table 1. ***Schools and Programs***

Schools and Programs	Total Count	% of Total
USC Dana and David Dornsife College of Letters, Arts and Sciences	210	29%
Marshall School of Business	71	10%
Annenberg School for Communication and Journalism	53	7%
Suzanne Dworak-Peck School of Social Work	34	5%
Alfred E. Mann School of Pharmacy and Pharmaceutical Sciences	32	4%
Viterbi School of Engineering	31	4%
Keck School of Medicine	31	4%
Sol Price School of Public Policy	29	4%
School of Cinematic Arts	28	4%
Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy	28	4%
School of Architecture	24	3%
School of Dramatic Arts	19	3%
Rossier School of Education	18	2%
USC Libraries	14	2%
Herman Ostrow School of Dentistry	14	2%
Gould School of Law	14	2%
Division of Biokinesiology and Physical Therapy	13	2%
Thornton School of Music	11	2%
Glorya Kaufman School of Dance	10	1%
Bovard College	10	1%
Leventhal School of Accounting	8	1%
Leonard Davis School of Gerontology	6	1%
Roski School of Art and Design	4	<1%
Iovine and Young Academy for Arts, Technology and the Business of Innovation	4	<1%
50-50 joint appointment	6	1%
Blank/Missing	9	1%
Overall Total	731	100%

Table 2. ***Racial Breakdown***

Please indicate your race.	Total Count	% of Total
Caucasian or White	448	61.3%
Prefer not to disclose	79	10.8%
Asian	61	8.3%
Latinx or Hispanic	50	6.8%
Black, African American, or other African descent	20	2.7%
Mixed	16	2.2%
Middle Eastern	7	1.0%
North African	2	.3%
Asian Indian/Southeast Asian	2	.3%
Other (not specified)	2	.3%
American Indian or Alaska Native	1	.1%
Blank/Missing	43	5.9%
Overall Total	731	100%

Table 3. ***Gender Breakdown***

How do you describe yourself (gender)?	Total Count	% of Total
Female	367	50.2%
Male	270	36.9%
Prefer not to disclose	48	6.6%
Non-binary	3	.4%
Prefer to self-describe	3	.4%
Blank/Missing	40	5.5%
Overall Total	731	100%

Table 4. ***Appointment Type***

Is your appointment full-time or part-time?	Total Count	% of Total
Full-time	571	78%
Part-time (Part/Adjunct)	124	17%
Retired/Emeritus	4	1%
Blank/Missing	32	4%
Overall Total	731	100%

Table 5. ***Track***

Are you RTPC or Tenured/Tenure-Track?	Total Count	% of Total
Tenured	165	22.6%
Tenure-Track	55	7.5%
RTPC-Research	13	1.8%
RTPC-Teaching	234	32%
RTPC-Practice	36	4.9%
RTPC-Clinical	69	9.4%
Continuing Appointment Track	9	1.2%
Continuing Appointment	33	4.5%
Contract (Part-Time or Adjunct)	44	6.0%
Other (write in)	19	2.6%
Blank/Missing	54	7.5%
Overall Total	731	100%

Table 6. ***Rank***

What is your rank?	Total Count	% of Total
Professor	204	27.9%
Associate Professor	193	26.4%
Assistant Professor	134	18.3%
Senior Lecturer	19	2.6%
Lecturer	44	6.0%
University Librarian	2	.3%
Associate University Librarian	6	.8%
Assistant University Librarian	3	.4%
Librarian	3	.4%
Adjunct Instructor	55	7.5%
Part-Time Instructor	19	2.6%
Emeritus or Emerita	3	.4%
Senior Law Librarian (III)	1	.1%
Master Lecturer	2	.3%
Teaching Fellow	1	.1%
Post-Doctoral	6	1%
Blank/Missing	36	4.9%
Overall Total	731	100%

Table 7. ***Degree Programs Taught***

What degree programs do you primarily teach courses in? Select all that apply.	Total Count
Undergraduate	439
Masters	341
Doctorate	234
Other. Please specify.	4

Table 8. ***Types of Courses Taught***

What type of courses do you teach? Select all that apply.	Total Count
Lecture	362
Lecture-Discussion	374
Lecture-Lab	138
Discussion	121
Lab	40
Other. Please specify.	78

Table 9. ***Teaching Across Course Modalities***

What percentage of your teaching typically occurs across the following modalities? Must add up to 100%.	Average Percentage
Face-to-face instruction in a physical space or classroom	73%
Hybrid courses that combines face-to-face instruction in a physical space or classroom with online instruction	13%
Fully online instruction	12%
Other. Please specify.	1%
Blank/Missing	1%

Table 10. ***Effective Strategies for Accommodating Student Disabilities and Issues***

How familiar are you with effective strategies for accommodating students with…	*M*	*SD*
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 deaf/hard of hearing)	2.32	.93
Medical disabilities (e.g., cancer, epilepsy)	2.12	.96
Mental health issues (e.g., depression, anxiety)	2.57	.92
Overall	**2.41**	**.94**

Table 11. ***Guidelines and Policies***

How familiar are you with the following guidelines and policies?	*M*	*SD*
Universal Design for Learning (UDL)	1.96	.98
Disability-related laws and regulations	2.54	.91
Overall	**2.25**	**.99**

Table 12. ***Digital Accessibility***

Focusing on common applications (e.g., Microsoft Word and PowerPoint), do you know how to…	Yes	No
Use color and contrast for text and background to ensure accessibility.	53%	33%
Use descriptive text for hyperlinks that provides students with the context and purpose of the link.	45%	40%
Draft appropriate alternative text descriptions for images based on the image content and the context in which it is presented.	41%	45%
Use built-in tools to create accessible headers to structure digital content.	36%	49%
Create ADA compliant captioning for audio and video content.	35%	50%
Create accessible lists.	27%	58%
Create accessible tables through proper formatting and design.	26%	59%

Table 13. ***USC Resources***

Are you aware of the following accessibility training programs and consultations at USC?	Yes	No
CET Advanced Teaching Institute on Accessibility.	26%	56%
Digital Accessibility training on Trojan Learn.	25%	57%
CET workshops & presentations on accommodations.	51%	31%
ITS Blackboard Consultations on Blackboard Ally	43%	40%

Table 14. ***Most Challenging Student Accommodations***

Which of the following student accommodations have been most challenging for you? Select all that apply.	Total Count
Additional Excused Absences	274
Extensions on Individual Assignments	208
Accommodated Testing by Instructor	193
Other. Please specify.	121
Accommodated Testing at the OSAS Testing Center	118
Captioning Audio and Video Course Materials	81
Additional Breaks During Testing	79
Use of Real-time Captioning Services	71
Allow Note-taking Technology	69
Preferential Seating	22

Table 15. ***Most Challenging Student Disabilities or Issues***

Which of the following disabilities or issues have been most challenging to accommodate? Select all that apply.	Total Count
Mental Health Issues	331
Learning Disabilities	163
Vision Disabilities	112
Hearing Disabilities	96
Other. Please specify	85
Medical Disabilities	55
Physical Disabilities	34

Table 16. ***OSAS Accommodation Services***

Provide your assessment of OSAS accommodation services by indicating your level of agreement with the following statements.	*M*	*SD*
My experience in accommodating students who submit an accommodation letter from OSAS has generally been positive.	3.15	.70
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
Overall	**3.00**	**.76**

Table 17. ***Overall Level of Preparedness***

To meet the needs of USC students with disabilities, I have sufficient…	*M*	*SD*
Resources (e.g., staff support, training documents)	2.41	.83
Physical Space or Facilities (e.g., spaces for exams, spaces with movable tables)	2.38	.87
Time (e.g., dedicated time to revise course materials)	2.09	.88
Overall	**2.29**	**.87**

Table 18. ***Professional Development Opportunities***

Of the following professional development opportunities, which would you be more likely to attend? Select all that apply.	Total Count
Effective strategies to accommodate students with different disabilities.	352
Universal Design for Learning (UDL) for reducing barriers to learning for all students.	300
A panel presentation where students with disabilities share their experiences, both generally and as students at the university.	239
Understanding types of student accommodations approved by OAS.	224
Minimizing academic ableism.	211
Assistive technologies (AT).	203
Digital accessibility or how to make websites, digital tools and technologies accessible by people with disabilities.	195
Using Blackboard Ally to improve the accessibility of course documents.	175
Disability-related laws and regulations.	120
Working with students in specific learning environments.	113
Other. Please specify	49

Table 19. ***Universal Design for Learning***

Please indicate the frequency with which you engage in the following, irrespective of course modality (e.g., face-to-face, fully online, or hybrid).	*M*	*SD*
In regard to accessible course materials, …		
I ensure that my course materials (e.g., textbook, articles, PowerPoints, assignments) are in an accessible format and can be read by assistive technologies for reading.	2.65	1.10
I use ADA compliant captioning for audio and video content to make it accessible to all students.	2.40	1.15
I provide course lecture notes in an accessible digital format to all my students.	2.82	1.21
I make recordings of class sessions available to all students in the class.	2.88	1.16
Overall	**2.69**	**1.16**
In regard to inclusive classroom strategies, …		
I present the course material in multiple formats (e.g., oral lecture, case discussions, videos, etc.).	3.24	.84
I use multiple engagement strategies to allow students to contribute to the course in a variety of ways (e.g., in-class discussions, student presentations, online discussion boards, electronic polls).	3.38	.78
Overall	**3.31**	**.81**

Please indicate the frequency with which you engage in the following, irrespective of course modality (e.g., face-to-face, fully online, or hybrid).	***M***	***SD***
In regard to inclusive assessment, …		
I use a variety of evaluation methods to allow students to demonstrate their learning (e.g., quizzes, multiple-choice tests, essays, take-home exams, oral presentations).	3.32	.82
I am willing to give students additional time to complete exams.	3.31	.96
I allow students to complete an alternative assignment when appropriate.	2.78	1.12
I am willing to extend the deadline for an assignment for students when appropriate.	3.40	.82
Overall	**3.21**	**.93**
In regard to a physical space or classroom, …		
I use classrooms, labs, work spaces, and fieldwork sites that are accessible to individuals with a wide range of physical abilities.	3.23	.87
I carefully plan classroom technologies (i.e., lighting, sound, protection, size of text on presentation materials and white board) to ensure accessibility for all students.	2.82	1.01
I minimize nonessential physical effort in my lab by providing options for operating equipment for those with different physical abilities.	2.86	1.07
Overall	**2.99**	**.98**

Table 20. ***OSAS Implementation Support***

How can OSAS support you with implementing approved student accommodations?	Total Count	% of Total
Expanding OSAS and Offering More Services	**150**	**29%**
▪ Provide more resources and training for faculty on accommodating students and creating accessible learning environments (ideally, discipline-specific).	95	
▪ Help convert teaching materials to make them accessible.	27	
▪ Expand OSAS services by hiring more staff and securing more space (so that they can take on more of the responsibility in accommodating students).	17	
▪ Improve the quality of existing services.	11	
OSAS Testing Services	**99**	**19%**
▪ Offer testing facilities and proctors for ALL students needing extended time including 1.5x.	67	
▪ Open an OSAS office and testing center on the HSC campus.	15	
▪ Revise and streamline the Exam Instruction Form to be filled by faculty for students taking exams at the OSAS Testing Center.	6	
▪ Provide extended opening hours for the OSAS Testing Center.	6	
▪ Improve student supervision on tests and follow testing instructions provided by instructor.	3	
▪ Make it easier for students to schedule exams with OSAS.	2	
OSAS Communication with Instructors	**77**	**15%**
▪ Ensure the timely receipt of the letter by the instructor by sending it to the instructor early and directly. Include the student's name in the file name.	36	
▪ Respond promptly to faculty who need help.	22	
▪ Provide instructors with: (1) a list of ALL students with disabilities enrolled in their class and (2) these students' letters of accommodation possibly via Blackboard or a portal (integration with Blackboard).	8	
▪ Engage in more outreach or regular communication with instructors to share information and/or best practices via a newsletter, for example.	8	
▪ Communicate with all instructors when a class is co-taught.	3	
Student Accommodation Approval Process	**51**	**10%**
▪ Be strict/rigorous in screening students requesting accommodations and evaluating their medical documentation; ensure that accommodations are appropriate by consulting a medical professional and fair to peer students.	27	
▪ Ensure that approved accommodations are aligned with the course type, course lessons and exams and the instructor's specific needs.	19	
▪ Review and approve accommodation requests in a timely manner.	5	
Content of the OSAS Letter of Accommodation	**48**	**9%**
▪ Provide clearer and more detailed information on the required student accommodations in the letter to eliminate confusion by both the faculty member and the student.	38	
▪ Provide more information on the nature of the disability in the letter, if possible and if permitted by the student.	6	
▪ Add the name of the student's OSAS advisor to the letter to ensure that the instructor can contact the advisor in a timely manner for issues that require immediate attention.	4	

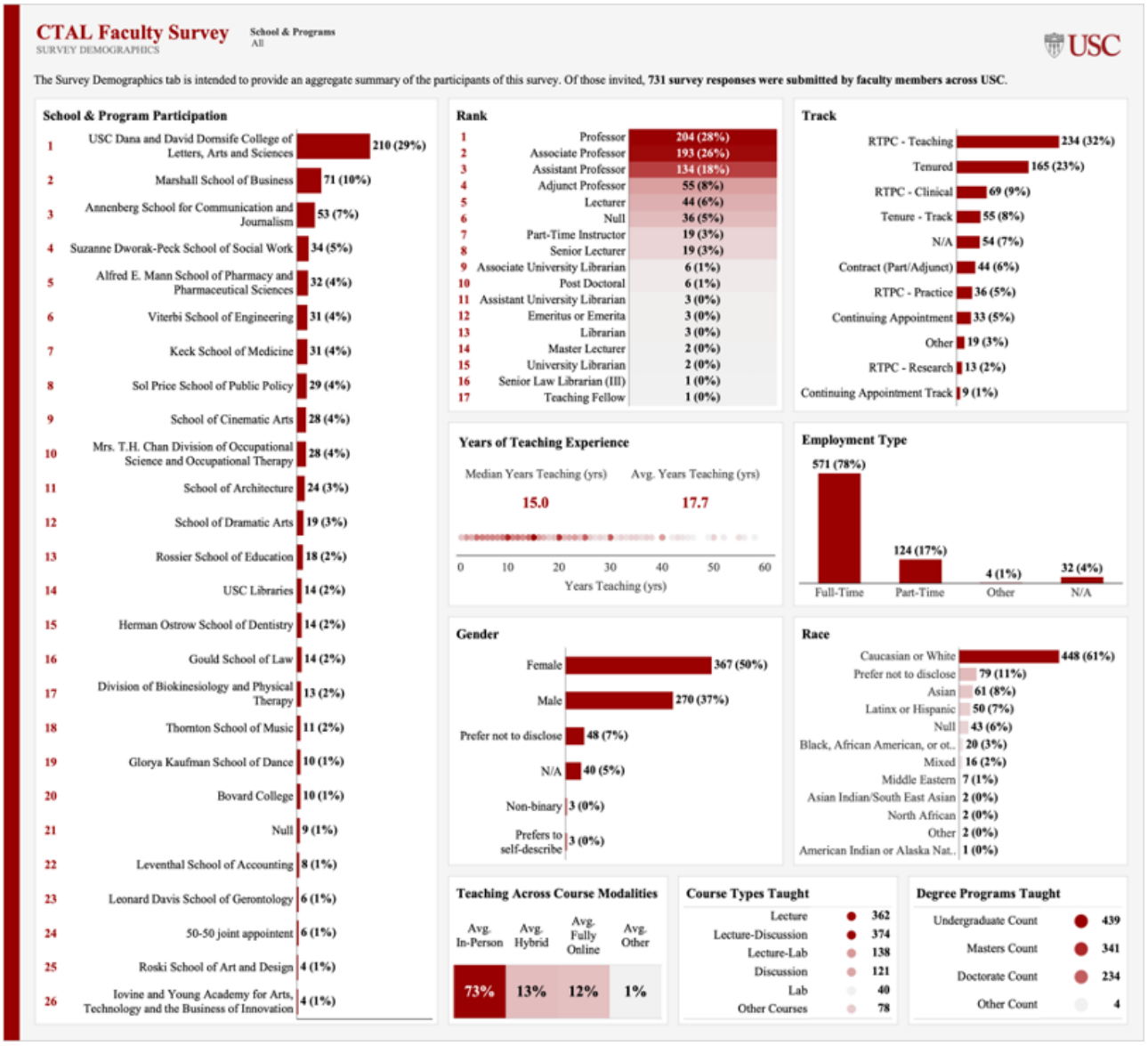
University-level Support	**21**	**4%**
▪ University should provide more resources and support for faculty (e.g., reduced course load and additional compensation).	10	
▪ University should enhance buildings/classrooms/furniture to make them accessible.	7	
▪ University should seek to create an inclusive community (and go beyond sending faculty student accommodation letters and asking them to do the work).	2	
▪ University should clearly delineate whose responsibility it is to provide student accommodations.	2	
OSAS Communication with all USC Students	**17**	**3%**
▪ Make sure that <u>all</u> USC students are aware of OSAS services and receive clear and detailed instructions on how to request and obtain accommodations (including information on relevant deadlines, clinics where they can obtain the required medical documentation and sources of funding if they cannot afford the required medical documentation).	15	
▪ Make sure that communications with USC students help them "feel positive" about the process of requesting and obtaining accommodations (i.e., they do not feel shame).	2	
School-level Support	**8**	**2%**
▪ School should provide support for faculty in providing accommodation services (e.g., TA).	5	
▪ School should provide guidance and training on how to comply appropriately with OSAS instructions.	3	
Other/No suggestions	**50**	**10%**
▪ Respondent indicates Nothing to Note or a similar sentence	32	
▪ Respondent indicates Doing Good Job/Nothing Needed	15	
▪ Respondent indicates No Time or Not Their Responsibility	1	
▪ Blank/Missing	2	

Table 21. ***Best Practices or Innovations***

Can you share best practices or innovations that you or your colleagues have come up with in providing accommodations for students with disabilities?	Total Count	% of Total
Create an Accessible Learning Environment in the Class	**112**	**35%**
▪ Provide accessible course materials	37	
▪ Provide course modifications	24	
▪ Use inclusive classroom strategies	22	
▪ Use inclusive assessments	19	
▪ Enhance accessibility in physical spaces (e.g., seating, light)	4	
▪ Implement general UDL principles (no specifics provided)	4	
▪ Use assistive technologies	2	
Communicate with Students Early and Often	**74**	**23%**
▪ Meet with the students to go over the letter, ask them how you can best accommodate them, and agree on the accommodations to be provided	35	
▪ Check in regularly with the students to ensure that they are getting the accommodations and the support they need	14	
▪ Encourage students to submit their letters of accommodation early	13	
▪ Show empathy to the students	12	
Implementation of Best Practices	**60**	**19%**
▪ Just follow the letter of accommodation to provide individualized, case-by-case accommodations	27	
▪ Seek help in the form of assistance, resources or trainings when needed	16	
▪ Be organized	6	
▪ Be resourceful in securing a testing space	6	
▪ Be proactive and plan ahead in providing the required accommodations	5	
Need Resources, Training and Support	**17**	**5%**
▪ Need more resources and training on student accommodations and accessibility (especially for challenging courses) from OSAS and/or CET	8	
▪ Need School guidance and support	4	
▪ Need University support (e.g., paid training periods or one-off course releases)	3	
▪ Need departmental guidance and support	2	
Need Innovation and Thinking about the Future	**3**	**1%**
▪ Ask the students to suggest innovations (on how USC can change in the future)	1	
▪ Consider technological tools such as AI (e.g., for aiding students with learning disabilities)	1	
▪ Consider new teaching/learning models (and a new vision for the future of USC)	1	
Other/No Best Practices	**54**	**17%**
▪ I don’t know any	30	
▪ I am struggling	11	
▪ I can’t, I do not have time	10	
▪ I never had a problem	2	
▪ Blank/Missing	1	

Appendix E

Selected Tableau Dashboards[4]



[4]A PDF copy of all Tableau dashboards is available.

CTAL Faculty Survey

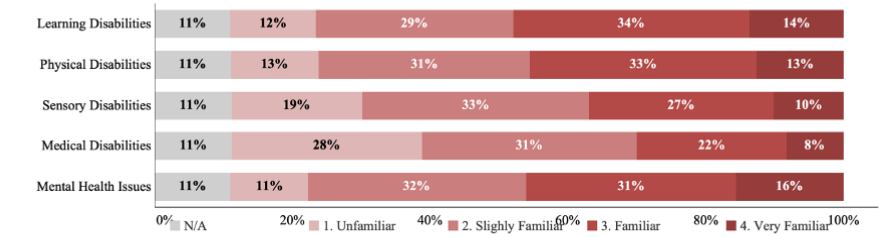
GENERAL KNOWLEDGE

School & Programs	Employment Type	Rank	Track	Race	Years Teaching	Primary Modality
All	All	All	All	All	All	All

USC

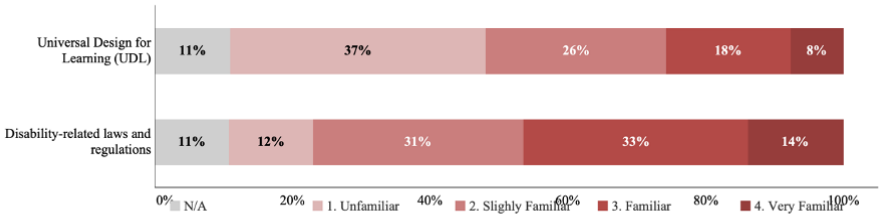
Accessible means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

How familiar are you with effective strategies to accommodate students with the following disabilities or issues? *(n=731)*



	Response Count	Mean	Std. Dev
Learning Disabilities	651	2.55	0.91
Physical Disabilities	650	2.51	0.91
Sensory Disabilities	649	2.32	0.93
Medical Disabilities	649	2.12	0.96
Mental Health Issues	651	2.57	0.92
Grand Total	3,250	2.41	0.94

How familiar are you with the following guidelines and policies? *(n=731)*



	Response Count	Mean	Std. Dev
Universal Design for Learning (UDL)	651	1.96	0.98
Disability-related laws and regulations	652	2.54	0.91
Grand Total	1,303	2.25	0.99