



Engaging Faculty and Staff for Students' Success

LD Innovation Symposium

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Session Overview

- **The broader context**
- **Our context**
- **Our efforts to date**
- **Our findings**
- **Our work in progress**
- **Your thoughts**

“Bingo”

- How many of the squares apply to you? Place your chips...and we'll compare boards as a starting point...

Acknowledging our partners...

- Accessible Technology Initiative Instructional Materials (ATI IM) committee (membership includes representatives from the following:
 - Academic Senate; Accessible Education Center; Center for Faculty Development; eCampus; Library; Information Technology Services; the faculty; academic affairs administration; and the bookstore.
- Staff of the Accessible Education Center
- Faculty from the College of Applied Sciences and Arts and the College of Education and the College of Engineering

In a nutshell...

- It is likely that somewhere between **10-20% of college students would qualify** for – and benefit from – accommodations suited to their learning needs. Yet typically, most campuses report that **3-4% of their students are registered** to receive such supports.
- Faculty are more open to providing additional supports for students with “**visible**” disabilities than to students with “**invisible**” disabilities.
- Faculty are generally **unaware** of – **but can readily learn and come to implement** – relatively simple practices and adjustments that can make a significant difference (e.g., UDL).

Why do so many college students not receive supports?

- **Registration is voluntary:** Different landscape than K-12. Many students opt to not “disclose.”
- **Students have never had supports before:** Their needs are “new”, and/or were not recognized before.
- **They have difficulties accessing the services available to them:** Locating the relevant units; completing assessments; following through in a timely way.
- **They prefer to eschew the process and and forego the supports.**
 - They find the process of disclosing to each faculty member & in each class humiliating and stigmatizing
 - They deny needing support
 - They avoid the responsibility of managing accommodations
 - They want to turn over a new leaf – see if they can do without

SJSU Campus Context...

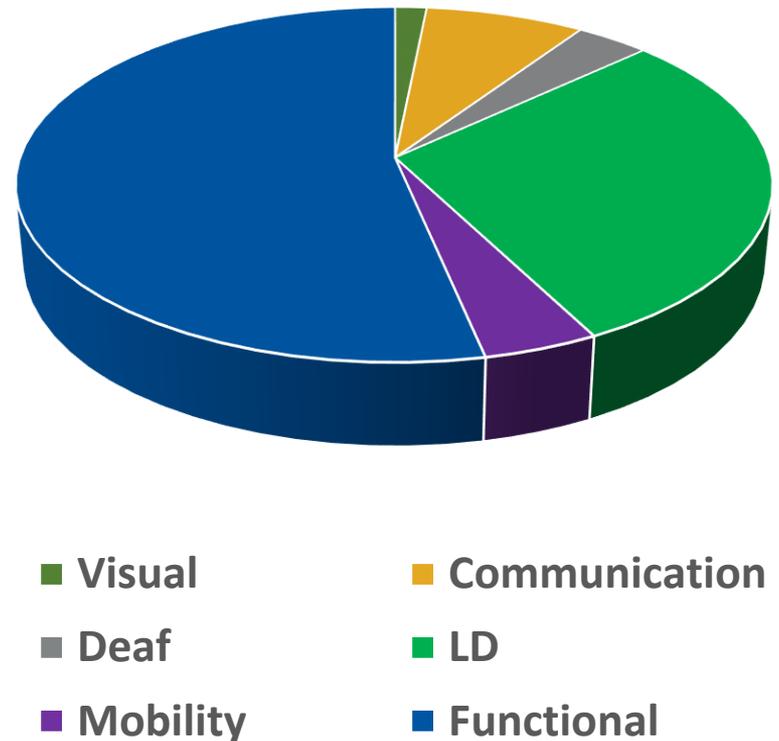
- Campus:
 - 1 of 23 campuses in the California State University system
 - Urban setting
 - Very diverse student population (race, ethnicity, academic preparations, educational and career aspirations, etc..)
- Students:
 - Total enrollment: ~33,000 (Fall, 2017)
 - Beginning: as Frosh ~35%; as Transfer students ~65%
 - Registered w/ Accessible Education Center: ~ 1100 (4%)
- Faculty:
 - Full-time & part-time: ~ 1600-1700
 - Average load for full-time faculty: 4 courses/semester

AEC Student Registration Data at SJSU

Semester	AEC Registered Students	SJSU Student Enrollment
Fall 2005	890 (3%)	29,975
Fall 2006	933 (3%)	29,604
Fall 2007	1073 (3%)	31,906
Fall 2008	1124 (3%)	32,746
Fall 2009	1127 (3.6%)	31,280
Fall 2010	1058 (3.6%)	29,076
Fall 2011	1127 (3.7%)	30,236
Spring 2012	1102 (3.9%)	28,002
Spring 2013	1125 (4.1%)	27,503
Spring 2015	1142 (3.8%)	29,954
Spring 2016	1069 (3.6%)	29,594
Spring 2017	1096 (3.75%)	29,200

Students registered with SJSU's Accessible Education Center – Spring 2017

- **Nature of Disability (n = 1096)**
- Blind/visually impaired = 17 (1.55%)
- Deaf/HOH = 40 (3.65%)
- Mobility = 47 (4.29%)
- Communication = 86 (7.85%)
- Learning = 322 (29.38%)
- Functional/affective = 584 (53.28%)



Food for thought...

SJSU - NSEE data – Student self-reports (2014)

- Perceived institutional emphases

	Reported no disability	Sensory disability	Invisible disability	Did not disclose	F	p
Provide support for students' academic success	2.93	3.10	2.78	2.65	3.758	.010
Provide students w/ opportunities for social involvement	2.80	2.86	2.57	2.28	9.261	.000
Students' overall well-being	2.70	2.97	2.55	2.43	3.583	.013

SJSU - NSEE data – Student self-reports (2014)

- Perceived academic gains in college

	Reported no disability	Sensory disability	Invisible disability	Did not disclose	F	p
Writing	3.01	3.31	3.00	2.80	2.551	.054
Speaking	2.92	3.00	2.86	2.51	5.181	.001
Critical Thinking	3.18	3.29	3.04	2.92	3.432	.016
Quantitative reasoning	2.83	2.62	2.58	2.69	2.506	.057

SJSU - NSEE data – Student self-reports (2014)

- Perceived “soft” and work-related gains in college

	Reported no disability	Sensory disability	Invisible disability	Did not disclose	F	p
Ability to work with others	3.06	2.90	2.80	2.57	9.711	.000
Understanding of others different from me	2.91	2.83	2.69	2.46	6.483	.000
Informed & engaged citizen	2.63	2.57	2.46	2.37	2.160	.091
Solving complex real-world problems	2.77	2.55	2.44	2.54	4.577	.015
Job-related skills	2.78	2.86	2.60	2.45	3.490	.015

SJSU - NSEE data – Student self-reports (2014)

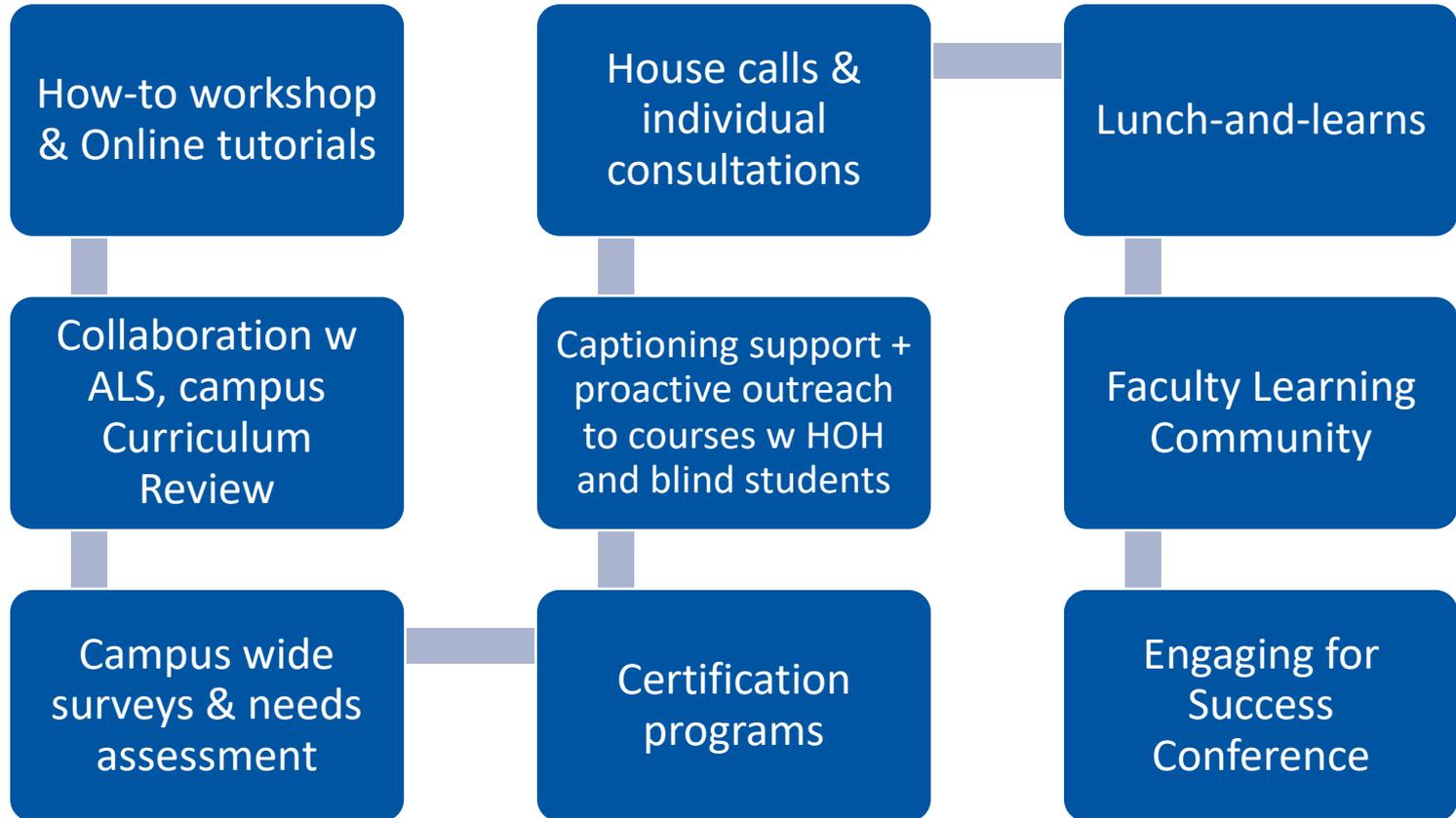
- Summary items...

	Reported no disability	Sensory disability	Invisible disability	Did not disclose	F	p
My overall rating of my educational experience	3.02	3.07	3.07	2.69	5.374	.001
If I could start over, I would attend this institutions again	3.03	2.97	3.18	2.62	7.550	.000

Our Game Plan...



Our Outreach and Professional Development Efforts



Outreach and Professional Development Efforts (cont'd)

- **How-to Workshops:** “Creating caring and respectful teaching and learning environments,” and F-2-F accessibility workshops or on-line tutorials
- **Collaboration with CSU’s Affordable Learning Solutions (ALS)** at [UDL workshop](#) in June 2012
- **Leveraging institutional policies & practices:** Align with RTP criteria & Curricular review processes
- **Surveys & Needs assessments:** Starting 2010, launched [campus wide survey studies](#) of accessibility “compliance” for print and non-print instructional materials. Roll out captioning services in Fall 2014
- **House calls :** Presentations to colleges and departments (~175 attendees)
- **Individual consultations:** ~ 200 per semester

Outreach and Professional Development Efforts (cont'd)

- **Informational presentations and roll-up-your-sleeves sessions:** New faculty orientations (~100) & Course Prep workshops (~75).
- **Captioning Support & direct outreach to courses (~160) with HOH or blind students:** Provided ~100 hours of cc videos for 29 courses and 13 offices
- **Certificate programs:** “Active learning” and “Summer Institute Course redesign”
- **Faculty learning communities:** “Inclusive pedagogy” and “Enhancing student reading”
- **Lunch-and-learns:** featuring Accessible Education staff and faculty sharing best-practices
- **EFS conference:** March 2017 (~200 attendees)
- Currently developing **on-line program/modules** (to launch in Sp18)

Impact and outcomes...

Aligning Resources and Services with Faculty Usage Patterns

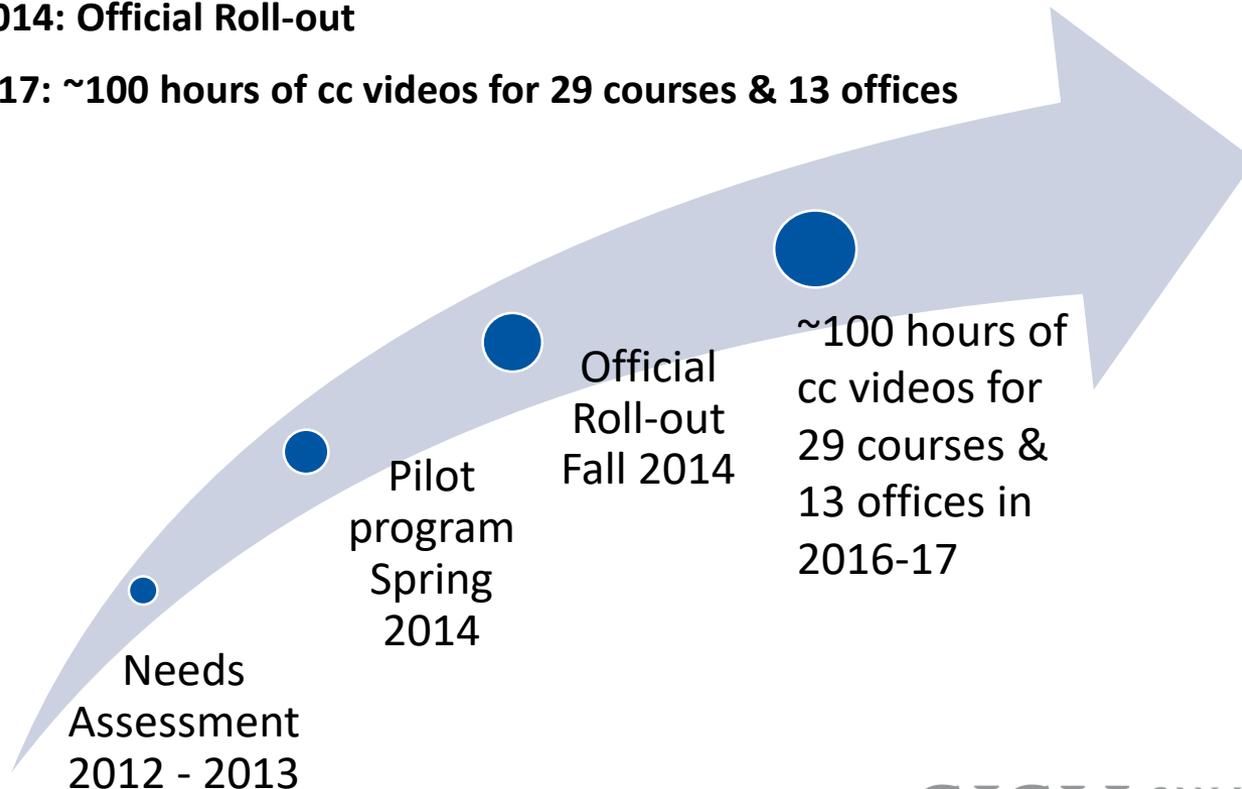
Questions: Asked faculty about the types of instructional materials they used, the frequency of their use, and the methods they used to make them available to students

Responses:

1. About 68% of faculty reported extensive use of paper handouts distributed in class
2. More survey respondents report posting materials in pdf format (63.4%) than as ppts (53.5%) or Word documents (38.9%)
3. Very few respondents reported using DVDs (~3%)
4. 64.2% of faculty used traditional textbooks, 32.5% use digital course readers, and 14.3% assign hard copy of course reader.
5. 56.4% regularly post course materials on the LMS

Supporting Faculty Use of Non-print materials: Introducing Captioning Services

- **2012 ~ 2013: Needs Assessment**
- **Spring 2014: Pilot Testing**
- **Fall 2014: Official Roll-out**
- **2016-17: ~100 hours of cc videos for 29 courses & 13 offices**



What do students say about closed captions?

From ENGR 100W (2 sections):

- Do you think having closed captioning on the video is important?
 - Yes = 91%; No = 9%
- If you were asked to watch the YouTube video, would you choose to view the closed captions?
 - Yes = 85%; No = 15%
- How do closed captions help?
 - Speaker clarity
 - Better learning of the terms and notes
 - Ability to rewind and view the text
 - Better comprehension in a noisy environment
 - English is not my main language

Engaging for Success (EFS) Conference – March 2017

Full day conference – billed as an opportunity to talk and learn about ways to support the full range of students/learners on our campus.

Attendees: Over 200 faculty and staff, as well as a number of students whose faculty encouraged them to attend.

Sessions included:

- Parent Panel
- Expert Panel - I
- Social Engagement Panel
- Keynote
- Expert Panel - II
- Student Panel
- Faculty Panel
- Assistive Technology Demo

Themes shared by Parent Panelists at EFS Conference

My child's journey to college:

- Her counselors believed that she would never get to college... she learned a lot on her own...she was not intellectually challenged
- Everything is slow, ten times slower than on your typical bad morning
- My child is not lazy...they aren't looking for a free pass... they have always been willing to work hard. It just takes so much energy and will to keep at it.

What professors can do:

- Create a community where everyone is held accountable
- Utilize a variety of assistive technologies
- Try to provide individual attention
- Slow down, be patient and compassionate
- Please know how much you showing you care to help them means to them – you being open, patient and accepting makes a world of difference
- If he feels connected, he's engaged; if not, there's no reason for him to be there...

Themes shared by Student Panelists at EFS Conference

Students with severe cerebral palsy, autism, a blind student and a veteran with PTSD

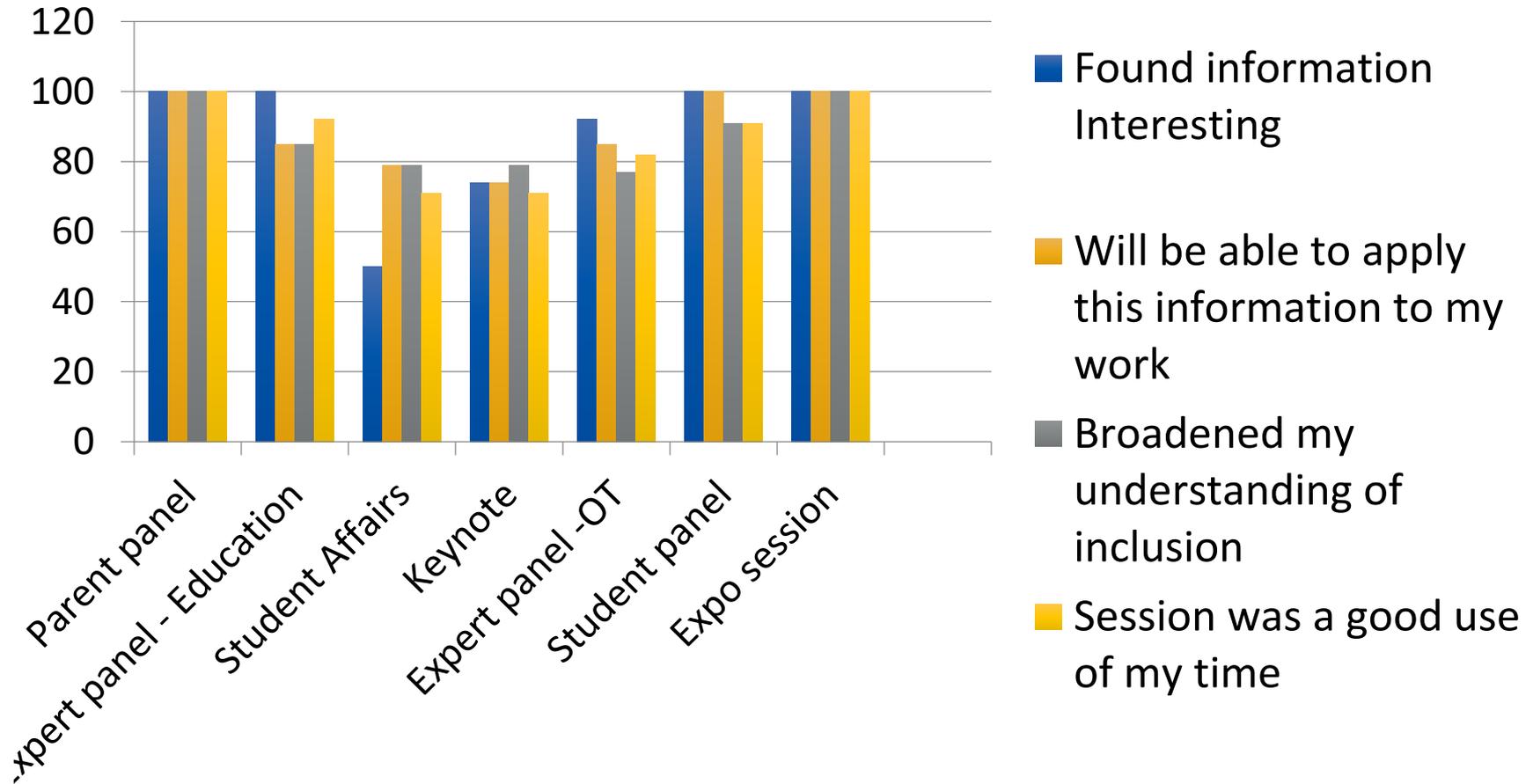
- I study 5 to 12 hours per day and will graduate this May with a 3.9 GPA. Received Hero Role Model from the city of San Jose
- Do not patronize by over-pronouncing, speaking too slow or with high pitch
- View disability as a advantage to be exposed to many different subjects/viewpoints... we are not monolithic group and have our unique skills and perspective. Social communication may need improvement. Anything is possible through hard work and perseverance.
- It's more of the mindset and what you desire to do rather than disabilities. Do not give up, advocate for yourself and work hard

Themes shared by Student Panelists at EFS Conference (cont'd)

- Everything is harder, slower, rockier, takes more effort than it does for other students. But that doesn't mean I can't succeed – it just means the process may be a bit more complicated for me
- I only ask that you respect how I learn best and work with me
- Do not assume I am stupid simply because I look/learn/talk differently. Do not assume that my condition defines who I am or what I aspire to do and become.
- The Invisible Wounds of War”: mental issue such as, PTSD such as getting out of the car in a crowded place, going up and down the staircases and wondering whether someone may be waiting to shoot at you. Avoid asking personal war experiences

Engaging for Success Conference

Participant feedback (percent agreeing or strongly agreeing with statements about the sessions)



Post-conference feedback from attendees

- Hearing the personal stories, from the perspective of people who are both educators as well as parents of disabled students, was particularly powerful. The emotional context is what made it so valuable and my experience of it as such will continually be a reminder to be an advocate for best practices.
- Listening to parent's first hand experience in dealing with the difficulties of seeing their child struggle through academic system. Encouraging them to be independent even though their other side wanted to step in and help them.
- Hearing from the faculty how important it is for all involved to be mindful of those with disabilities. Remembering to take time, to check in with students privately on their progress and really listen on how you think you can help.
- I attended [another program] and while the information was good it wasn't as powerful as hearing from the faculty who both teach and have disabled kids.

Post-conference feedback from attendees (cont'd)

- I do not know a lot about certain disabilities, so it was interesting to hear a different view and understanding on the topics.
- I had a student report a concussion and her parents sent a note that she would be out of class just the day before this, so very timely. I wish these resources had been available to me when I encountered relevant issues.
- Students with hidden disabilities may be perceived as not prepared or not willing to participate -- exhibit willingness and openness to have students come in private and discuss challenges.
- I was struck by the amount of overlap between the practices/strategies presented and those that are recommended for English learners, social-emotional learning, and culturally responsive teaching.
- Was unaware of how to respectfully address vets' experience until this panel.

Post-conference feedback from attendees (cont'd)

- Avoid patronizing behaviors when interacting with students with disabilities. Be aware of hidden disabilities that students may not choose to disclose. Be sensitive to the need for accommodations.
- I appreciate the discussion of creating pathways for students to talk about their abilities while still saving face. That way students feel comfortable talking about experiences they have had, while also keeping their own (dis)abilities private if they choose. I will include having this kind of conversation in the beginning of my semesters moving forward to stimulate similar conversations throughout the course.
- The biggest takeaway was that many disabilities are invisible and some people with challenges don't even want accommodations and have to work that much harder. That's why designing for universal access is so critical.
- I like the question of "how can I norm inclusivity in my role on campus?"

Next steps...



Your thoughts? Questions?



Thank you...We invite you to follow up with us...

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Back-up Slides

PDF Study – Spring 2014

- In April, 2014 the Center for Faculty Development sent a request to 1350 courses with enrollments of 30 or more students to collect one sample pdf document, other than syllabus, used in their course, to gauge its accessibility status.
- 352 out of 1350 responses were received with a response rate of 27%.
 - Do not use any PDF documents = 152 (44.3%)
 - Total PDF documents received = 196 (55.7%)
 - Completely Accessible = 162 (82.7%)
 - Partially or not Accessible = 34 (17.3%)

Syllabi Study – Spring 2016

- In March, 2016 the Center for Faculty Development sent a request to 63 Department Chairs/Directors and asked them to forward our request to collect all Spring 2016 syllabi from their faculty to gauge the accessibility status of syllabi.
- 1,090 syllabi were collected out of 3,016 Spring 2016 lecture and seminar courses by mid May with a response rate of 36.14%.
- 23 out of 64 departments (35.9%) aggregate their syllabi either on a webpage or in one central location.
- The syllabi format:
 - pdf = 797 (73.1%); Word = 279 (25.6%); html = 14 (1.3%)
- The accessibility status of 1090 syllabi are:
 - Completely Accessible = 427 (39.2%)
 - Partially Accessible = 642 (58.9%)
 - Inaccessible = 21 (1.9%)

Overall Accessibility Issues from Syllabi Study in 2016

1. Missing hyperlinked web labels
= 385 (40.3%)
2. Improper reading order for grading scale
= 218 (22.8%)
3. Improper reading order (nested table),
header row repeat missing = 164 (17.2%)
4. Missing alt text = 89 (9.3%)
5. Missing or messy structure = 86 (9%)
6. Scanned image or locked document = 14 (1.5%)
7. Using colored text or highlights for emphasis
8. On Canvas = 6