The Need for Accessible Instructional Materials – Faculty Survey

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Purpose of Assessment

- Students with print and hearing disabilities need accessible instructional materials.

- Faculty must follow CSU policies and campus procedures including the Accessible Technology Initiative (ATI) and EO 926.

- *Focus of the study:* Assess the degree of faculty understanding for the need as well as the ability to produce accessible instructional materials.

Targeted Operational Outcome

Diversity & Global Consciousness

The Division of Student Affairs partners with faculty, eLearning, and the Center for Faculty Development in order to support student learning and success while fostering an inclusive campus community.

Faculty and departments need awareness, training, and resources to include all students and provide equally effective communications, including equally effective access to instructional materials.

Assessment Methodology

- The Accessible Instructional Materials (AIM) Survey was developed and refined during Nov 2014 - Jan 2015.

- The AIM survey was constructed to invite instructors to self-evaluate their instructional materials and identify needs for technical support.

- With Campus Labs, the surveys were sent via email to 940 faculty members that had previously been contacted by DRC regarding accessible instructional materials for a student with a print or hearing disability.

- The AIM Survey was an 8 item online questionnaire: 6 (yes/no), 1 (yes/no with open ended option if the response was no), and 1 question regarding full time or part time instructor status.

Results

The following outcomes were measured during the 2014-2015 academic/service year.

There were 118 views of the online survey with data collected for 94 respondents: 94/940 = 10% response rate.

The Survey Questions: Responses

56% were aware of the CSU Accessible Technology Initiative

11% had requested training for creating accessible instructional material for their courses

26% had received training for creating accessible instructional materials for their courses

72% would attend training if it were available

48% were confident that their instructional materials were accessible

60% felt there was adequate support from CPP to assist in making their instructional materials accessible

89% replied yes when asked if it was available, if they would send instructional materials to an on-campus office that offered services and support for converting print and digital materials to accessible formats

11% (n = 10) replied no, with only 9 giving an explanation

The 9 open ended explanations fell into 4 broad categories:
A. Want to do it myself = 2 respondents.
B. Not aware of the need = 3 respondents.
C. Would take too much time and effort = 2 respondents
D. Unless it was structured a certain way (varied descriptions) = 2 respondents.

53% indicated they were full time instructors; 47% indicated they were part time instructors.
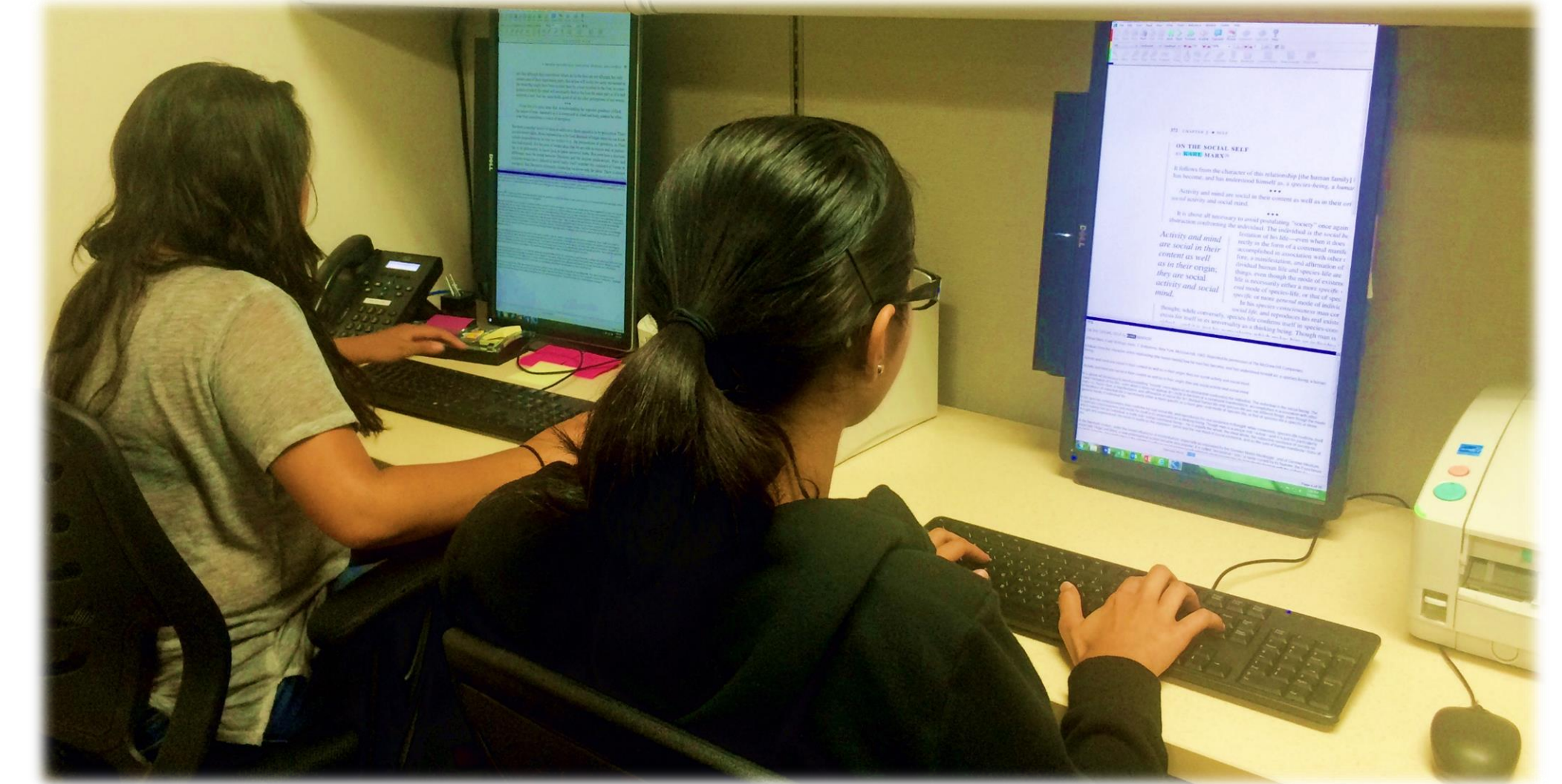
Conclusions and Implications for Future

- Conclusions drawn from the AIM Survey results should be made with caution due to the limited sample size.

- 44% (n = 41) of CPP faculty respondents claimed they had not been made aware of the Accessible Technology Initiative which clarified that instructional materials must be accessible.

- The overwhelming majority of respondents had never requested (89%, n = 84) or received (75%, n = 70) training for making their materials accessible, though 72% (n = 68) said if training were available they would attend; in contrast, about 48% (n = 45) were confident that their materials were accessible.

- It is especially noteworthy that 89% (n = 84) said if it was available they would send their materials to an on campus office that offered services and support.

- If the majority of faculty respondents were part time, these results might be easier to dismiss with an explanation that part time instructors were not fully acclimated and informed about the availability of campus resources and the CSU ATI, but that was not the case since the mix of part time and full time was not significantly different.

Because many of the respondents claimed they were not made aware of the ATI or that training was available at CPP, a campus campaign is necessary to increase faculty understanding and awareness.