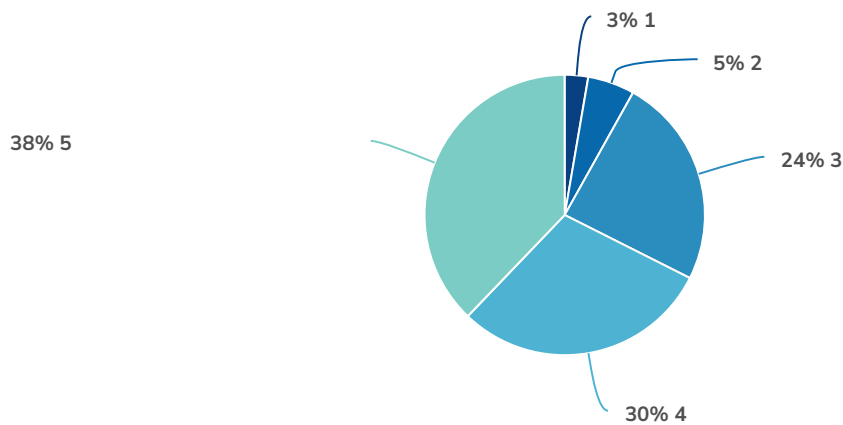


# Report for Accessibility Survey for Faculty

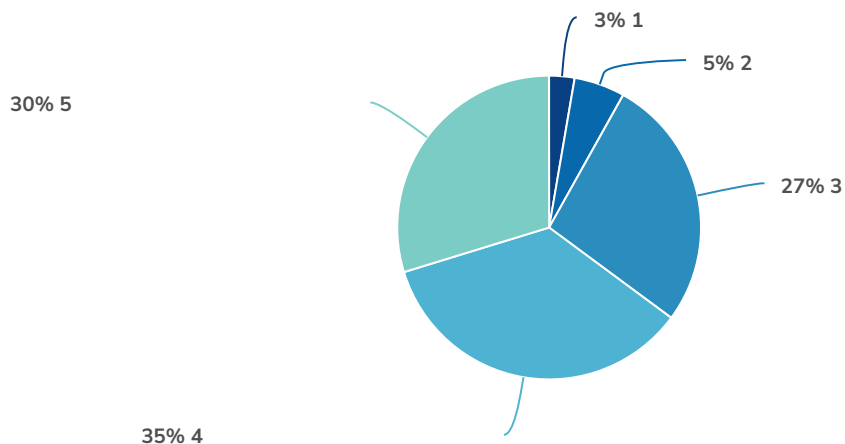
1. How familiar are you with the Accessibility/Disability Support Services Office on campus?



Value	Percent	Responses
1	2.7%	1
2	5.4%	2
3	24.3%	9
4	29.7%	11
5	37.8%	14

Totals: 37

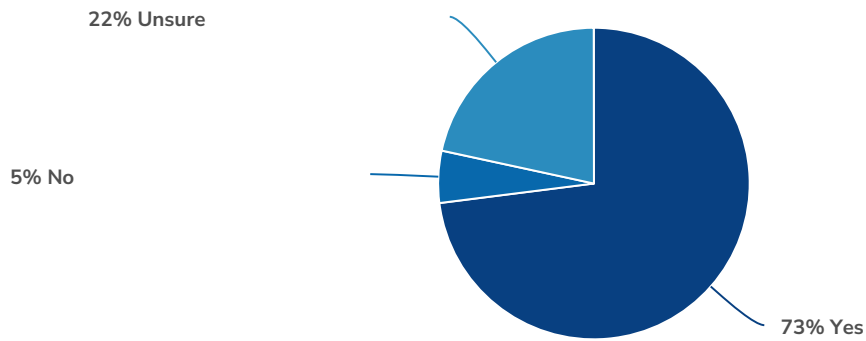
2. How well do you understand your role in facilitating access to college courses, programs, and services for students with disabilities?



Value	Percent	Responses
1	2.7%	1
2	5.4%	2
3	27.0%	10
4	35.1%	13
5	29.7%	11

Totals: 37

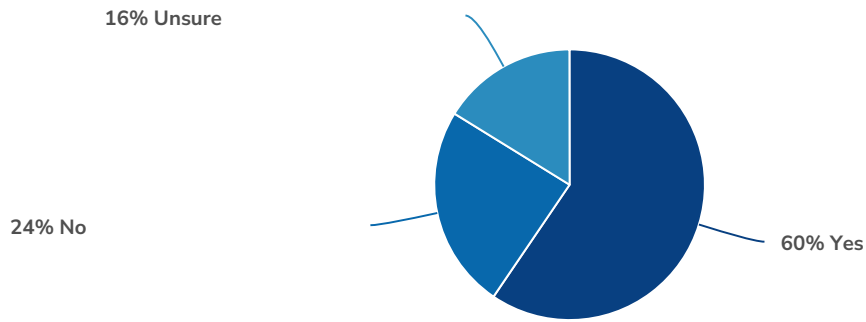
3. Are you aware of the legal requirements (e.g., Americans with Disability Act, Title II) regarding the creation of accessible course content?



Value	Percent	Responses
Yes	73.0%	27
No	5.4%	2
Unsure	21.6%	8

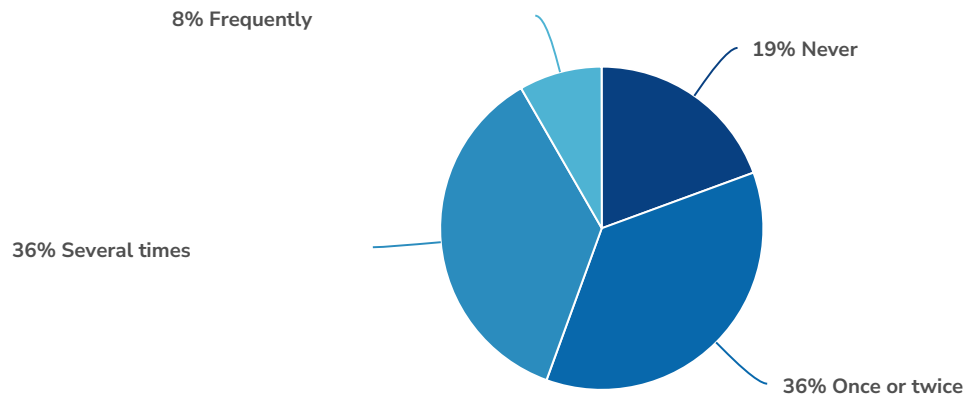
Totals: 37

4. Do you only provide accommodations to students who have gone through the formal request process and present you with a current Letter of Accommodations?



Value	Percent	Responses
Yes	59.5%	22
No	24.3%	9
Unsure	16.2%	6
		<b>Totals: 37</b>

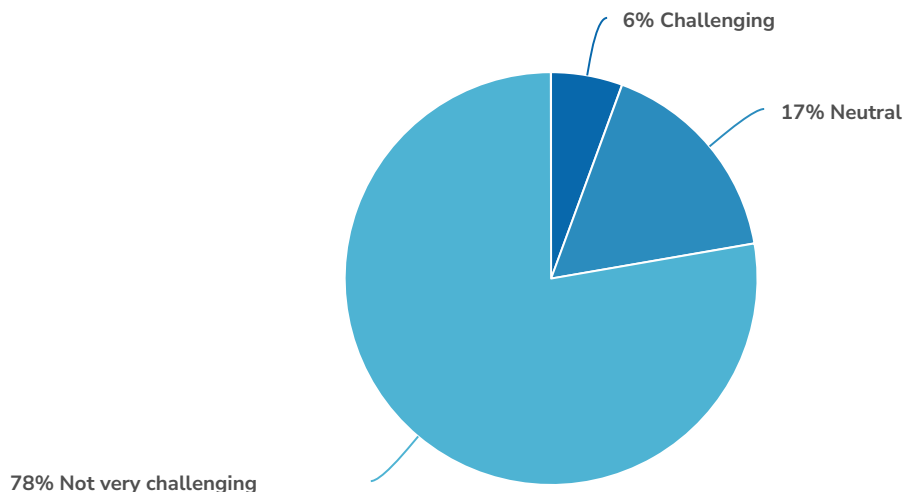
5. In the past 2 years, how often have you worked with the Accessibility Services Office to provide accommodations for a student?



Value	Percent	Responses
Never	19.4%	7
Once or twice	36.1%	13
Several times	36.1%	13
Frequently	8.3%	3

Totals: 36

6. When a student provides a Letter of Accommodations, how challenging have you found the process of implementing the required accommodations (e.g., testing accommodations, testing center requests, etc.)?



Value	Percent	Responses
Challenging	5.6%	2
Neutral	16.7%	6
Not very challenging	77.8%	28

Totals: 36

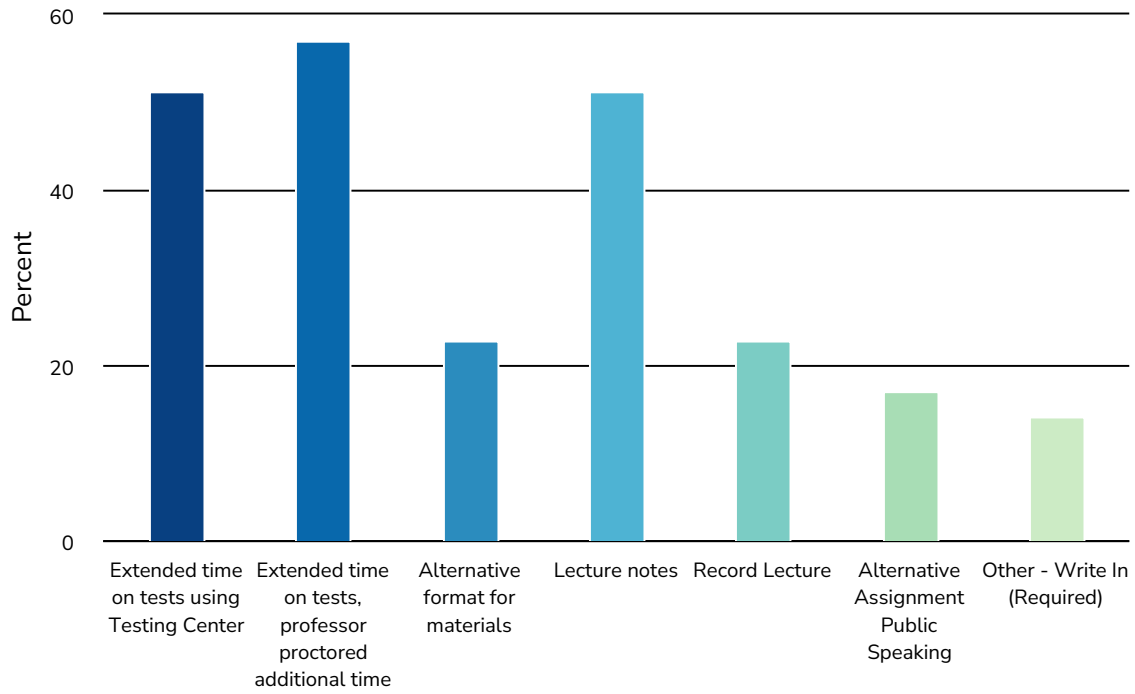
7. Please describe your challenges with the process of implementing required accommodations (e.g., testing accommodations, testing center requests, etc.).

ResponseID	Response
1	good stuff
2	none
3	I haven't used the testing center, so I haven't had any challenges there.
5	This can be a bigger issue for items like quizzes and tests online as reopening them can also allow students without those accommodations to submit late work.
6	I do not find it difficult at all.
7	time to get it set up and coordinated
8	'not vey challenging'
9	none
10	N/a
12	I have not found implementation as challenging, although I have asked for clarification in the past about particular requested needs.
13	Getting the student to give you the letter. And fully understanding the Testing Center process.
14	Not challenging at all.
15	Testing - if the test is during class time, offering additional time means the student comes back after the rest of the class has completed the test and moved on. The student either misses what has happened when the test is completed or comes late to a class activity which is unfair to the student.
16	none
17	None
18	Had a vet in my last class and had a discussion in private with him as to how I could help him be more comfortable. Summary: He spent lots of time remote using the Canvas LMS.
19	Trying to ensure that if a student needs extended time OR a quieter place to take an exam, arranging that for him or her.

**ResponseID    Response**

20	ccc
21	The testing center hours/disability services hours do not always match the needs of students.
22	Alternative testing room and supervision
24	The students that I've had with accomodation plans almost never request accomodations.
25	None
26	Not too complicated.
27	The biggest challenge is knowing how to best help the student given their issues.
28	None.
29	The testing center is easy to use. The largest challenges have been with providing hard copies of digital exams since they never print well off of Canvas.
30	I haven't had any challenges.
31	No challenges I can think of. Easier to make the course accessible for all the students
32	Most accommodations are met within the format of the class design. Extra time is given to all, access to record the lectures, copies of notes and powerpoints are always accessible, etc.
33	more universal understanding of accommodations is needed
34	I do not like accommodations that allow students to record what happens in a classroom. In a classroom, students should be free to share opinions without judgment, and recordings threaten the atmosphere of sharing. When other students are asked if they mind, of course they're not going to object because of peer pressure. Please keep this in mind when allowing students to record.
35	I didn't find any challenges
36	None....other than if a student needs more time for a test...making sure to update amount of time needed to take test.
37	N/A

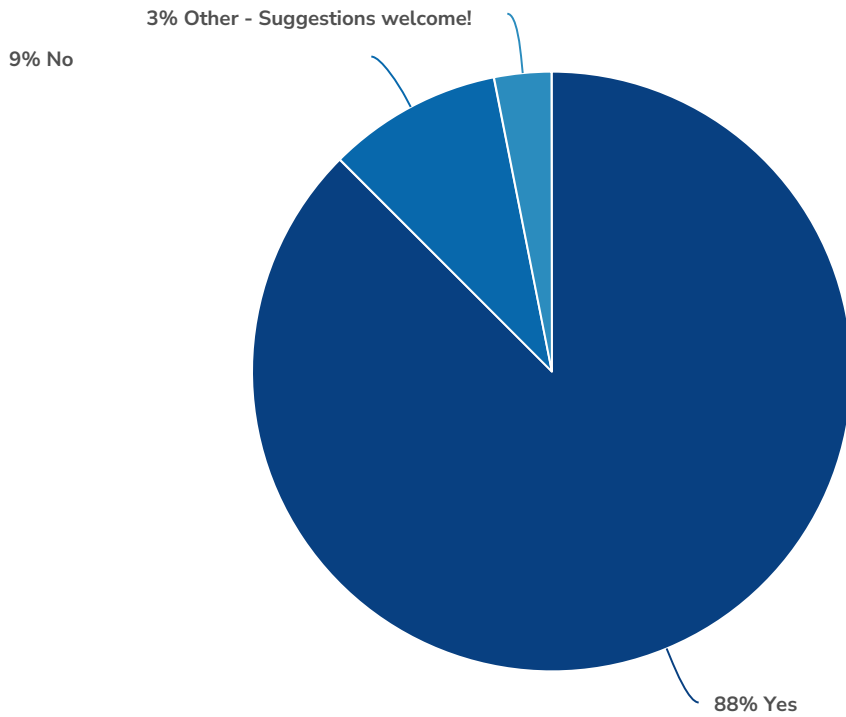
8. What specific accommodations have you implemented in your classroom or course materials? (Select all that apply)



Value	Percent	Responses
Extended time on tests using Testing Center	51.4%	18
Extended time on tests, professor proctored additional time	57.1%	20
Alternative format for materials	22.9%	8
Lecture notes	51.4%	18
Record Lecture	22.9%	8
Alternative Assignment Public Speaking	17.1%	6
Other - Write In (Required)	14.3%	5

Other - Write In (Required)	Count
Service dogs, large font on Canvas, recorded presentations instead of in person.	1
Slides are provided, but I don't use or write lecture notes.	1
Turning on closed captioning for videos and other such presentations.	1
Very infrequently Occasionally a student in my online courses will ask for an extension on a paper or quiz.	1
extended time on paper submissions	1
Totals	5

9. Are you aware that the Accessibility Services Office is available and able to support you in implementing accommodations and/or troubleshooting “tricky” situations?

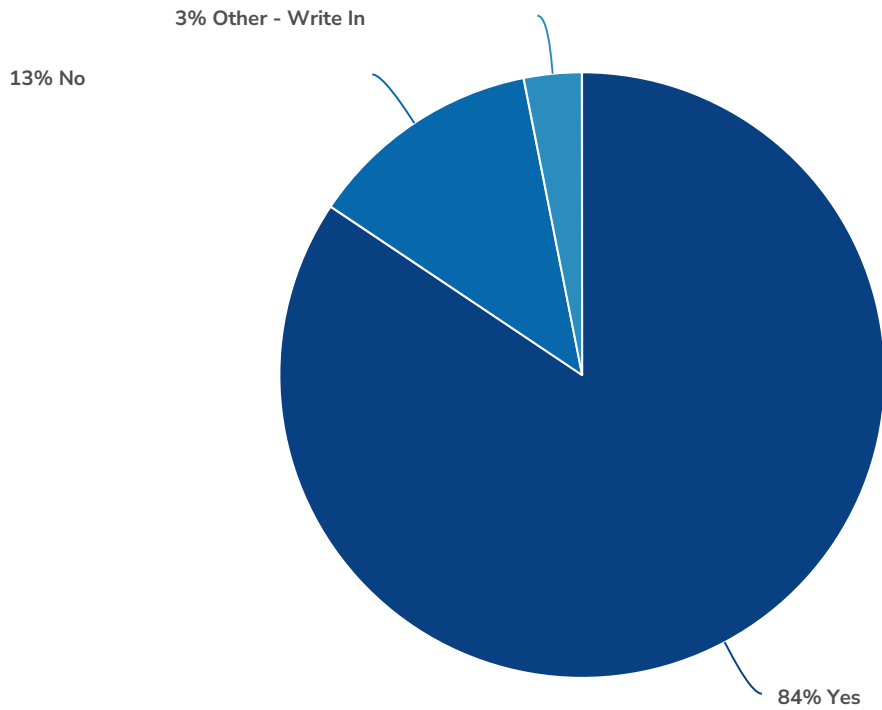


Value	Percent	Responses
Yes	87.5% 	28
No	9.4% 	3
Other - Suggestions welcome!	3.1% 	1

Totals: 32

Other - Suggestions welcome!	Count
I've read the document and followed all the requirements. I haven't encountered any issues so far.	1
Totals	1

10. If you needed support from the Accessibility Services Office, would you know how to get in touch with us?

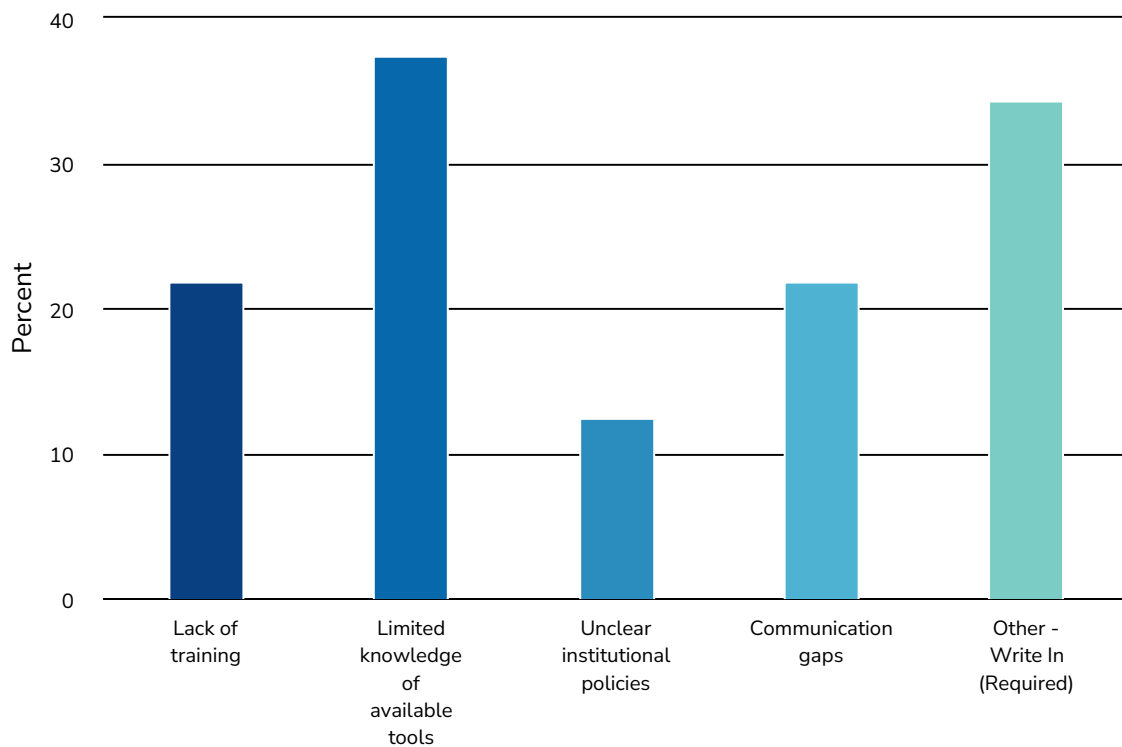


Value	Percent	Responses
Yes	84.4%	27
No	12.5%	4
Other - Write In	3.1%	1

Totals: 32

Other - Write In	Count
I've read the document and followed all the requirements. I haven't encountered any issues so far.	1
Totals	1

11. What barriers, if any, have you encountered when trying to create accessible course content or provide accommodations? (Select all that apply)



Value	Percent	Responses
Lack of training	21.9%	7
Limited knowledge of available tools	37.5%	12
Unclear institutional policies	12.5%	4
Communication gaps	21.9%	7
Other - Write In (Required)	34.4%	11

Other - Write In (Required)	Count
None	3
none	2
Canvas doesn't have a good way of turning digital material into hardcopies.	1
MONEY to purchase needed resources - it ain't free	1
department chair	1
no barriers	1
none, I just contact Jodi.	1
student can not vocalize what would be helpful	1
Totals	11

## 12. What resources would help you make your course content more accessible?

ResponseID	Response
1	more good stuff
2	I'm not worried about MY courses (then again I have a masters in computer tech ed, EdD and am disabled myself and know a lot about how to format etc than average joe) - I should note NONE of the software and resources I use are provided by NCC and I have paid myself (to the tune of over \$5000 the past few years total - my video license alone is \$600 per year without which I could not provide videos for my online courses and would effectively be unable to teach them ) - NCC is cheap ass and doesn't provide enough resources for people to use - I think for adjuncts and the not so well educated it is going to be challenging to implement title 2 - also I think NCC needs to think about this as the provided resources (such as Kaltura 'screen reader' where you would have to MANUALLY edit captions - my software does this all for me but again it cost me \$50/month out of my own pocket because I'd go nuts if I used manual caption editing...) are ridiculously inadequate for effective title 2 compliance especially for online teaching
3	Don't know
5	unsure
6	Unsure
7	?
9	The document provides the possible accommodations and is helpful.
10	n/a
12	updated materials on the 'faculty resources' website page
13	I need to brush up on the new WCAG 2.1
15	Unsure
16	Additional guidance on the design and implementation
17	N/A
18	None really for my course (MTTN201)
19	Consider implementing an online "class" making people more aware of accessibility services.
20	ccc

**ResponseID    Response**

21            Unsure

22            Speak to text

24            training

25            The biggest change that I've experienced in my time teaching at NCC is a big increase of neurodivergent students. I'd love some workshops/resources on teaching techniques to support these students.

26            Requirements of the Accessibility laws.

27            Better understanding of what is meant by accessible.

28            None.

29            Just having canvas convert into a better format. No other suggestions.

30            more training and understanding of requirements.

31            none

32            Being informed of any changes to the policy or regulations regarding accommodations.

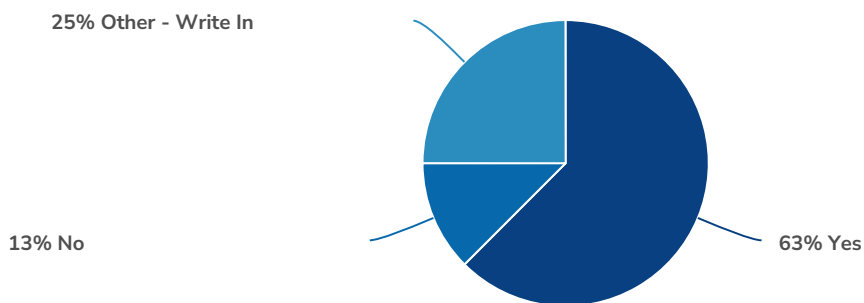
33            better understanding by department chair

35            None

36            None

37            N/A

13. When designing your Canvas course, do you ensure that it meets the learning needs of diverse learners (e.g., students with accommodations, English language learners, adult learners just returning to college, “slow” readers, etc.)?

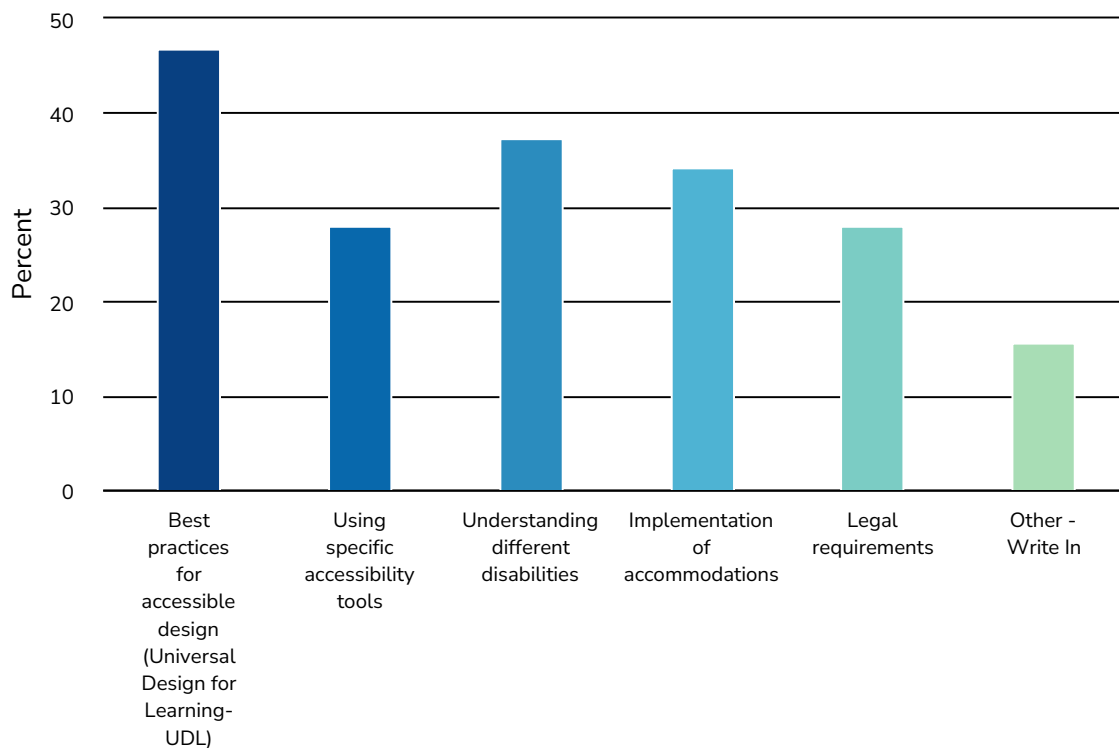


Value	Percent	Responses
Yes	62.5% 	20
No	12.5% 	4
Other - Write In	25.0% 	8

Totals: 32

Other - Write In	Count
I do my best, but you can't matriculate in my major without visual acuity.	1
I will make accommodations when needed	1
It's not so much the Canvas course as how I work with the students.	1
Must adjust to new standards for self reading and accessible linking.	1
N/A	1
Not sure how to ensure - and different with 100% online and in person	1
Somewhat	1
Try to create.	1
Totals	8

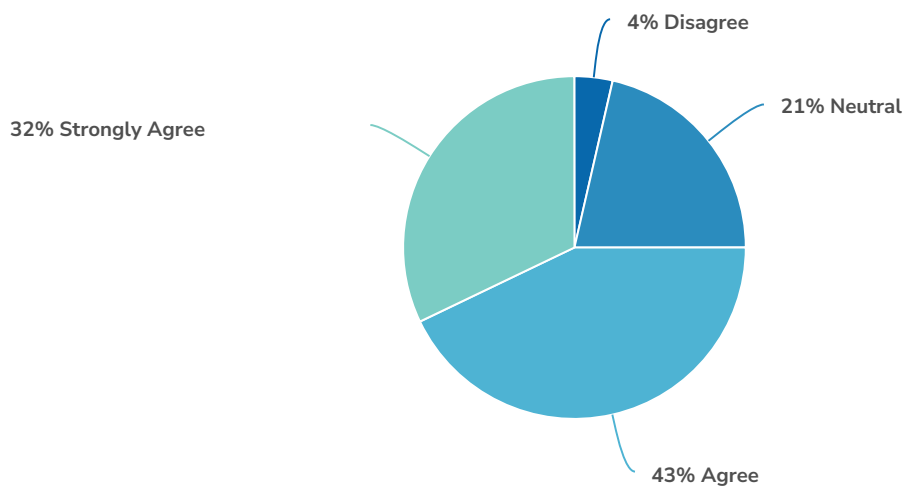
14. What professional development topics regarding accessibility would be most helpful to you? (Select all that apply)



Value	Percent	Responses
Best practices for accessible design (Universal Design for Learning-UDL)	46.9%	15
Using specific accessibility tools	28.1%	9
Understanding different disabilities	37.5%	12
Implementation of accommodations	34.4%	11
Legal requirements	28.1%	9
Other - Write In	15.6%	5

Other - Write In	Count
All are helpful, because I do not think of these topics daily, and need reminders.	1
Autism Spectrum and other Neurodivergencies	1
None really.	1
i'm good but I'm in the 99th percentile in know-how but I think 99% of my colleagues need all of the above	1
n/a	1
Totals	5

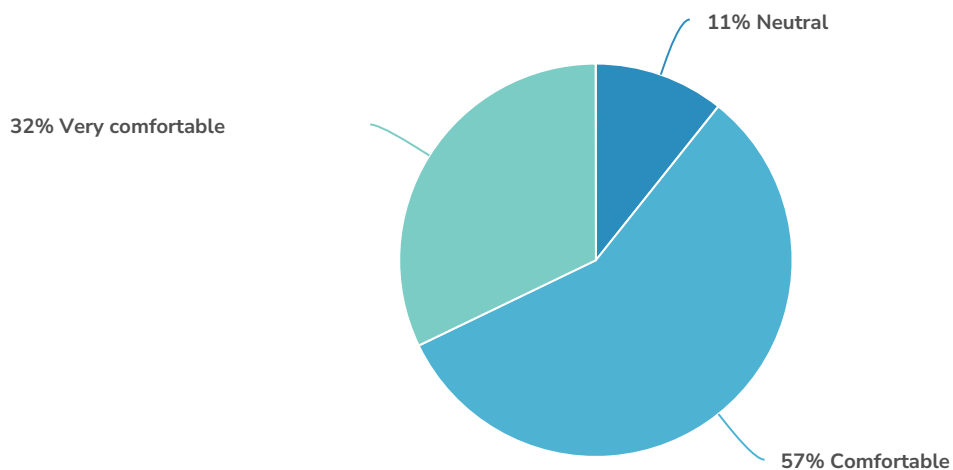
15. To what extent do you agree that accessible content improves the student learning outcomes for all students?



Value	Percent	Responses
Disagree	3.6%	1
Neutral	21.4%	6
Agree	42.9%	12
Strongly Agree	32.1%	9

Totals: 28

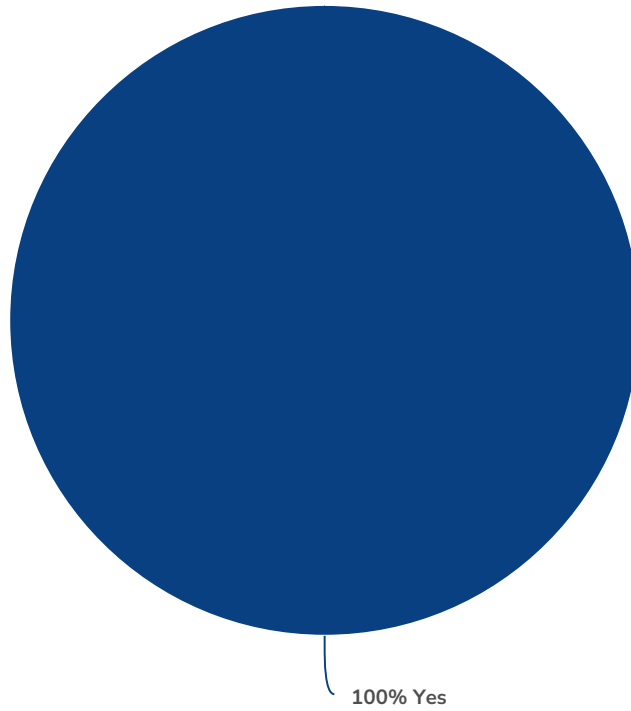
16. How comfortable do you feel discussing a student's accessibility needs and accommodations with them?



Value	Percent	Responses
Neutral	10.7%	3
Comfortable	57.1%	16
Very comfortable	32.1%	9

Totals: 28

17. Are you aware of the accessibility statement in your course syllabi inviting students to contact the accessibility office?

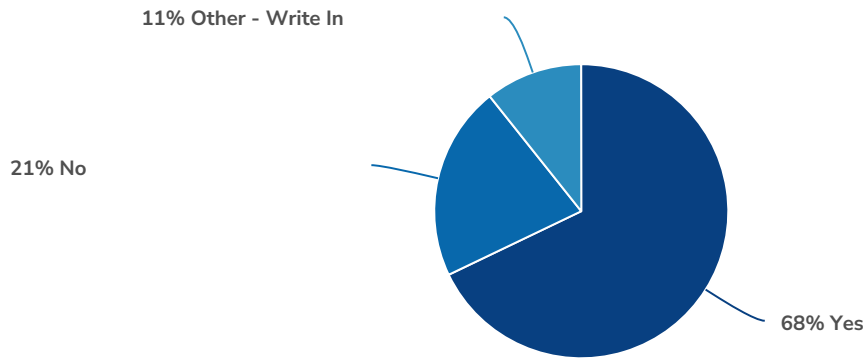


Value	Percent	Responses
Yes	100.0%	28

Totals: 28

Other - Write In	Count
Totals	0

18. Do you discuss the accessibility statement in your course syllabus with your students on the first day of classes?



Value	Percent	Responses
Yes	67.9%	19
No	21.4%	6
Other - Write In	10.7%	3

Totals: 28

Other - Write In	Count
Discussed when the syllabus is discussed.	1
I make sure they are aware of it on the syllabus	1
I refer them to their syllabus for all student services, including those. I don't spend time on things that they can read if it pertains to them.	1
Totals	3

19. Do you have any other comments or suggestions regarding accessibility services at our college?

## ResponseID Response

1 additional good stuff

2 One suggestion I would have is to make TEMPLATES of powerpoints and word documents that are correctly formatted (heading structures, image alts) especially for adjuncts and others to have specific work-able solutions to use for curriculum work

3 No

9 I typically receive the document through the student rather than the office, and at times it arrives only after some assignments have already been completed. Requiring students to submit the document before any coursework is assigned would ensure that accommodations are in place from the very beginning.

12 While our full-time faculty are usually aware of accessibility services updates due to frequent faculty/staff meetings, adjunct faculty--especially those who teach only online courses--may not be able to be on campus at the time of meetings. Perhaps reaching out to the part-timers on a periodic basis would be helpful in keeping this population informed.

13 I get frustrated when students expect we all talk and know who has LOA, and don't say anything until they get a bad grade.

16 none

20 ccc

26 Students need to realize that industry will have its own challenges and fewer accommodations than college. We have to overcome and strengthen our weakness to succeed.

29 Not at this time.

31 no

32 I wish there were ways to help students who are struggling but not previously identified as needing accommodations. I have had students who cannot read, or understand what they read. However, if there is no formal plan, then there are fewer resources to help them. With the accessibility changes in online programs, now these students can listen to books or pdfs being read to them, which has been helpful. However, processing information has also been an issue for some students, and we have limited support for this problem.

33 Many adjuncts do not have training in IDEA issues

37 N/A

