National Disability Center
for Student Success

Agenda and Presentation Content Guide

"Fall 2025 Townhall: The Next Chapter in Accessibility: Connecting Faculty Practices with Student Realities"

[FALL 2025 TOWNHALL PRESENTATION]

I. Welcome

II. Agenda
   - Welcome and Project Highlights From Year Two
   - What's New on Our Website
   - The Current Status of Accessibility in American Higher Education
   - Panel Discussion : Maura Borrego, PhD and Ryan Mata, PhD
   - Coming Soon
   - Conclusion + Feedback

III. Year Two

IV. Building on Year Two
   - Building on our year one foundation
   - Our team expansion!
   - The CAM Report + Measure release
     - https://nationaldisabilitycenter.org/resources/national-report/
   - Student Interview project

- Community College Students (CCSSE) findings
- Collaborating with more partners:
    - Binghamton University
    - University of Kentucky
    - And more on the way!
    - Updates on each of these are found on our Blog!
        a) https://nationaldisabilitycenter.org/news/no-research-about-us-without-us/
        b) https://nationaldisabilitycenter.org/news/human-development-institute-at-kentucky-a-model-for-disability-inclusion/

V. What's New on Our Website
- Incorporating UX feedback
    - Included latest resources to home page
    - Simplified Learning Hub and Blog filters
        a) https://nationaldisabilitycenter.org/learn/
    - Developed UX best practice
        a) https://nationaldisabilitycenter.org/resources/best-practice-ux-accessibility/
    - Added new resources to Learning Hub
- Never miss a newsletter
    - Newsletter archive available
        a) https://nationaldisabilitycenter.org/newsletter-archive/
- Improved Townhall Page
        a) https://nationaldisabilitycenter.org/community/townhalls/

VI. Best Practices

- ○ We have 8 new best practices, ready for you! Explore practical steps to support disabled students on the National Disability Center Learning Hub.
- ○ https://nationaldisabilitycenter.org/learn/

VII. Oxford University Press
- ○ Chapter 2: The Current Status of Accessibility in American Higher Education sets the groundwork for understanding accessibility before later chapters explore the crossroads ahead.
- ○ Featured in the volume New Accessibility in Higher Education: Disrupting the System.
- ○ https://academic.oup.com/book/60775/chapter-abstract/528563339?redirectedFrom=fulltext

VIII. [POLL] What is the most impactful strategy that INSTRUCTORS can use to increase accessibility for all students?
- ○ Ensure all PDFs are accessible
- ○ Provide all course material in advance
- ○ Offer late assignment options
- ○ Give choices for how to complete assignments
- ○ Allow revisions after feedback

IX. [POLL] What is the most impactful initiative that INSTITUTIONS can use to increase accessibility for both faculty and students?
- ○ Train faculty on accessible teaching strategies
- ○ Increase resources for accommodations
- ○ Shorten timeline to receive approved accommodations
- ○ Do an accessibility audit
- ○ Other? Put in the chat!

X. Faculty Accessibility Measure

- Preliminary Findings

XI. Institution Type
- Technical Training Program - 15.5%
- 2 Year Community College - 21.8%
- 4 Year College - 62.9%

XII. Teaching Experience
- M= 8 years (SD = 7.33)
- Early Career (0-3 Years) - 38.0%
- Mid-Career (4-10 Years) - 33.3%
- Experienced Career (11+ Years) - 28.7%

XIII. Disability Status
- Yes - 43.5%
- No - 51.4%
- Unsure - 3.1%
- Prefer Not to Say - 1.9%

XIV. What Did This Study Measure?

XV. Exploratory Factor Analysis Results
- Note. Factor loadings > .40 are shown.
- λ_1 Individual Confidence
  - I feel confident implementing accessibility accommodations - 0.85
  - I am comfortable using accessibility technology tools - 0.78
  - I can create inclusive learning environments - 0.72
  - I have the skills needed for accessible teaching - 0.68
  - I feel prepared to support students with disabilities - 0.65

- - - I know how to make my courses accessible - 0.52
  - λ_2 Institutional Support
    - My institution provides accessibility training - 0.79
    - Administrative support for accessibility is available - 0.76
    - My institution has clear accessibility policies - 0.71
    - Resources for accessibility implementation are provided - 0.68
    - My department supports accessibility efforts - 0.62
    - Technical assistance for accessibility is available - 0.45

XVI. Early Findings
  - Faculty at technical training programs and 2-year colleges reported higher Individual Confidence scores than those at 4-year colleges.
  - Faculty at 2-year institutions also reported significantly higher perceptions of Institutional Accessibility Support.
  - Years of teaching experience did not significantly affect the relationship between institution type and Institutional Support. Perceived cost and personal accessibility to campus also showed no significant differences.
  - Disabled faculty scored significantly higher on Individual Confidence than non-disabled faculty. While their Institutional Support scores were numerically higher, the difference was not statistically significant. No significant group differences were found in personal accessibility.

XVII. Bonus Interview Findings
  - Participants shared that the COVID-19 pandemic led to increased course accessibility due to the dramatic shift in teaching modalities.
  - This is because instructors:

- Redesigned their courses to adapt to online online, remote, or hybrid instruction, which revealed gaps in their teaching methods.
- Became increasingly aware of various accessibility aspects such as closed captions on videos, color contrast, the organization of their learning management systems, and verbally describing images/graphs.

XVIII. [QUOTE]
- "And then when COVID hit, that was a big push for, How do we make things really accessible? How do we create videos with captioning and all that kind of stuff? So, because I was redesigning the whole course anyway to be in an online format, it was just me talking for 50 minutes in a lecture hall, which is hard for me to imagine now. But because I had to redesign it completely from the ground up, that's when I thought, OK, now is a good opportunity to just do this right."
- - U.S. Higher Education Instructor

XIX. Panel Discussion
- Stephanie W. Cawthon, PhD
  - Executive Director, National Disability Center
  - Professor, College of Education

- Maura Borrego, PhD
  - Professor, Cockrell School of Engineering
  - Director, Center for Engineering Education
  - Director, Center for Engineering Education

- Ryan A. Mata, PhD
  - Program Manager, Medical School
  - Research Associate, National Disability Center

XX.   Familiar Faces at ASHE
- Session: "You always have to advocate for yourself": Administrative Burdens and the Experiences of College Students with Disabilities
- Date: November 13th, 9:45-11:00 AM MST
- Description: This session examines how administrative burdens, particularly those embedded in accommodation processes, shape academic success and well-being. Using an asset-based lens, it highlights how students navigate institutional barriers while drawing on their strengths and forms of cultural capital.
- Speakers: Denisa Gándara, PhD, Ryan A. Mata, PhD, Stephanie W. Cawthon, PhD, and Ifeoluwa (Ife) Adekoya
- https://www.ashe.ws/conference

XXI.   Introducing Online Training
- Expected September 30th
- Learn It - Flexible modules shaped by real student and faculty experiences.
- Prove It - Each course includes quick quizzes to help you check your understanding.
- Apply It - Turn insights into action with concrete steps to boost accessibility on campus.
- Show It - Earn a certificate you can share proudly with colleagues and add to your portfolio.

XXII.   Q&A

XXIII.   Share Your Feedback!
- Collaborate in Our Embedded Evaluation

- ○ https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_6G7Cb0ycEGbXrHo

XXIV.   Stay Connected
- ○ Join our Communications Network
    - ■ https://nationaldisabilitycenter.org/community/
- ○ Subscribe to our YouTube for recorded events
    - ■ https://www.youtube.com/@NationalDisabilityCenter?themeRefresh=1
- ○ Find us at ASHE 2025, Nov 12 - 15

XXV.   Thank You!