



HOW ACCESSIBLE IS IT?

A PROACTIVE APPROACH FOR ONLINE COURSE ACCESSIBILITY



MY BACKGROUND

- SUS and FCS experience
- Currently staff & adjunct faculty
- Jack of all trades
- Over 15 years of experience in online education as a student, adjunct, and designer
- Have face-to-face, hybrid, and online teaching experience



PRESENTATION OVERVIEW



What is digital accessibility and why is it important?



Digital Accessibility Practices



IRSC's Approach



Ally Accessibility Tool



Questions

The U.S. Department of Education (2019) reports that 19% of undergraduates have a diagnosed disability.



WHAT IS DIGITAL ACCESSIBILI TY?

Digital accessibility focuses on learners who have particular needs related to sensory, physical, and/or cognitive impairments.

WHY IS ONLINE ACCESSIBILITY IMPORTANT?

Research suggests 66% of students who may qualify for disability-related accommodations do not disclose that they have a disability.



Adapted from Blackboard Ally Instructor Package Handouts

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SECTION 508

In 1998, Section 508 was added to the Rehabilitation Act of 1973.

DIGITAL ACCESSIBILITY IN HIGHER ED



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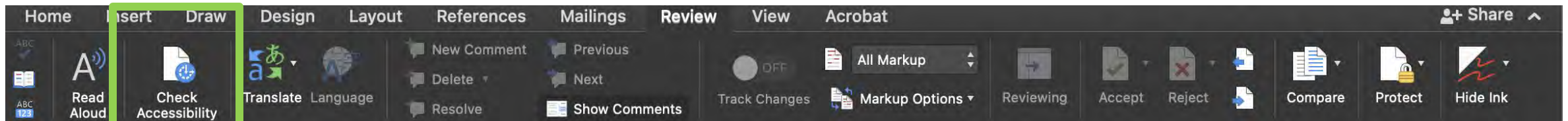
Higher education often employs a reactive approach to accessibility, necessitating unscheduled and unexpected content updates when the need arises.

DIGITAL ACCESSIBILITY PRACTICES

Technology/Content Type	Accessibility Standard
Lecture Captures (i.e., Echo 360)	Create closed captions or provide transcripts for all lecture recordings.
Instructional Videos	Create closed captions or provide transcripts for all instructional videos.
Imaged-Based Content (i.e., infographic)	Include text equivalents for visual media such as alt text or narrative text.
Presentations and Documents	Use legible font, sufficient color contrast, heading styles

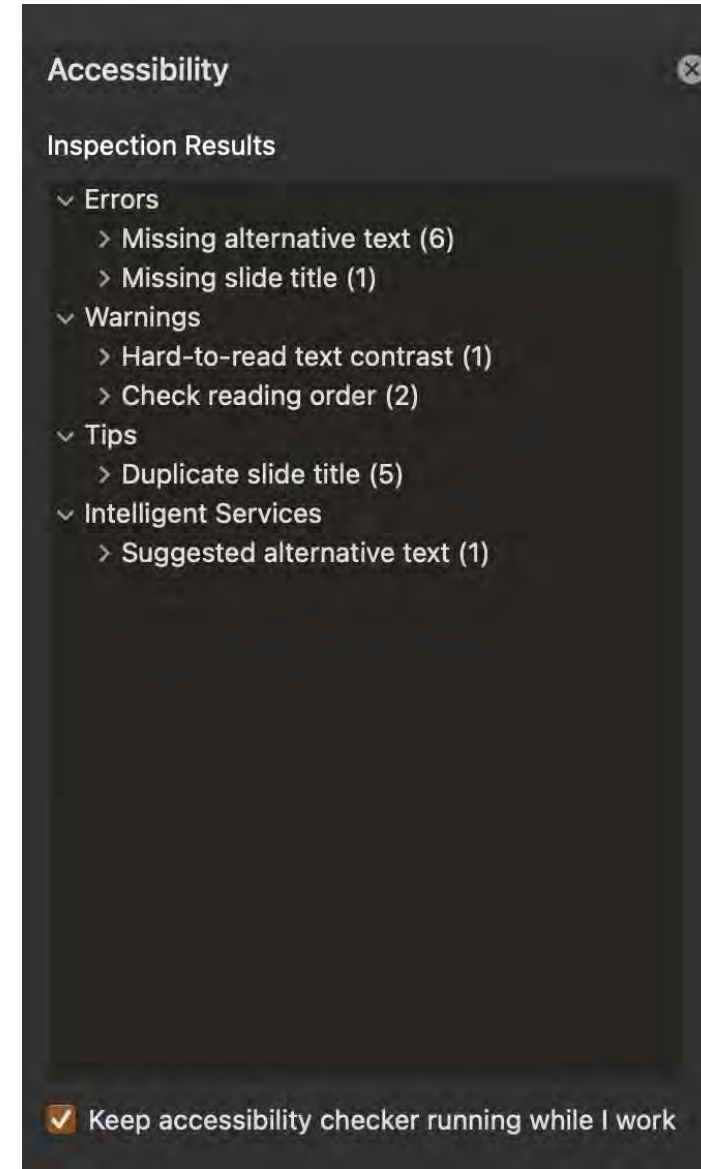
DOCUMENT CHECKLIST

- ☐ Can your text be highlighted, copied, and pasted?
- ☐ Were headings used properly?
- ☐ Sufficient color contrast
- ☐ Do images contain alt-text?
- ☐ Did you double-check with a built-in accessibility checker?



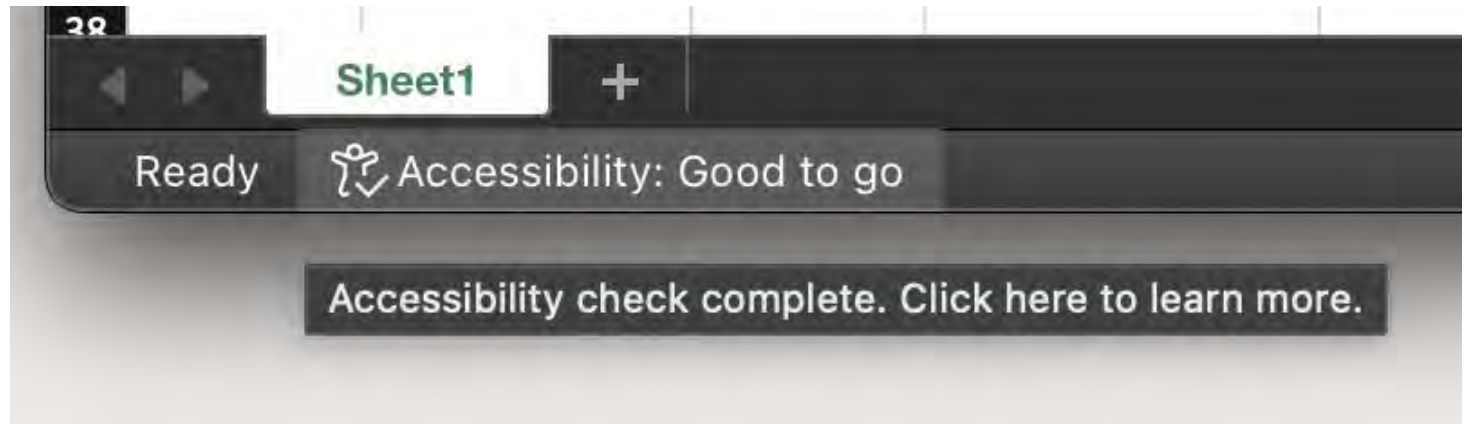
POWERPOINT CHECKLIST

- Was the presentation created with a template?
- Did you verify the order of text in the “outline” panel?
- Is there sufficient color contrast between text and background colors?
- Do images include alt-text?
- Did you double-check with a built-in accessibility checker?



EXCEL CHECKLIST

- Do images include text descriptions?
- Were header and column headings identified?
- Did you include meaningful hyperlink text?
- Were merged cells avoided?
- Did you double-check with a built-in accessibility checker?



VIDEO AND AUDIO CHECKLIST



Does all video content include captions or transcripts?



Are transcripts available for audio-based materials?

QUALITY ASSURANCE IN ONLINE EDUCATION

Rubric or Scorecard	Standard/Description
Quality Matters	General Standard 8: The course design reflects a commitment to accessibility and usability for all learners
Anthology Exemplary Course Program	Sub-standards 1.13 - 1.16: Accessibility and Course Design
OLC Quality Scorecard	Course Development Standards 8 & 9, Evaluation Standard 8
Quality Online Teaching and Learning Rubric	Section 8 – Accessibility and Universal Design Addresses the course’s adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners.

10 TIPS FOR ONLINE DESIGN AND DEVELOPMENT

1. Clear, consistent layouts and organization themes
2. Structure headings and use built-in designs/layouts
3. Use descriptive wording for hyperlink text (e.g., “DO-IT Knowledge Base” rather than “click here”)
4. Minimize the use of PDFs, especially when presented as an image
5. Provide concise alternative-text descriptions of content presented within images

10 TIPS FOR ONLINE DESIGN AND DEVELOPMENT

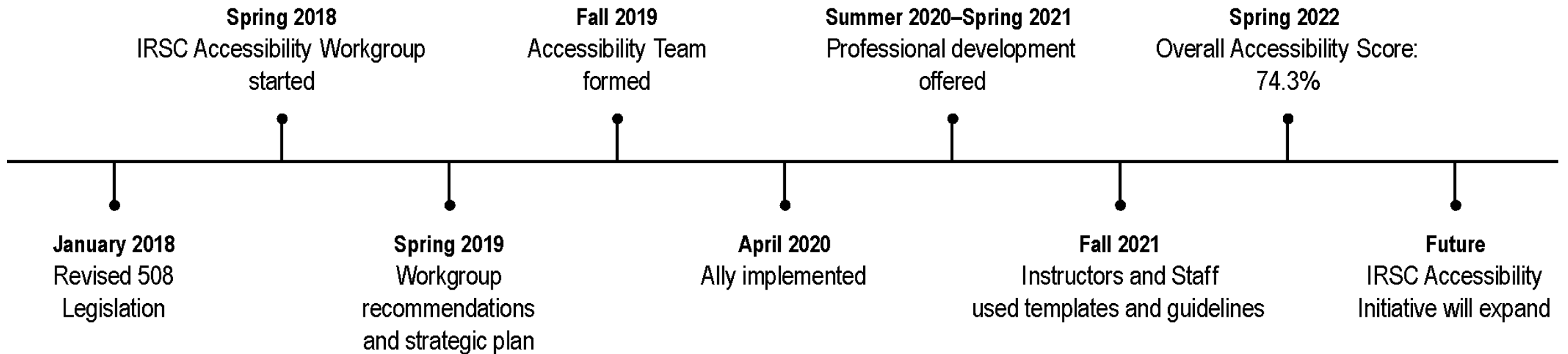
6. Use large, bold fonts on uncluttered pages with plain backgrounds
7. Use color combinations that are high-contrast and can be read by those who are colorblind
8. Make sure all content and navigation is accessible using the keyboard alone
9. Caption or transcribe video and audio content
10. Assume students have a wide range of technology skills and provide options for gaining the technology skills needed for class participation

ABOUT IRSC

- 10,022 fully online students (as of Fall 2021)
- IRSC Online Team – 1 director, 3 instructional designers, 1 course developer
- Managing over 300 master courses
- Quality Matters Subscriber
- Blackboard LMS



IRSC'S APPROACH



ACCESSIBILITY WORKGROUP RECOMMENDATIONS

Make

Make ADA-compliant templates for the Syllabus/Schedule of Activities available to IRSC faculty

Design and Host

Design and host workshops on ADA-Compliance

Create

Create an ADA component for institutional professional development

ALLY



Module 2 Presentation

Attached Files:  Chapter03.pptx  (231.285 KB)



Online tool, integrated
into LMS



Provides alternative
means of access



Identifies
documents/content with
accessibility issues



Institution-wide
reporting

ACCESSIBILITY SCORE



Needs help!



A little better



Almost there



Perfect!



Low (0-33%): Needs help! There are severe accessibility issues.



Medium (34-66%): A little better. The file is somewhat accessible and needs improvement.



High (67-99%): Almost there. The file is accessible, but more improvements are possible.



Perfect (100%): Perfect! Ally didn't identify any accessibility issues, but further improvements may still be possible.

ALLY

Page 1 of 3

2 Images without a description

Accessibility score for:
BSC2010 Scientific Literacy Project
Part A Assignment Document.docx

27% All issues

This document contains images that are missing a description

What this means

How to add descriptions

Upload a version with image descriptions

Drop file to upload or

Browse


BSC2010 Chapter 3 – Scientific Literacy Project Total points possible: 80/80

Let's exercise our scientific literacy and reasoning skills to determine if you would buy a product that is marketed to you using science claims.

Instructions: Work on this assignment independently. Please answer each question with complete sentences and proper grammar. Please handwrite and make sure your writing must be legible.

1) Look at this product page from Amazon. What is this page trying to get you to do? What is the purpose? (5 pts)

1/2 1



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Ally Report

Accessibility Issues

All



Severe



Major



Minor



1. **Image:** The image does not have a description

22,053



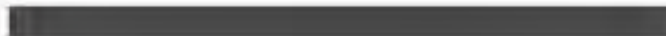
2. **Document:** The document has contrast issues

21,615



3. **Document:** The document is missing a title

18,079



4. **Document:** The document contains images without a description

15,597



5. **Document:** The document does not have any headings

13,089

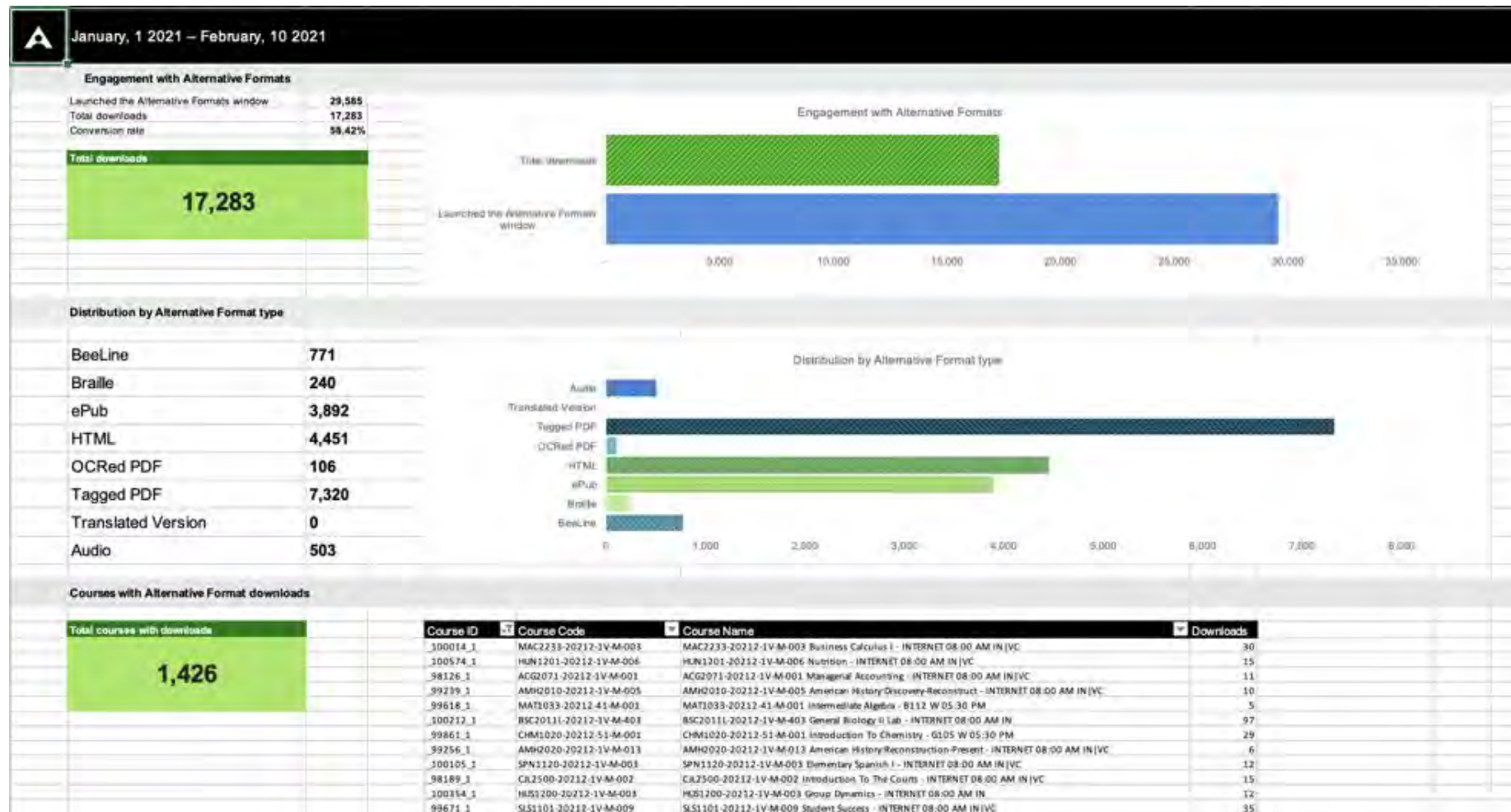


6. **Document:** The document has tables that don't have any headers

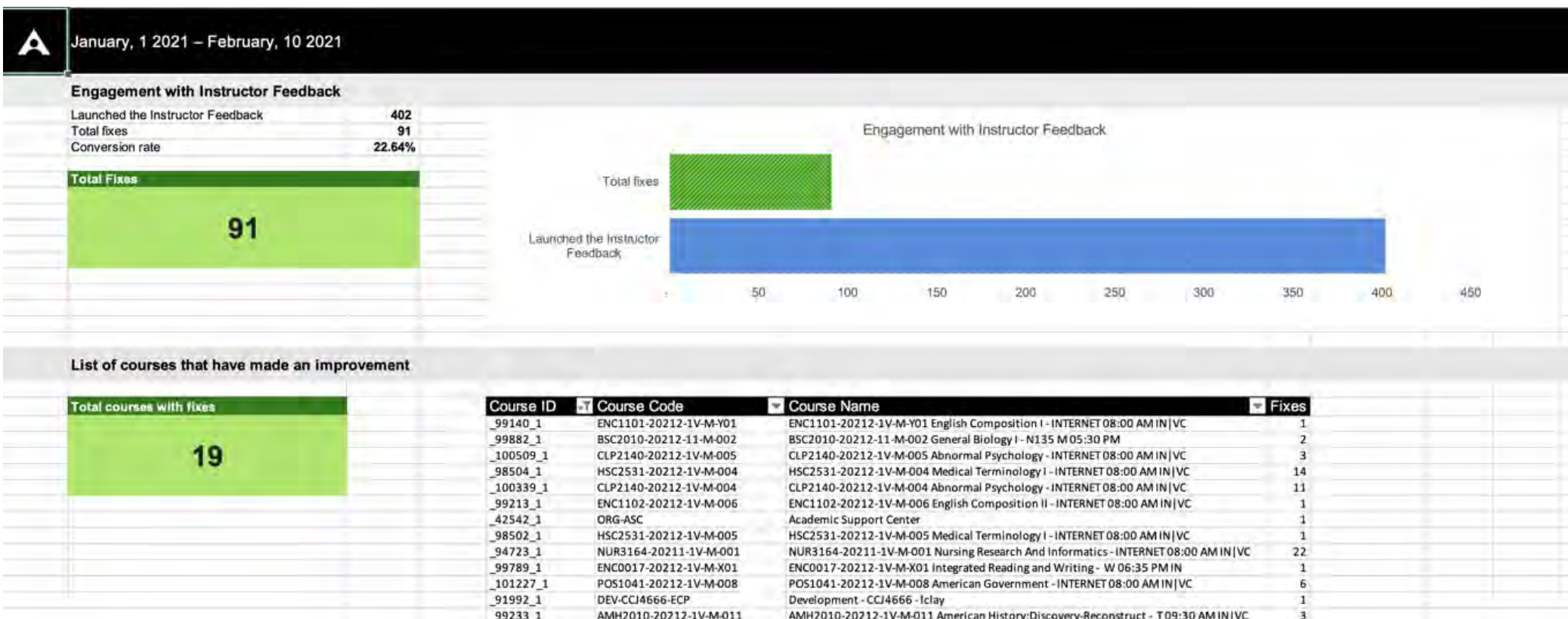
12,536



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List of courses that have made an improvement

Total courses with fixes	Course ID	Course Code	Course Name	Fixes
19	99140_1	ENC1101-20212-1V-M-Y01	ENC1101-20212-1V-M-Y01 English Composition I - INTERNET 08:00 AM IN VC	1
	99882_1	BSC2010-20212-11-M-002	BSC2010-20212-11-M-002 General Biology I - N135 M 05:30 PM	2
	100509_1	CLP2140-20212-1V-M-005	CLP2140-20212-1V-M-005 Abnormal Psychology - INTERNET 08:00 AM IN VC	3
	98504_1	HSC2531-20212-1V-M-004	HSC2531-20212-1V-M-004 Medical Terminology I - INTERNET 08:00 AM IN VC	14
	100339_1	CLP2140-20212-1V-M-004	CLP2140-20212-1V-M-004 Abnormal Psychology - INTERNET 08:00 AM IN VC	11
	99213_1	ENC1102-20212-1V-M-006	ENC1102-20212-1V-M-006 English Composition II - INTERNET 08:00 AM IN VC	1
	42542_1	ORG-ASC	Academic Support Center	1
	98502_1	HSC2531-20212-1V-M-005	HSC2531-20212-1V-M-005 Medical Terminology I - INTERNET 08:00 AM IN VC	1
	94723_1	NUR3164-20211-1V-M-001	NUR3164-20211-1V-M-001 Nursing Research And Informatics - INTERNET 08:00 AM IN VC	22
	99789_1	ENC0017-20212-1V-M-X01	ENC0017-20212-1V-M-X01 Integrated Reading and Writing - W 06:35 PM IN	1
	101227_1	POS1041-20212-1V-M-008	POS1041-20212-1V-M-008 American Government - INTERNET 08:00 AM IN VC	6
	91992_1	DEV-CCJ4666-ECP	Development - CCJ4666 - Iclay	1
	99233_1	AMH2010-20212-1V-M-011	AMH2010-20212-1V-M-011 American History:Discovery-Reconstruct - T 09:30 AM IN VC	3



DEBRA RUH — FOUNDER OF TECACCESS

“Accessibility allows us to tap into everyone’s potential.”

CONTACT INFORMATI ON

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QUESTIONS?