Lessons Learned
Our Journey Together

First – a quick look at our complex work

• Different institutional approaches

Then – a tour of examples

• Accommodation: using data
  • Testing
  • Captioning
  • Furniture
• Accessibility: using systems
  • Facilities Standards
  • Technology Deployment
• Institutional Culture: using relationships
  • College Climate Surveys
  • Student Leadership Roles

Last – a review of common threads
First: A quick look at different approaches
An (overly simplistic) categorization

<table>
<thead>
<tr>
<th>Core focus</th>
<th>Compliance</th>
<th>Universal Design</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Accommodation</em></td>
<td><em>Reducing barriers</em></td>
<td><em>Full participation</em></td>
</tr>
<tr>
<td>Key Message</td>
<td>Understand rights and responsibilities: provide auxiliary aids and services to mitigate barriers</td>
<td>Use technical support to make courses, materials, and activities, usable at the design stage</td>
<td>Work with colleagues to question practice and move toward greater equity</td>
</tr>
</tbody>
</table>

Typically, for most of us, there is a mix of these approaches, how does the balance in your work strike you?
We Need All the Approaches

On any given day, we might be:

- Determining eligibility for a new student
- Trouble-shooting a conflict around an active accommodation
- Offering a presentation for colleagues on accessibility
- Partnering with a colleague on a social justice program
What gets in our way?

- Organizational structure
- Funding process and priorities
- Stability of vision
- Each other...or ourselves
Next: examples in action
Practical Examples - Accommodation

Accommodated Testing
- Shifting to online agreement forms
- Using data to expose gaps

Captioning
- Who’s Responsible for What?

Ergonomic Furniture
- Establishing standards
Accommodated Testing
Accommodated Testing Considerations

Accommodation management
- Digital notification replaces hard copy forms
- Forms need to be filled out in a timely manner

Consistency
- Who is in charge?
- Resources needed for consistency

Accountability and use of data
- Data Summits (quantitative and qualitative)
- Communication when changes are needed
New Accommodation Management System

1. We started with the rationale for change
   The why

2. We offered open houses and practice
   The how

3. We provided clear expectations
   The what

4. We didn’t stop there
   We used data to urge change & close gaps
CLASS INSTRUCTOR LIST

SUBJECT: MTH - 2018 - WINTER

LEGEND FOR STATUS COLUMN

There is at least one student with disabilities in the classroom and:

- **No Testing Request:** Student submitted accommodation requests for the class and alternative testing is not part of the accommodation requested.

- **No Contract:** Student has requested alternative testing as an accommodation. In this particular case, student has not submitted any exam proctoring request and instructor has not submitted alternative testing contract.

- **No Contract with Exam Request:** Student has requested alternative testing as an accommodation. In this particular case, student has submitted at least one exam proctoring request and instructor must provide alternative testing contract before exam can be administered by Testing Center.

- **Completed:** it's all good! In this case, instructor has completed alternative testing contract. The instructor just needs exam confirmation or reminder.
Ability to search by campus – built for the end users

- Accommodation Term: 2018 - Winter
- Instructor Name: 
  Note: Please enter ONLY First Name or Last Name of the instructor.
- Campus Location: 
- Customized Search: Search All
- Sort By: Course Information

[Search] [Start Over] [Sort]
Deans and chairs can monitor activity and provide coaching for faculty as needed. When monitoring doesn’t work, the testing center copies both DS and Dean.
Multiple Locations and Internal Consistency

- From anecdotal observations to a deeper dive
- # students with testing accommodation
- # students scheduled in testing centers

- Compared campus usage rates to overall college-wide usage rate, looked at gaps
- Patterns became visible
The data: shared graphically and numerically

% of Students using Testing Centers at each Campus - Compared to % Overall
The data was contextualized

- Accommodation eligibility and usage statistics were brought into focus, along with data from student and faculty surveys.
- Faculty and students report on their experiences providing scale responses and open feedback.
- Customer Service came out as a theme.
- Resource allocation provided additional context.
Current and Ongoing Efforts

- Analysis of eligibility types over time
- Usage rates of software vs human readers/scribes
- Late request patterns – attempts to intervene
- Relationship between use of testing accommodation and grades
Key Take-Aways from Accommodated Testing

1. Move to online system represented change in practice that required authentic buy-in.
2. Testing accommodation report was a way to share responsibility so alignment could be monitored outside of DS.
3. Ongoing work requires engaged collaboration and data is a powerful hook for campus leaders.
Questions and Comments?
Captioning Requests: an Example
Approach based on Resource Management
Alternate approach based on accessibility & usability
Use the Research

Captions support many learners for many reasons:

- Ability to discern audio
- Benefits of seeing vocabulary
- Benefits of translating language
- Benefits for increasing focus
In reality – we are always working a balancing act
Email templates through accommodation management system to prompt faculty with active requests before term starts.

Multiple areas pool dollars to get lower negotiated rate on 3rd party captioning.

Use of tags within media management system make it easy for different departments to track usage.

Workflow to generate links for faculty that remain consistent as the third party captioning vendor completes work.

Use of staff and student positions to complement vendor option.
## Providing Clear Expectations

### WHO’s Responsible for Accessibility of Online Courses?

**Instructors, Distance Education and Disability Services**

<table>
<thead>
<tr>
<th>Instructors Responsibilities</th>
<th>Distance Education (DL) Responsibilities</th>
<th>Disability Services (DS) Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As the subject matter expert and the course developer, an instructor:</strong></td>
<td><strong>As the online course development facilitator &amp; faculty resource, DL:</strong></td>
<td><strong>As a student &amp; faculty resource, with expertise in alt formats and assistive technologies, DS:</strong></td>
</tr>
<tr>
<td>Designs clear &amp; consistent navigation.</td>
<td>Provides media captioning for DL course accommodations.</td>
<td>Increases awareness of the disability experience &amp; works with staff &amp; faculty to proactively reduce barriers by</td>
</tr>
<tr>
<td>Writes alternative text descriptions for images.</td>
<td>Assists DS with retrofitting course material for timely accommodation.</td>
<td>ᗣ Hosting open events,</td>
</tr>
<tr>
<td>Creates documents using accessibility guidelines (pcc.edu/access).</td>
<td>Offers training sessions (F2F &amp; Online) &amp; over-the-shoulder assistance.</td>
<td>ᗣ Offering drop-in hours, &amp; individual consultations.</td>
</tr>
<tr>
<td>Retains original files (PowerPoint, Word, etc.)</td>
<td>Develops training materials (Accessibility, etc.)</td>
<td>ᗣ Reviews documentation of disability &amp;</td>
</tr>
</tbody>
</table>

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Getting the work done

• We may not always feel we have time to plan and ensure practice follows in a strategic way.

• What tools/expertise are available?

• What scale are we looking at?
  • Student Accommodation requests?
  • All new public facing video content?
Questions and Comments?
Ergonomic Furniture
Ergonomic Furniture: A Logistics Nightmare

Each term, we track requests to ensure the right furniture is in place, but inevitably:

- There are schedule changes and late requests that prompt revisions
- Facilities gets tired of moving furniture
- Students get frustrated with delays

We needed a better way
DS Office assistants were having trouble using facilities requests to ensure equal access.

DS and Facilities met to discuss challenges.

Together, we pulled data from accommodation management system, work orders, and surveys to present the situation to campus leaders.

We painted a picture of increasing costs to the institution in the form of personnel time and potential for work related injuries.
Ergonomic Furniture – A plan comes together

- Standard for adjustable table and chair in all new spaces
- Expand standard to all existing spaces
- Now – most spaces are outfitted with ergo furniture as default
- DS continue to track need for individual adjustments
- Facilities continues to make adjustments when requested
- Campus leaders use refresh cycles to invest over time

Now – most spaces are outfitted with ergo furniture as default
Questions and Comments?
The Built Environment

- Transition plan
- Institutional standards for accessibility
- Revisions are regular and address procedures as well as standards
- Formal incorporation into contracts and document packages
• Is there an “ADA” committee
• How is it structured – does it report in an authentic and meaningful way?
• Does it:
  • Make recommendations
  • Draft and revise documentation
  • Respond to reports of barriers
  • What else?
Tangible Efforts – Informal and Formal

• Targeted Training: The ADA Minute
  • More eyes and ears spotting compliance issues day to day
  • Anecdotal data and work orders

• Accessibility Documentation: Owner’s Standards
  • Formal protections
  • Contractual agreements

• Informal Training: Standard Business
  • Feedback forms, event planning guides, consultation
  • Cultural Norms
Questions and Comments?
Accessible Technology Key Elements

- Clear commitment from leadership
- Effective training and technical support
- Ongoing evaluation from many angles
Examples of Efforts related to Accessible Technology

- Computer labs with site licensing
- Loaner equipment?
- Training and technical support
- IT policies and procedures
- Procurement & Adoption Criteria
- Barrier identification and tracking
Training and Technical Support

For employees
- Instructional Faculty
- Front line personnel
- Admins and content authors

For students
- With specific eligibility
- In general population
WEB ACCESSIBILITY

1. Web Accessibility at PCC
2. Accessibility Guidelines
3. Accessible D2L Webpages (10.3 & 10.5)
4. Accessible PowerPoint & Google Slides
5. Accessible Word Documents & Google Docs
6. Accessible PDFs
7. Accessible Video & Audio
8. Accessible Complex Images
9. Accessible Math & Science
10. Accessible 3rd Party Tools
11. Accessibility Checkers
12. Who’s Responsible for Accessibility

Creative Commons License!
Subject Area Studies for Online Courses

- Faculty members in the study to take:
  - OL training, “Developing and choosing accessible content for your online course”
  - DS training, “Disability Cultural Competency”
- Develop a survey to be sent to instructors to ascertain what tools and content are being used and what tools are required of students.
- From research and user testing, determine best practices for accessible content creation in subject matter specific content.
- Document/share in presentation and report.
Doing the alt format work once on the front end rather than multiple times on the backend

- Webinars and blog posts
- Testing and feedback on interfaces being considered
- Crafting of accessible offerings in collaboration with faculty
- Participation on steering and funding committees

Examples include:
Institutional Culture

Shared responsibility
- Subject Area Reports
- Climate assessment results disaggregated by identity

Student leaders
- Embedded in resource centers
- Compensated for expertise
### Term: Winter 2018

<table>
<thead>
<tr>
<th>Services</th>
<th>Overall</th>
<th>Total Requests</th>
<th>Cascade</th>
<th>Distance Learning</th>
<th>Newberg</th>
<th>Rock Creek</th>
<th>Southeast</th>
<th>Sylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible Furniture Request</td>
<td>2630</td>
<td>238</td>
<td>55</td>
<td>7</td>
<td>N/A</td>
<td>58</td>
<td>20</td>
<td>95</td>
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<tr>
<td>Alternative Formats</td>
<td></td>
<td>708</td>
<td>134</td>
<td>135</td>
<td>2</td>
<td>176</td>
<td>46</td>
<td>202</td>
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<tr>
<td>Alternative Testing</td>
<td></td>
<td>1719</td>
<td>308</td>
<td>314</td>
<td>6</td>
<td>377</td>
<td>157</td>
<td>524</td>
</tr>
<tr>
<td>Communication Access</td>
<td></td>
<td>47</td>
<td>8</td>
<td>13</td>
<td>N/A</td>
<td>12</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Liaison: Subject to Instructor Discretion</td>
<td></td>
<td>860</td>
<td>157</td>
<td>182</td>
<td>1</td>
<td>168</td>
<td>27</td>
<td>303</td>
</tr>
<tr>
<td>Notetaking Services</td>
<td></td>
<td>184</td>
<td>39</td>
<td>20</td>
<td>N/A</td>
<td>30</td>
<td>35</td>
<td>56</td>
</tr>
<tr>
<td>Overall</td>
<td>2630</td>
<td>476</td>
<td>499</td>
<td>7</td>
<td>563</td>
<td>232</td>
<td>798</td>
<td></td>
</tr>
</tbody>
</table>
Institutional Climate Surveys

• If possible, have a voice in crafting the questions.
• Are there implicit messages?
• If results are disaggregated - which identities are recognized?
• Once results are refined what gets shared?
Student Leaders

- Disability Culture is part of the onboarding for students working in the resource centers
- Disability is a part of intersectionality – Theatre of the Oppressed
- Resource Centers – matched funding for student leader roles
Closing: A review of the connecting threads
### Key Ideas

<table>
<thead>
<tr>
<th>Change is hard, but also constant</th>
<th>Collaboration is more than buzz</th>
<th>The work that must be done, must be done together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and Inclusion need to get baked in, not dusted on top</td>
<td>Creative ideas for practical buy-in make a difference</td>
<td>Data can be useful in paving the way for change</td>
</tr>
</tbody>
</table>
Connecting across hierarchy and roles

1. Students
   - Individual interactions
   - Student groups

2. Staff and Faculty
   - Front line staff
   - Instructional faculty
   - Managers

3. Executive leadership
Students: Individuals and representatives

<table>
<thead>
<tr>
<th>Individual Interactions</th>
<th>Extracurriculars, Groups, and Open Activities</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• With accommodation</td>
<td>• Clubs</td>
<td>• On committees</td>
</tr>
<tr>
<td>• With other aspects of</td>
<td>• Events</td>
<td>• In data sets</td>
</tr>
<tr>
<td>the college experience</td>
<td>• Recreation</td>
<td></td>
</tr>
<tr>
<td>(grades, advising,</td>
<td>• Sports</td>
<td></td>
</tr>
<tr>
<td>conduct, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty – Multiple approaches

- Accommodation Training
- Technical Support
- Professional Development

  compliance
  universal design
  social justice
Executive Leadership

Policy...and how it is implemented

Clear Direction memos, videos, public statements

Funding – real dollars

Problem solving – does interactive process allow for swift resolution?
What are the institutional expectations?

- What are people asking to see?
- What are people open to seeing?

Examples of how unit level data might be used

- Tracking activity to produce cost projections
- Tracking student feedback to improve quality of services/instruction/etc.
- Illustration of gaps to encourage strengthening of institutional capacity
Wrapping it all up

Compliance, Universal Design, and Social Justice approaches are all needed. Different strategies are best for different situations, but in general, to be effective change agents, we need:

• Clear strategy – communicated in different ways for different roles
• Authentic connections - across hierarchy and role
• Shared responsibility – we have to do the work of questioning assumptions and recognizing when practice needs to shift. Data, when used carefully, can be a way to help make gaps visible.
Thank you!

If alternate formats are needed, or to follow up on questions related to this presentation please contact me directly.

Kaela Parks
• kaela.parks@gmail.com