Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information**  |
| Department name | Accessible Technology Committee |
| Date this report was completed | July 24, 2020 |
| Staff who contributed to this report | Marc Lentini, Jenni Sandler |
| Department Mission statement (if applicable) |  |

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| **Taking stock of 2019-2020**  |
| **Describe 2-5 major accomplishments for 2019-2020. For each accomplishment, identify the related objective or indicator from the Mission Fulfillment Report (MFR), and describe the evidence you used assess this accomplishment** |
| As of mid-year, the PLAID rubric, required for use in evaluating tenure-track faculty when teaching an online course, includes a set of accessibility criteria as part of the evaluation. At this point, it is too early to evaluate the effectiveness of this addition; anecdotally, it has raised consciousness on the issue. The college piloted a testing strategy for evaluating accessibility of web sites and documents. Assessment data tracked included cost, throughput (number of resources tracked) and thoroughness of the evaluation. Preliminary data indicate that in-house testing was less well documented, but more cost and time efficient; outsourced testing was highly structured and thorough, but unsustainably costly. Revisions to tested resources are under way, but follow-up reviews have not been scheduled. A broad range of professional development and consulting conversations occurred throughout the year. These included weekly drop-in labs (prior to the campus closure), sessions at Opening Week and PDD, Winter Institute, a panel session during Disability Awareness Month, department-specific trainings, and inclusion of accessibility specialists in textbook adoption discussions for mathematics. The college’s Accessibility initiative addresses a range of college core themes and objectives, including:* Core theme 1, Objectives 1 and 2: By supporting faculty and staff efforts at creating accessible resources, and more broadly, inclusive classes and activities, we create a college where students with disabilities can engage with classes and co-curricular activities, and experience teaching methods that support or capitalize on their abilities.
* Core theme 2, Objectives 1, 2, and 3: Similarly, by expanding consciousness of disability as diversity, the college can better integrate these identities into programming and curriculum. Many techniques for better serving students with disabilities (e.g. captioning, multiple means of presenting information) serve English language learners and students from other backgrounds.
* Core theme 3, Objective 3: Currently, the number of enrolled students who self-identify as disabled at the college are far below what we would expect in the community. Highline, however, enjoys a reputation for serving students with disabilities well. The accessibility program helps us meet that reputation, and better serve our community needs.
* Core theme 4, Objective 1: During the 2019-20 academic year, Human Resources undertook efforts to improve recruitment of staff that can develop accessible materials, including adding language about that skill to particular job descriptions.
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| **Department strengths** |
| The committee membership includes staff in key positions for pushing accessibility initiatives forward, including Information Technology Services, Human Resources, Educational Technology, Accessibility Resources, and several faculty positions. Members of the committee are dedicated to the mission of the group.  |
| **Department challenges**  |
| Leadership turnover at the college has caused an ongoing challenge with maintaining executive-level support and membership in the committee from some college divisions. In addition, the lack of a clear reporting relationship for the committee causes a lack of clarity for processes and approvals. Several committee members have been at this for 3+ years and are burned out, so we are facing more turnover in the committee.  |
| **Areas you would like to improve** |
| We would like to improve consistency and effectiveness in execution of our projects. Also, the Covid response left accessibility work aside and created a lot of new online processes. We would like to spend some energy this year getting processes formalized/institutionalized.  |

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| **2020 - 2021 work plan development**  |
| **Goals:** Identify 3-6 goals for your department for 2020-2021. Each goal should be associated with the core theme objective or indicator that best relates to the desired outcome of your work. In parentheses after each of your goals, describe the evidence you plan to use to assess the achievement of that goal. *(*Not every objective or indicator will have an associated goal from your department!) |
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| Create a documented library of accessibility testing standards and processes for digital resources, including self-assessment tools, a Highline approval process, and remediation options. Core Theme 1, Objectives 1 and 2. (Existence of materials, number of resource types covered, number of resources reviewed). Create an ongoing professional development and communication program for campus faculty and staff. Core Theme 1, Objectives 1 and 2, Core Theme 2, Objectives 1, 2, and 3, Core Theme 3, Objectives 1 and 3, Core Theme 4, Objective 1. (Participation rates in PD opportunities, needs assessment in Spring Quarter). Pilot the management of a service bureau that can outsource or use student employees to assist staff and faculty in creating accessible materials. Core Theme 1, Objectives 1 and 2, Core Theme 2, Objectives 1, 2, and 3, Core Theme 3, Objectives 1 and 3. (Cost, number of documents/resources processed, participation rates across campus).  |

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| **Suggestions to improve this report or process** |
| Provide lead time and clarity on scheduling, and time for units to adjust. The ATC planning cycle has been September-August, so the above is based on very preliminary discussions. The committee will be meeting later this year to determine our goals for the year.  |