Please Check Your Audio Setup

You will be muted during this session, but please test your speaker.
QM Research Webinar
Professional Development for Digital Accessibility: A Needs Assessment
Professional Development for Digital Accessibility: A Needs Assessment
Dr. Rae Mancilla and Dr. Barbara Frey
Asking Questions Using the Q&A

Only the host and panelists will see your questions. This is the best way to have your question seen and answered.
Let’s chat...

Select “All panelists and attendees” so everyone sees your comment.
Share how you’ll use something you learned today!
Presenters

Barbara Frey
Assistant Professor

Rae Mancilla
Assistant Director of Online Learning
Session Goals

- Analyze digital accessibility professional development needs and priorities of QM stakeholders.
- Identify digital accessibility professional development training formats, audiences, and curricula.
- Apply next steps in training faculty and staff for implementing digital accessibility practices in online courses.
Participant Poll
Background
Quality Matters and Accessibility

• Standard 7: Learner Support
• Standard 8: Accessibility and Usability
Key Terms

Web Accessibility

Digital Accessibility

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# Needs Assessment

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audit existing programs&lt;br&gt; • Reveal gaps in training&lt;br&gt; • Yield insights into future initiatives</td>
<td>• Frey &amp; King (2011)&lt;br&gt;   • 25% of QM institutions offered training&lt;br&gt;   • Internal programs&lt;br&gt; • WCET/OLC (2017)&lt;br&gt;   • 65% of member institutions offered training</td>
</tr>
</tbody>
</table>
Significance of Present Study

- Faculty responsible for ensuring accessibility in online courses
- Faculty lack digital accessibility knowledge and skills
- Faculty face professional development participation barriers
- Digital accessibility professional development opportunities are limited
- Limited research exists on the knowledge, practices, and supports for faculty working with students with disabilities
Barriers to Training

- Attitudes
- Time constraints
- Workload demands
- Scheduling conflicts
- Lack of incentives
Training Formats

• Length
• Frequency
• Delivery modality
• Pedagogy
Training Curricula

- Disability legislation
- Awareness
- Guidelines and standards
- Pedagogical strategies
- Assistive technologies
Methods
Research Goal

Determine the digital accessibility professional development needs for QM institutions.
## Procedure

- Participants identified through database of QM Coordinators
- Voluntarily completion of a brief survey
- Survey consisted for 30 qualitative and quantitative questions

<table>
<thead>
<tr>
<th>Category</th>
<th>Survey Item</th>
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</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>Indicate the number of online/hybrid courses offered at your institution.</td>
</tr>
<tr>
<td>Technological Tools</td>
<td>Which technologies have you used to create accessible online course materials?</td>
</tr>
<tr>
<td>Course Development Practices</td>
<td>How frequently is online video closed captioned?</td>
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</tbody>
</table>
Participants

- 1,721 QM institutions were surveyed
- 16% response rate, 273 surveys
- After data cleaning, 209 participants
Institutional Control

- Two-Year: 37.30%
- Four-Year: 56.50%
- Public: 45%
- Private Non-Profit: 17.70%
- Private For-Profit: 2.90%
- Technical: 4.80%
Data Analysis

Quantitative analysis with SPSS
- Descriptive statistics
- Chi-square tests

Qualitative analysis
- Inductive and deductive coding
- Two independent reviewers
- Compared results
- Identified themes
Results
What are the professional development needs of QM institutions related to the accessibility of hybrid and online courses?
Accessibility Training Offered

- Yes: 76%
- No: 21%
- Unsure: 3%

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Training Formats

<table>
<thead>
<tr>
<th></th>
<th>2011 Survey</th>
<th>2019 Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal courses</td>
<td>90%</td>
<td>66%</td>
</tr>
<tr>
<td>Online resources</td>
<td>67%</td>
<td>57%</td>
</tr>
<tr>
<td>Webinars</td>
<td>29% 32%</td>
<td></td>
</tr>
<tr>
<td>External courses</td>
<td>14% 29%</td>
<td></td>
</tr>
<tr>
<td>Mentoring program</td>
<td>14% 7%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5% 6%</td>
<td></td>
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</table>
## Effort Activity

<table>
<thead>
<tr>
<th></th>
<th>Effort (1-5)</th>
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</thead>
<tbody>
<tr>
<td>Alternative text</td>
<td></td>
</tr>
<tr>
<td>Captioning</td>
<td></td>
</tr>
<tr>
<td>Color contrast</td>
<td></td>
</tr>
<tr>
<td>Descriptive hyperlinks</td>
<td></td>
</tr>
<tr>
<td>Table design</td>
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</tbody>
</table>
QM Contributions

Training  Resources  QM Rubric  Awareness
Implications

https://www.qualitymatters.org/research

https://www.surveymonkey.com/r/87LK9CP
## Take-Aways

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Course Developers</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Incentivize attendance with stipends or workload reduction</td>
<td>Develop and facilitate accessibility programming</td>
<td>Share needs and priorities for accessibility training</td>
</tr>
<tr>
<td>Integrate accessibility training into new employee onboarding</td>
<td>Produce on-demand online training resources</td>
<td>Participate in professional development opportunities</td>
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Next Steps

What are the next steps at your institution?
Conclusion
Questions

Please type your questions in the Q & A box.
Contact Us

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Title: Professional Development for Digital Accessibility: A Needs Assessment

Date & Time: May 26, 2021, 1 - 2 p.m. ET