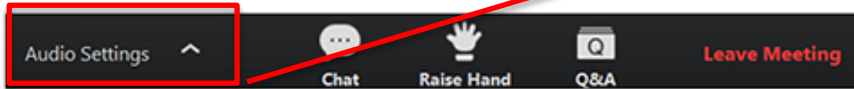
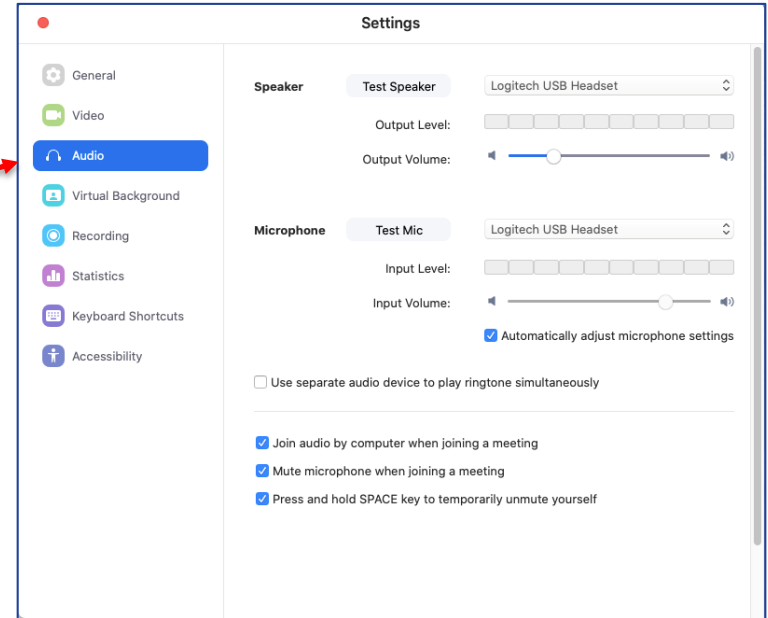


# Please Check Your Audio Setup



You will be muted during this session, but please test your speaker.





# QM Research Webinar

## Professional Development for Digital Accessibility: A Needs Assessment





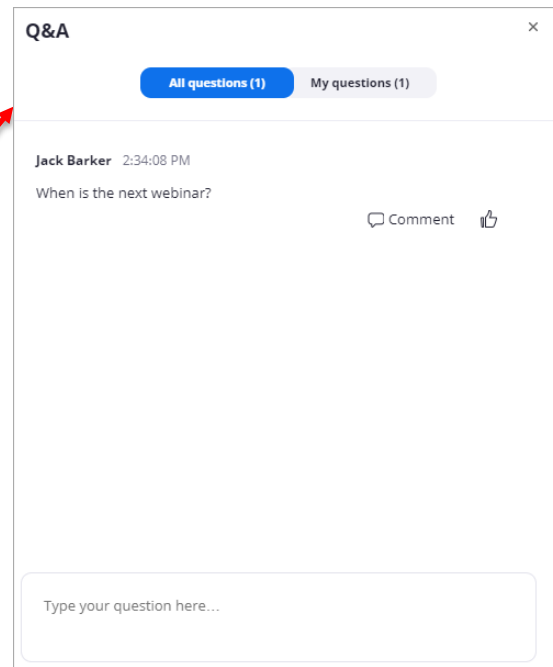
# Professional Development for Digital Accessibility: A Needs Assessment

Dr. Rae Mancilla and Dr. Barbara Frey

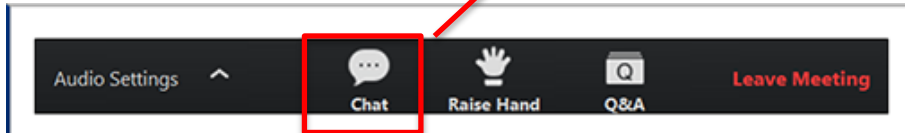


# Asking Questions Using the Q&A

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



# Let's chat...



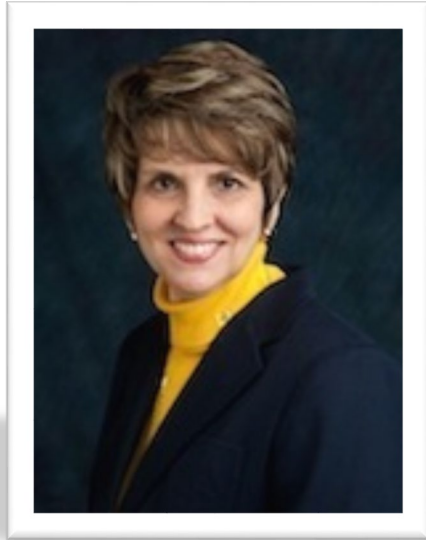
Select “All panelists and attendees” so everyone sees your comment.



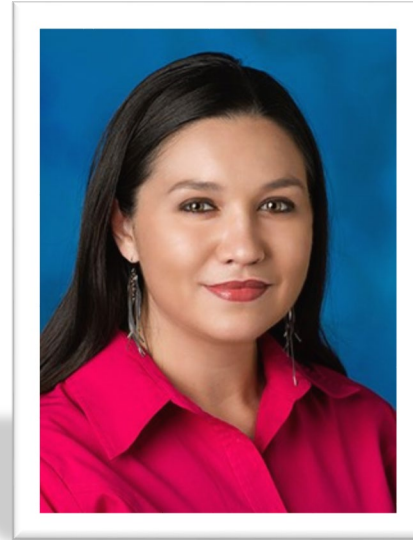
@QMProgram  
#highered  
#K12

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



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# Background

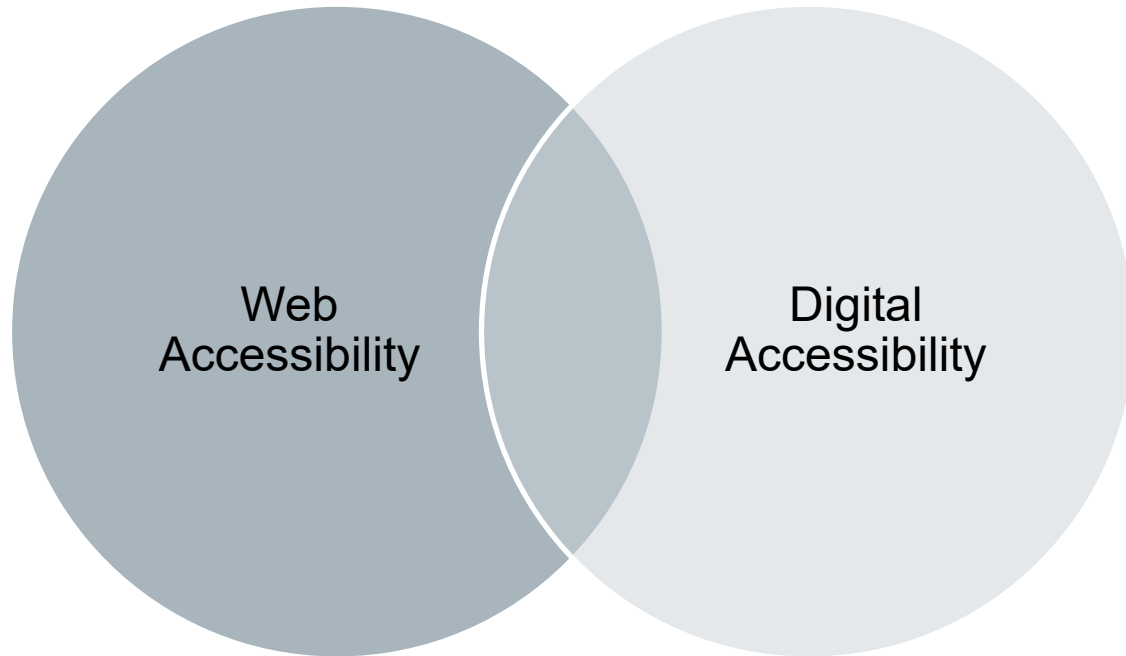


# Quality Matters and Accessibility

- Standard 7: Learner Support
- Standard 8: Accessibility and Usability



# Key Terms



# Needs Assessment

## Purpose

- Audit existing programs
- Reveal gaps in training
- Yield insights into future initiatives

## Research

- Frey & King (2011)
  - 25% of QM institutions offered training
  - Internal programs
- WCET/OLC (2017)
  - 65% of member institutions offered training

# 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.

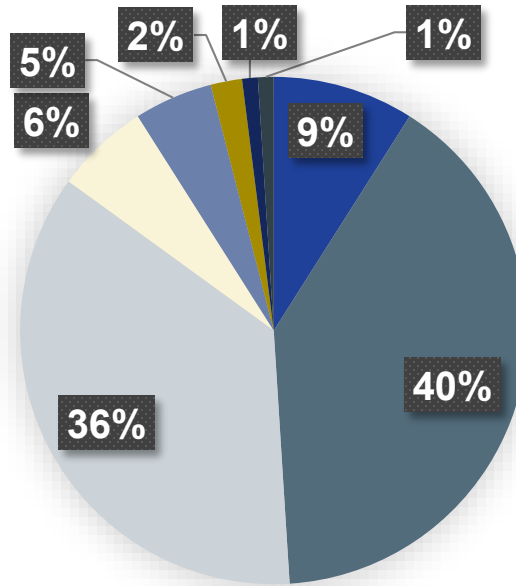
# Procedure

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

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

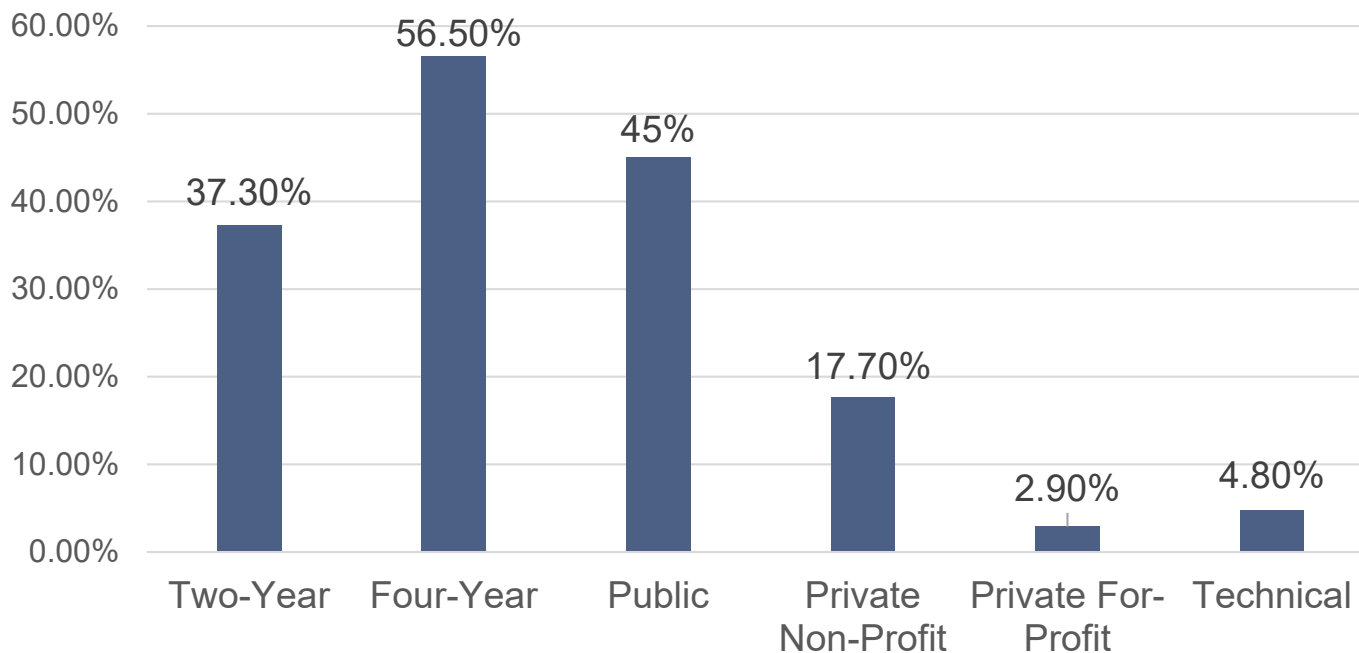
# Participants

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

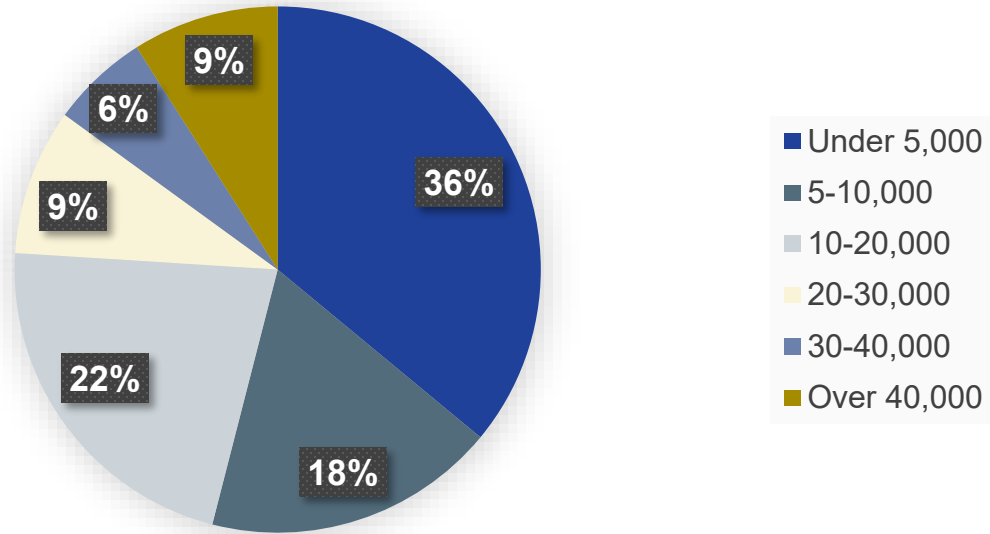


- Faculty (9%)
- Administrators (40%)
- Instructional Designers (36%)
- Instructional Technologists (6%)
- Faculty Developers (5%)
- Disability Services Specialists (2%)
- Digital Accessibility Specialist (1%)

# Institutional Control



# Institutional Size



# Data Analysis

## Quantitative analysis with SPSS

- Descriptive statistics
- Chi-square tests

## Qualitative analysis

- Inductive and deductive coding
- Two independent reviewers
- Compared results
- Identified themes

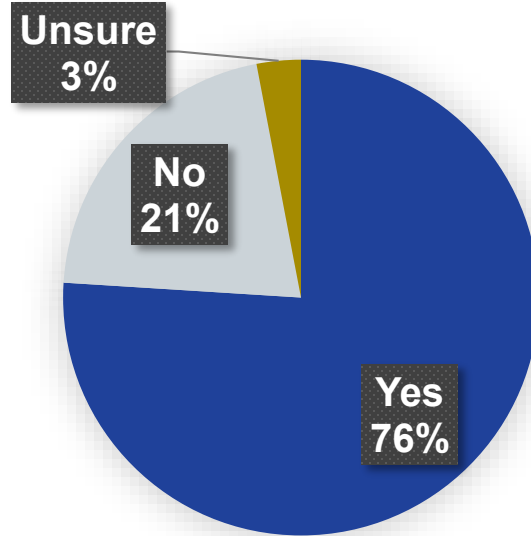


# Results

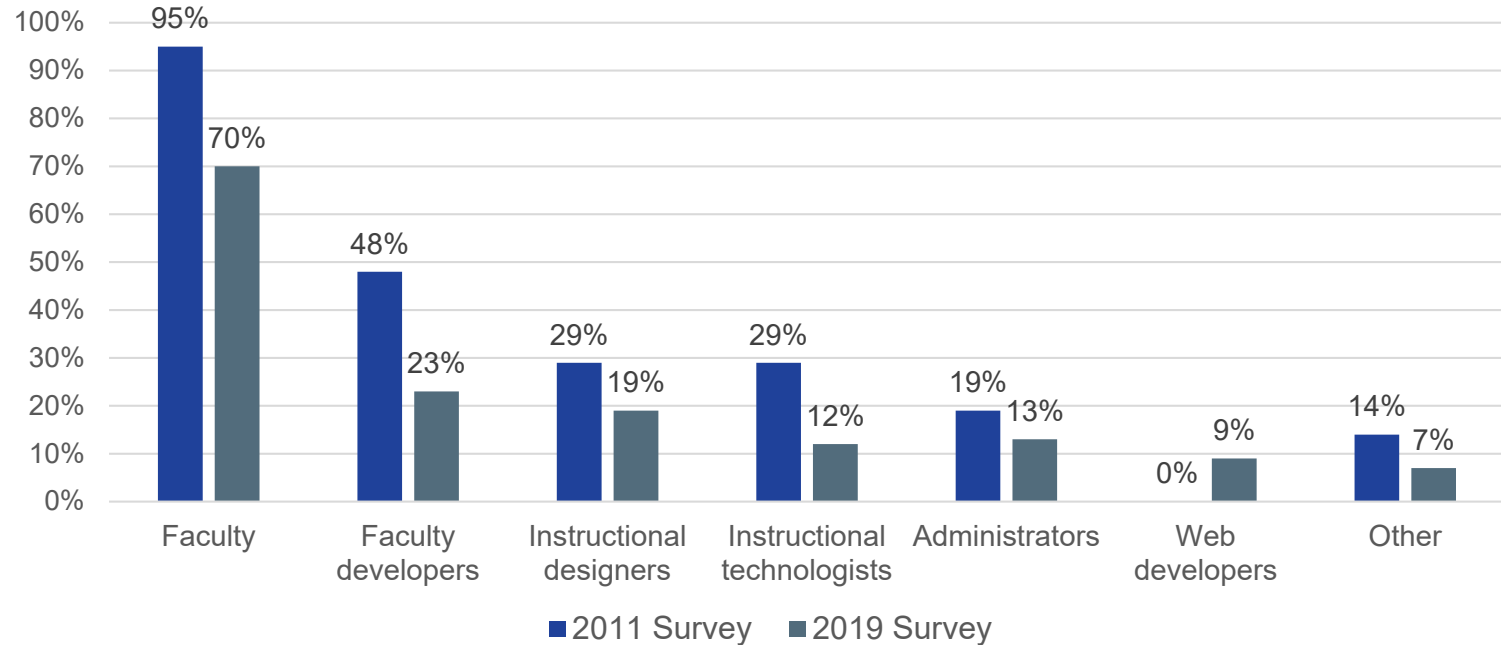


What are *the professional development needs* of QM institutions related to the accessibility of hybrid and online courses?

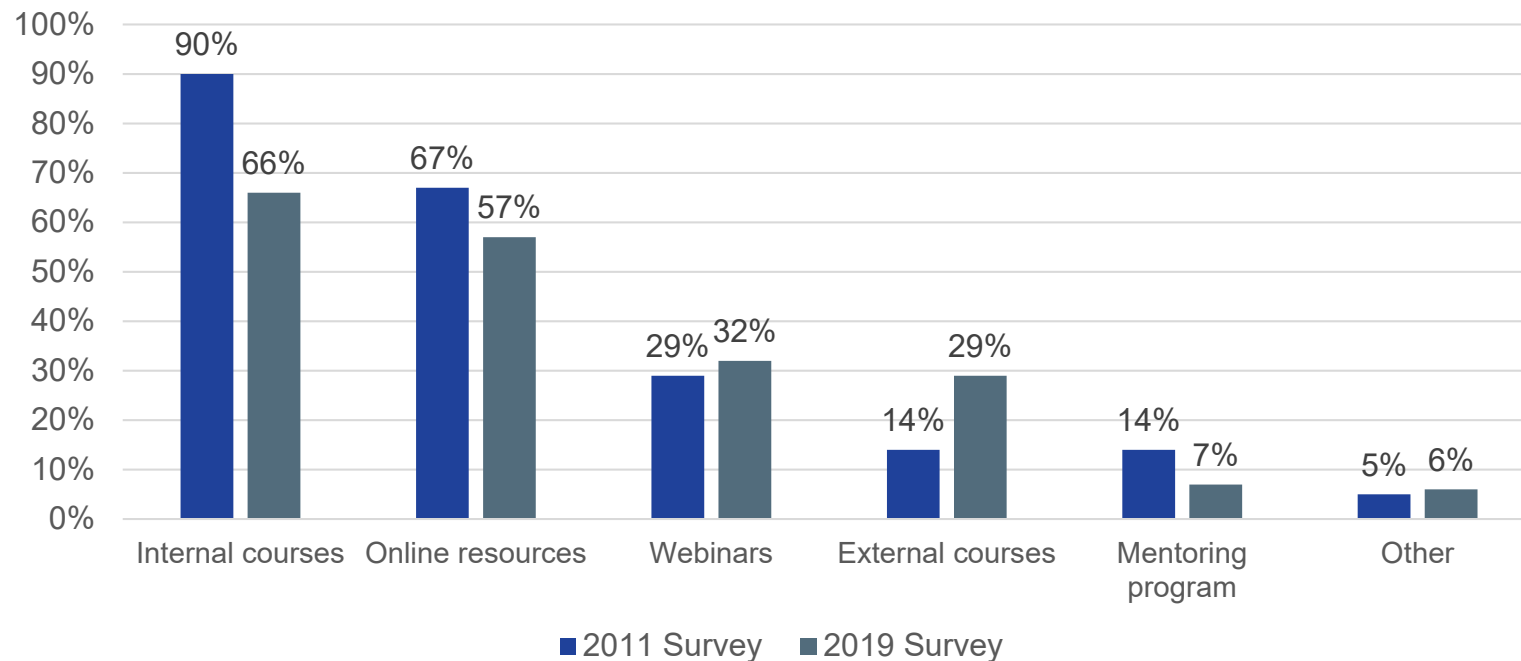
# Accessibility Training Offered



# Training Audience



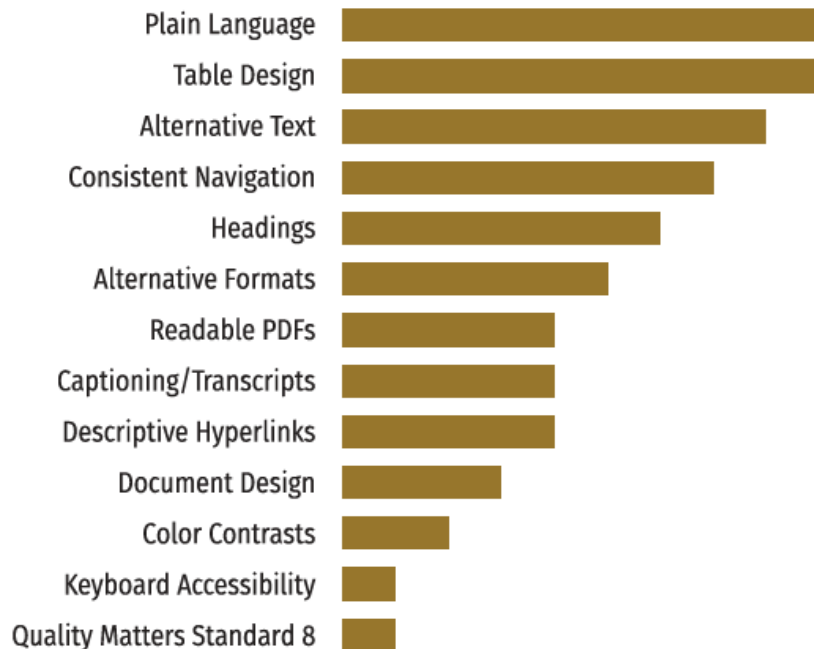
# Training Formats



# Effort Activity

	Effort (1-5)
Alternative text	
Captioning	
Color contrast	
Descriptive hyperlinks	
Table design	

# Training Priorities



# QM Contributions



Training



Resources



QM Rubric



Awareness



# Implications

<https://www.qualitymatters.org/research>

<https://www.surveymonkey.com/r/87LK9CP>



# Take-Aways

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

# Next Steps

What are the next steps at your institution?



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[qualitymatters.org](https://qualitymatters.org)



# Conclusion



# Questions

Please type your questions in the Q & A box.

# Contact Us

Barbara Frey, [bfrey@pointpark.edu](mailto:bfrey@pointpark.edu)

Rae Mancilla, [ram199@pitt.edu](mailto:ram199@pitt.edu)



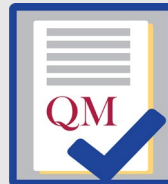
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# QM Research Webinars

<https://www.qualitymatters.org/research>

<https://www.surveymonkey.com/r/87LK9CP>



QUALITY MATTERS



# About Quality Matters

Quality Matters (QM) is the global organization leading quality assurance in online and innovative digital teaching and learning environments.

It provides a scalable quality assurance system for online and blended learning used within and across organizations.

When you see QM Certification Marks on courses or programs, it means they have met QM Course Design Standards or QM Program Review Criteria in a rigorous review process.



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QM Research  
Webinar

# Verification of Attendance

**Title: Professional Development for  
Digital Accessibility: A Needs  
Assessment**

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