

Faculty and Staff Diversity Mini-Grant Final Report

Project title Developing Electronic Document Accessibility Expertise of Training Staff

Grant Recipients Jody Gardej, Team Leader & Accessibility Trainer, Tracy Russo, Team Member & eLearning Accessibility Trainer, and Marie Yowitz, Team Member and Accessibility Coordinator

Date Project Started November 12, 2018

Amount of Money Funded by the Mini-Grant \$1,700

1. How was the grant used to address a diversity or inclusion related goal?

The grant allowed us to purchase a tool that was used to create accessible, online learning modules for employees of the University and students. Articulate 360 was used to provide online Banner: An Introduction training and is being used to create an online Title IX Responsible Employee training. The eLearning Team working with faculty is in process of adopting a new Learning Management System (LMS), Canvas, which uses different accessibility tools than the LMS in place at the time this grant was written. As a result, the development of new training modules on accessibility related to eLearning specific to faculty is delayed until Fall semester, 2019. In the meantime, all faculty are redirected to the online training in Banner for now which targets a broader audience.

2. Describe the audience that was impacted by the grant's implementation. Provide quantitative data, if available.

Certified Campus Trainer

While the grant didn't provide the funding to attend the conference, Jody's learning at the conference was key to implementing the grant. She is now a certified Adobe Acrobat Pro accessibility trainer at Ferris State University due to the pre-conference 2-day workshop.

The knowledge and skills she learned at this training were incorporated into the Creating Accessible Word and Creating Accessible PDFs training.

- Added *Stories of Inclusive Technology: Diversity, Accessibility & Universal Design* videos purchased at AHEAD to the Blackboard course for accessibility.
- Incorporated video links into pre-training communications.
- Incorporated videos into Word training and added more conversation around discovering why this work is important.
- Revised PDF training to include more focus on Tags.

Blog

Jody wrote several [Engaged! eLearning blog articles](#) between December 2018 and May 2019 with tips learning during the November training for faculty on how to use Office and Adobe tools to make accessible electronic files. Below is a list of the post titles and number of reviews:

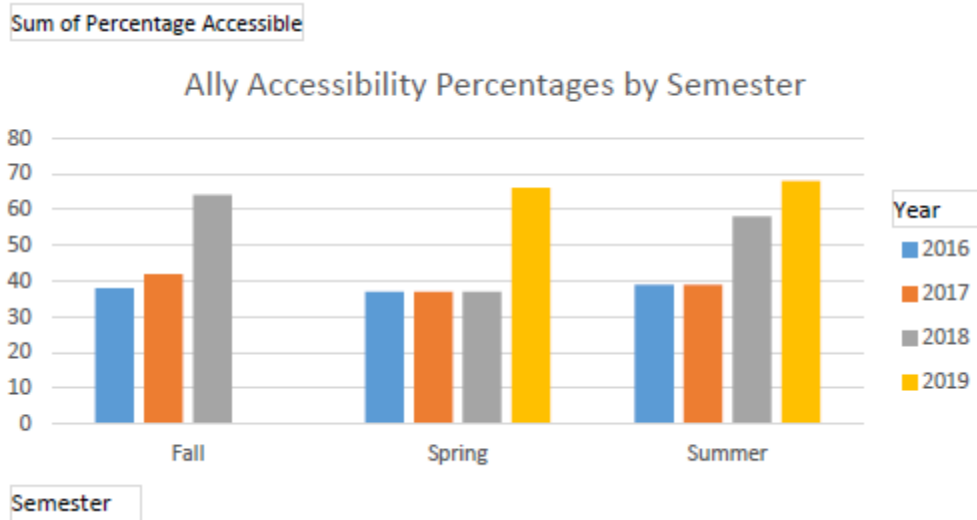
- Adobe Scan App - 15 views
- PDF Tags - 7 views
- Remediate Accessibility Issues in Source Documents - 6 views
- Acrobat Accessibility Tool - 6 views
- PDF Accessibility Repair Workflow - 6 views
- Checking for Document Accessibility - 6 views
- Acrobat Accessibility Webinars - 5 views
- Creating Accessible Scanned PDFs - 5 views
- Repeat Header Rows in Tables - 5 views
- Microsoft Check Accessibility Tool - 4 views
- PowerPoint Slide Reading Order - 4 views
- Enhance Scanned Documents - 2 views

Online Course Accessibility

Twenty-three people participated in the spring and summer Creating Accessible Documents and Creating Accessible PDFs training offered in March and May 2019.

The following graph show the percentage of accessible media in Blackboard courses that were scanned by Ally by semester and year. You can see the

percentage of accessible media has increased since fall 2018. In addition, there are 24 courses that ran in Canvas this summer which we do not have data for the accessibility.



eLearning

The grant allowed for the purchase of the Articulate 360 eLearning design software. The software was used to create two accessible online learning modules for employees: Banner: An Introduction and Title IX Responsible Employee. These modules may be taken at any time throughout the year and benefit those new to the University or who have transferred positions and need to learn how to use them.

eLearning Course Design Institute

Twenty faculty and staff attended the week-long institute focused on online course design and development. Based on the materials and training acquired and shared by Jody Gardei to the eLearning Team members, attendees had a 90-minute training session on how to create accessible learning materials using LMS tools as well as how to self-assess their work with the Canvas Accessibility checker.

eLearning Su19 Design Cohort

Twenty-four faculty and staff are currently using an online course as support for their online course design and development. As a part of the final learning module, participants must demonstrate via screencapture their use of accessibility tools such as transcripts, alternate texts, descriptions, and the results of their accessibility self-assessments.

3. Grant recipients are required to provide a short narrative that details the specific efforts each of the collaborators made to the implementation of the grant.

Jody Gardei attended the AHEAD Accessing Higher Ground Conference and pre-conference Adobe Acrobat Pro Accessibility training in November 2018. She shared what she learned with her collaborators, wrote bi-weekly Engaged! eLearning blog articles, purchased the Stories of Inclusive Technology: [Diversity, Accessibility & Universal Design](#) video bundle, incorporated the videos and what she learned at the conference into the Creating Accessible Word Documents and Creating Accessible PDFs training materials, and created and deployed the evaluation for the training. She also shared what she learned with Jeff Gabalis in Media Production. Jeff assists faculty with making accessible documents.

Tracy Russo assisted with the creation of the training evaluation, shared the video bundle in the online Accessibility course shared with faculty, and assisted with the purchase of the Articulate 360 bundle for eLearning. The core content of the eLearning Course Design Institute and the fully electronic version contain a learning module requiring participants to complete accessibility training. She shared what was learned as well from her own use of the training materials provided by Jody with anyone participating in general eLearning workshops and consults. The major eLearning documents have been retrofitted to meet accessibility standards.

Marie Yowitz supported the initiative as the Accessibility Coordinator. She initially met with Jody and was kept in the loop as to progress on the grant.

4. What is your overall assessment of the project's impact on the Ferris community? How did this impact compare to what you expected?

The training had a slight impact on the accessibility of media in Blackboard that is utilized by students. The data shows that progress continues to be made and we are headed in the right direction.

More people are interested in learning how to make their documents accessible, yet it is hard for most people to find time to do the work. We must continue to provide training, tools, and other resources that make it easier for employees to create accessible electronic media and promote best practices for designing documents with accessibility in mind.

In the area of course design and development, the training supported by the grant has resulted in a deeper level of understanding of why accessibility is important. By including the accessibility training as its own learning module rather than an add-on to other learning modules, the faculty developing new online courses seem to exhibit less resistance to the extra steps needed to make documents accessible.

5. Present a final budget including all funds received and spent related to the project, with special focus on the funds received via the Diversity Mini-grant.

The grant provided \$200 for video captioning and \$1,500 for training materials and software identified at the conference.

\$899.41 allowed us to purchase two annual licenses of the Articulate 360 software to help with creating accessible online learning modules. One of the licenses was pro-rated because it was purchased later in the year so both licenses will be renewed at the same time each year. The remaining funds will be used to renew the license in September 2019 so we can continue to create accessible online learning modules for employees and students.

Initially we planned to create and caption our own videos for training but at the conference Jody was able to find videos that met our needs. We used \$100 of the \$200 from the captioning budget to purchase the *Stories of Inclusive Technology: Diversity, Accessibility & Universal Design* video bundle. These videos are used during training to help people understand the importance of creating accessible electronic content and motivate them to create documents with accessibility in mind.

Primary Grant Recipient's Signature _____

Date _____