The colleges reviewed are not adequately monitoring services for technology accessibility and districts and colleges should formalize procedures for upgrading technology.
CA State Auditors – Fall 2017

• Audited 3 colleges
  • American River College
  • De Anza College
  • Cerritos College

• Reviewed 3-5 years of data over a 1 month period at each college:
  • DSPS Alternative Media Services Timeliness
  • Web Accessibility
  • Instructional Material Accessibility
  • Faculty Training on Accessibility
  • IT Master Plan – Upgrade & Replacement

• Expectation is these 3 colleges will come up with standards for the State
Quick Test:

• What document formats are NOT accessible?
• How can you tell if a document IS accessible?
Some Inaccessible Formats

- PNG
- TIF
- JPG
- Scanned PDFs not run through Optical Character Recognition (OCR)
Basic Document Accessibility Test

• Can you select, copy and paste the text?
  • If not, a screen reader can’t read it.

• What happens when you paste into Word?
  • Is your message intact?

• What happens when you tab through your original document?
  • Does it tab in a logical reading order?
Basic Document Accessibility Test (Cont’d)

• When you scroll over pictures, is there an “Alt Tag” with a brief description of the photo?
• Are there charts or graphs?
  • These require special attention to make accessible
• Are all videos accurately captioned?
  • YouTube captioning is insufficient
Audit Findings
<table>
<thead>
<tr>
<th>Audit Expectations</th>
<th>BC Implications</th>
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</thead>
<tbody>
<tr>
<td>Documentation of when requested &amp; received by student</td>
<td>More work for DSPS</td>
</tr>
<tr>
<td>Target turn-around time</td>
<td>• Increased documentation</td>
</tr>
<tr>
<td>• Weekly review of spreadsheet of all requests by DSPS director</td>
<td>• Weekly meetings</td>
</tr>
<tr>
<td>• Online table with expected turn-around times for materials</td>
<td>• Early timeframe for textbook adoption &amp; creation of instructional materials</td>
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<tr>
<td>• Expected timeframe for faculty to select text books &amp; materials:</td>
<td></td>
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<tr>
<td>• Adoption of textbooks</td>
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<tr>
<td>• Creation of handouts</td>
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<tr>
<td>• Development of tests</td>
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</tbody>
</table>
Website accessibility

Audit Expectations
- Policies & procedures to regularly monitor websites for accessibility & document compliance with accessibility guidelines
- Process to prevent inaccessible materials from publishing online
- Process for reviewing all changes made to website to ensure compliance with accessibility standards
  - Maintain records of past errors or reports
  - Maintain records of all complaints including entire process for resolution

BC Implications
- Need clear policies & procedures to prevent inaccessible materials from being published
- Establish procedures for tracking & reviewing complaints related to accessibility
- Increased work for Web/PR Team
  - Documentation of errors/fixes & complaints/resolutions
Accessibility of Instructional Materials

Audit Expectations

• Method for verifying instructors are ensuring accessible materials
  • Process to review textbooks and add-ons for accessibility
  • Periodic review the accessibility of instructional materials
  • Review all existing curriculum, materials, & resources as quickly as possible & make necessary modifications to ensure access for students with disabilities
  • At minimum, CCCCO expects review & revise instructional resources & materials when the course undergoes curriculum review every 6 years for accreditation

BC Implications

• Develop process for accessibility in textbook/add-on adoption
  • Textbook Advisory Committee
  • Curriculum Committee
• Develop process for accessibility in curriculum review
  • Curriculum Committee
• Accreditation
Faculty training on Accessibility

**Audit Expectations**

- Awareness of the accessibility standards for instructional materials
  - A requirement for instructors to periodically attend accessibility trainings should be included in the next collective bargaining negotiations
- Periodically review training to all instructors in making their materials accessible to students with disabilities

**BC Implications**

- Increased faculty awareness regarding professional development/FLEX
- Collective bargaining negotiations
Complaints: Disaggregated by Type

Audit Expectations
- Accessibility complaint process
  - Complaint process & form posted online
  - Processes for different types of complaints
    - Alt Media
    - BC websites
    - Textbooks/publisher websites
- Method for tracking complaints
  - Timeliness
  - Communication
  - Resolution

BC Implications
- Develop singular process for complaints
  - Establish a primary contact person who sends complaints to appropriate people/locations
- Develop method for tracking complaints
  - Initial concern(s)
  - Captures communication
  - Documents resolutions
IT Master PLAN –
UPGRADE & REPLACEMENT

Audit Expectations

• Formalized, consistent campus/district practices
• Developed by the Technology Committee & Program Review process
  • Membership includes representatives from administration, faculty, staff, & students
  • Document - attendees, input, & agreements reached at college governance & dept mtgs
• Technology replacement tracking spreadsheet; Network monitoring software
• Includes description of the installation process
• Published on website & in the Technology Master Plan
• Includes quality training in the effective use of IT to students, faculty, staff

BC Implications

• Changes to ISIT composition to incorporate representative membership
• Formalize process for tech requests within departments
Quick Accessibility Tips

• Create documents in MS Word, then Save As PDF
  • Use document Styles
• Add BRIEF Alt Text to all photos, logos, etc.
• Work with Outline View open when creating PowerPoint Presentations
• Don’t use a copy of a copy as handouts
Accessibility Resources

- CCC Accessibility Center
  - [https://cccaccessibility.org/](https://cccaccessibility.org/)
  - Evaluation Tools
  - Step-by-step accessibility guides for Word/PDFs

- CynthiaSays
  - Free WCAG 2.0 and Section 508 Web Accessibility Scans