Introduction to Accessibility

Cuyamaca College
General Housekeeping Items

- Do not forget to sign the attendance sheet
- Do not forget to submit the online attendance form at the end of flex week
- Turn in workshop evaluations online
Purpose of this Discussion

- What you need to know to get started
- Where to find support
- Be in compliance with laws
Accessibility: Access

- Root word = Access
- Accessible design allows people with disabilities access to electronic communication and information provided to everyone else.
- Accessibility involves creating materials that facilitate multiple learning needs and interact with adaptive technologies.
- Allows access to people with vision, hearing, cognitive and motor impairments.
Population

- All Students
  - Normal “non disabled”
  - ESL
  - Aging
  - Retraining
  - Veterans
  - Etc...

- Disabled Students
  - Visually impaired: blindness, low vision, color-blindness
  - Hearing impaired: deafness
  - Physically impaired: limited fine or gross motor control, coordination, limited motor function
  - Cognitively impaired: learning disabled, distractibility, inability to remember

WebAIM: http://webaim.org/intro/#video
Why?

- It is the right thing to do
- It is smart
  - Increases access for all students
  - Provides more options
  - Reaches more students
  - Increases retention and student success
- Allows you to take control of your course
- It is the law
Getting Started

- Start in the design phase of your course & course materials
- As you add and/or update materials
How

- Download or get a hold of an accessibility Checklist
- Revise your materials as you update them
- Access resources provided to you today
Support

- @One Course
  - “Creating Accessible Online Courses” at http://onefortraining.org/online-courses
- Help Desk (660-4395)
- DSPS: http://www.cuyamaca.edu/dspsl/
- Training each semester
Cuyamaca College Online Blog

http://cuyamaca-online.blogspot.com/

Cuyamaca College Online
Information for Cuyamaca College faculty about Blackboard, websites, and online teaching and learning.

Remove Extra Columns in the Grade Center

System Status
All systems are up.

Email Subscription
Enter your email address:

RSS Feed
Resources

- Chancellors Office:
  http://www.cccco.edu

- High Tech Center Training Unit:
  http://www.htctu.net

- Accessibility Cheat Sheets:
  http://www.cuyamaca.edu/services/dsp/visible/sheets/Accessibility-Cheat-Sheet.pdf
Student Uses and Perceptions of Closed Captions and Transcripts

by
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98.6% of students find captions helpful
71% of students without hearing difficulties use captions at least some of the time.
66% of ESL students find captions "very" or "extremely" helpful.
75% of students that use captions said they use captions as a learning aid.
52% of students that use captions said captions help as a learning aid by improving comprehension.

How do captions help as a learning aid?

- Comprehension: 51.92%
- Accuracy: 33.41%
- Engagement: 20.26%
- Retention: 14.57%
15% of students don't know how to tell if a video has captions.
The most common reason students use captions is to help them focus.
Why do students use transcripts?

The most common reason students use transcripts is as study guides.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>As study guides</td>
<td>47.3%</td>
</tr>
<tr>
<td>Retain info</td>
<td>46.32%</td>
</tr>
<tr>
<td>Find info</td>
<td>46.26%</td>
</tr>
<tr>
<td>Focus</td>
<td>34.05%</td>
</tr>
<tr>
<td>Poor audio</td>
<td>29.68%</td>
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<tr>
<td>Difficult vocab</td>
<td>19.97%</td>
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<tr>
<td>Hearing difficulty</td>
<td>12.34%</td>
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<tr>
<td>Professor’s accent</td>
<td>9.43%</td>
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<tr>
<td>ESL</td>
<td>5.2%</td>
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</tbody>
</table>