LEARNING MANAGEMENT SYSTEM ACCESSIBLITY ENHANCEMENT PROCEDURES

Table of Contents

1.0 Introduction

CSU Fullerton has been making concerted efforts to improve the accessibility of the Learning Management System to ensure equitable access to all students. The accessibility of learning materials made available through the learning system requires collaborative efforts by Academic Affairs and the Division of Information Technology. While the Division of Academic Affairs promotes trainings to faculty the Division of Information Technology generates periodic reports on the accessibility of the Learning Management System content.

1.1 Purpose

The purpose of this document is to provide documented procedures on making accessibility training available to faculty. It also provides procedures on how the learning management system accessibility reports are generated to measure improvements made each academic semester.

1.2 Scope

The procedures in this document are limited to addressing accessibility of content in the Learning Management System used by CSU Fullerton.

2.0 Learning Management System (LMS) Background

CSU Fullerton has been using a Learning Management System based on the opensource Moodle platform. Currently the campus is transitioning to a Canvas learning Management System. This procedure is applicable to both systems for the transitional period.

CSU Fullerton has implemented Blackboard Ally since Fall 2018. Blackboard Ally is a product that integrates seamlessly into the LMS and focuses on making digital course content like documents more accessible by offering a variety of alternative formats to students. Additionally, the software evaluates and grades each document file provided by the faculty member with an accessibility score and offers guidance on how to improve each document.

2.1 LMS Accessibility Training

CSU Fullerton has been offering, and will continue to offer, faculty training for creating accessible documents. To create greater awareness about accessibility and in support of the Accessible Technology Initiative (ATI), a partnership was established between Online Education and Training (Academic Affairs), the Faculty Development Center (Academic Affairs), and the Academic Technology Center (Information Technology). These three units are leading the

campus effort to provide training to faculty and staff in creating accessible documents to ensure student success and meet the needs for the diverse campus community.

2.2 Online Education & Training (OET)

OET has been offering online workshops to faculty to attain a certification for Accessible Instructional Materials (AIM) since the Fall 2016 semester, which is prior to the Blackboard Ally implementation in 2018. This AIM certification is very comprehensive and designed to be completed (3, 4-week modules) in one semester. The AIM certificate will not be offered spring 2020, summer 2020 or fall 2020 due to migration to the new LMS. OET is planning to continue offering this certificate program in 2021.

OET has created guides for Blackboard Ally (OET Ally Faculty Guide) and additional guides for faculty and staff to create accessible documents (OET Accessibility Guides). All of which are hosted on their website.

OET also facilitates the Quality Assurance Professional Development classes offered by the Chancellor's Office every summer, which include instruction on creating accessible documents for faculty.

2.3 Faculty Development Center (FDC)

The FDC also provides training for creating accessible documents. Since January 2020 (the start of the current Spring semester) the FDC has offered a "Course Accessibility Open Lab" in partnership with the ATC and instructional designers from OET which is open to all faculty and staff. These three units will continue to offer these "Open Labs" in the future.

Furthermore, to create greater awareness of document accessibility the FDC has added "Accessibility Tips" to their weekly newsletter, which is distributed to all CSU Fullerton faculty and staff.

In addition, the FDC participates in the Unit 11 New Employee Orientation offered through Human Resources, Diversity and Inclusion (HRDI). Unit 11 represents Instructional Student Assistants (ISA), Graduate Assistants (GA), and Teaching Associates (TA). All 97 participants of these orientations for the Spring 2020 semester were trained on creating accessible documents. The FDC plans to continue participating in these orientations and will keep tracking the number

of trained participants. The FDC was able to offer this training because of the partnership with the ATC.

Accessibility and the importance of creating accessible documents will be included in new faculty foundations, included in the summer teaching online programs, and included in the fall on demand teaching in canvas course starting this fall. New Faculty Orientation occurs prior to the start of every semester.

2.4 Academic Technology Services

The Academic Technology Center (ATC) provides in-person "Instructional Materials ATI Training". Just like OET, the ATC has been offering training for creating accessible documents for several semesters prior to the implementation of Blackboard Ally. From November 2019 to March 2020 Faculty and staff were able contact the ATC with their questions about creating accessible instructional materials directly. However, since Spring 2019, CSU Fullerton faculty and staff can now request in-person training via the ATI Website (ATI Website). The training can be one-on-one or can be scheduled for a group. Scheduled training sessions are tracked by the ATC via the Service-Now ticket system and sign-in sheets. The ATC started tracking their in-person trainings in Fall 2019 and has documentation of six ATI Instructional Materials training sessions with a total of 20 participants.

Since February 2020 the ATI website provides on-demand video training for creating accessible documents via LinkedIn Learning available to campus faculty, staff and students (ATI Website). Data about the LinkedIn Learning course is not yet available since the training was made available in February (March 20, 2020 Covid-19 shelter in place order). Campus is planning to distribute information about this training via the FDC newsletter to increase staff and faculty participation.

Starting Fall 2020 semester the ATC will be posting a schedule of training sessions for creating accessible documents. This schedule has a repeatable timeline and will be the template used for semesters moving forward.

3.0 Training Schedules & Communications

The table below shows the schedule of trainings offered throughout each semester. These training sessions will be available in addition to the training offered by request (in-person and on-demand) through the ATI Website.

Semester Week	Communication	Event
Week 1	E-mail Announcement via FDC Newsletter of upcoming Training and Open Lab for the Semester	
Week 2		Accessible Documents Training (1 hour)
Week 3	E-mail Reminder via FDC Newsletter of upcoming Training and Open Lab for the Semester	Open Lab (2 hours hands-on with assistance from ATC Staff)
Week 4		Accessible Documents Training (1 hour)
Week 5	E-mail Reminder via FDC Newsletter of upcoming Training and Open Lab for the Semester	Open Lab (2 hours hands-on with assistance from ATC Staff)
Week 6		Accessible Documents Training (1 hour)
Week 7	E-mail Reminder via FDC Newsletter of upcoming Training and Open Lab for the Semester	Open Lab (2 hours hands-on with assistance from ATC Staff)
Week 8		Accessible Documents Training (1 hour)
Week 9	E-mail Reminder via FDC Newsletter of upcoming Open Lab for the Semester	Open Lab (2 hour hands-on with assistance from ATC Staff)
Week 10		Open Lab (1 hour hands-on with assistance from ATC Staff)
Week 11		Open Lab (1 hour hands-on with assistance from ATC Staff)
Week 12		Open Lab (1 hour hands-on with assistance from ATC Staff)

4.0 Metrics and Reporting

To assess the enhancements achieved on the accessibility of the Learning Management System (LMS), reports will be generated on regular schedules.

4.1 Training Reports

- OET, FDC and ATC will generate reports for trainings offered through their units at the end of spring and fall semesters.

- OET documents training certification participants via sign-in sheets and records this information in the Employee Training Center (SumTotal).

- The FDC documents training via sign-in sheets and records this information in the Employee Training Center (SumTotal).

- The ATC documents their training via Service-Now entries and sign-in sheets.

- The on-demand training via LinkedIn Learning is recorded via the reporting tool within the LinkedIn Learning Administrator portal.

    A sample training report from the Employee Training Center (SumTotal) is included as Appendix A to this document.

4.2 Blackboard Ally Reports

With data provided by Blackboard Ally, the organization can determine if the training provided by these three offices is making a difference. As previously mentioned, Blackboard Ally provides an accessibility score for every uploaded document.

4.2.1 Report Schedules

A baseline Ally report will be generated at the beginning and end of each semester. Additionally, an institutional Blackboard Ally rating report that shows the improvements on accessibility will be generated each academic year (sample Ally reports are shown in Appendix B).

Furthermore, the tool provides a "Course Accessibility Report" with a "Course Accessibility Score" for each individual instructor to review. As the tool becomes more widely used on campus, the very visible feedback available to the instructor about their course material should motivate them to improve the accessibility of their document. Blackboard Ally's administrators have access to usage data with which they can build

reports. More details about these generated reports have been placed into Appendix B of this document.

4.2.2 Monitoring Procedures and Ensuring Improvement

The division of Information Technology and Academic Affairs monitor document accessibility within the LMS very closely. Their partnership has led to the collaboration between OET, the FDC and the ATC, which is overseen by Faculty Support Services (FSS).

It is procedure that these reports are generated twice a semester from the data provided by Blackboard Ally. The frequency of these reports is described in the section above about report schedules (Section 3.2.1 of this document).

These reports are then shared with the following managers:

- Shelli Wynants (Director, OET)
- Erica Bowers (Director, FDC and Interim Director, ATC)
- Kristin Stang (Assistant Vice President of Faculty Support Services)
- Berhanu Tadesse (Associate Vice President for IT/Academic Technology Services)
- Amir Dabirian (Vice President of IT/CIO and Executive Sponsor of ATI)

CSU Fullerton is committed to inclusiveness and maintaining a strong awareness of accessibility. The review of the Blackboard Ally reports has led to several improvements:

- A partnership with the library has been created to expand training for faculty and staff on creating accessible documents, as library faculty have expertise in digital literacy.
- To further ensure improvement of document accessibility within the LMS, FSS has been working with OET and the ATC to remediate the documents of several courses that needed additional assistance. This task needed more resources and an additional IT-Consultant was hired under FSS to aid in this undertaking. This IT-Consultant will be looking for classes in the LMS with low "Course Accessibility Scores" or classes that have been identified as high-profile by FSS. The consultant will then work to modify documents in the course to make them more accessible and coordinate the remediation effort.

Appendix A - Sample Training Reports

Sample of ATI In-Person Training Report (Tracking in Service-Now):

Report Title:	Enrollment List
Run Date and Time:	04-27-2020 11:45 AM Pacific Daylight Time
Run by:	Montaser, Marc
Table Name:	u_training_request
Query Condition:	Class Category starts with ATI Training AND Created on Last 12 months AND Class = ATI Training - Instructional Materials
Sort Order:	Number in ascending order

8 Enrollments

Schedule	Start Time	Name	Title	Username	Department	▲ Number	Sign In
ATI Training - Instructional Materials		Montaser, Marc	Full-Time Staff	mmontaser	IT - Center for Academic Technology	TR12600	
ATI Training - Instructional Materials		Dominguez, Melissa	Full-Time Staff	mdominguez	IT - ERP Analytic Services	TR12614	
ATI Training - Instructional Materials		Robbins, Rachel	Full-Time Staff	rrobbins	Vice President of HR	TR12615	
ATI Training - Instructional Materials		Robbins, Rachel	Full-Time Staff	rrobbins	Vice President of HR	TR12622	
ATI Training - Instructional Materials		Folsom, Sydney	Teaching Associate	sfolsom	Human Communication Studies	TR12624	
ATI Training - Instructional Materials		De La Torre, Lucia	Full-Time Staff	ludelatorre	Diversity Initiatives and Resource Centers	TR12628	
ATI Training - Instructional Materials		Feng, Anthony	Full-Time Staff	afeng	Student Business Services	TR12658	
ATI Training - Instructional Materials		Costales, Jeffrey	Full-Time Staff	jeffcostales	Sociology	TR12659	

Please note that the above report/tracking is still in an early development stage. This sample report displays "Enrollment", but each "Enrollment" is an in-person training session, which can have multiple attendees.

Sample of ATI On-Demand Training Report/LinkedIn Learning:

Name	Course	Hours Viewed	Percent Completed	Completed (PST/PDT)	Course ID
Xyvil Karl Dapal	Creating Accessible Documents in Microsoft Office	0.4647	100%	9/19/2019 10:15	614288
Marc Montaser	Creating Accessible Documents in Microsoft Office	0.5394	100%	9/5/2019 11:30	614288
Miguel Quirarte Hernandez	Creating Accessible Documents in Microsoft Office	0.5222	100%	9/24/2019 11:30	614288

Sample of ATI Training for New Employee Orientation (Unit 11) and New Faculty Orientation

Last Name	First Name	Email Address	Department	ISA, GA, TA, or Other
Amirchoopani	Farnaz	Famirchoopani@fullerton .edu	Mathematics	Teaching Associate (TA)
Cipriano	Joseph	jcipriano85@csu.fullerton.edu	Chemistry and Biochemistry	Teaching Associate (TA)
Esquivel	Elizabeth	esquivelelizabeth@csu.fullerton.edu	Supplemental Instruction	Other/Not Sure
Fuentes	Vincent	vfuentes@csu.fullerton.edu	Sociology	Graduate Assistant (GA)
Gundred	Kyra	kgundred@csu.fullerton.edu	Writing Center	Instructional Student Assistant (ISA)
Kim	Haeun "Sharon"	shaeunkim@gmail.com	Psychology Department	Graduate Assistant (GA)
Liang	Maggie	maggieliang82@csu.fullerton.edu	Chemistry	Instructional Student Assistant (ISA)
Martinez	Cristofer	cristoferm@gmail.com	CSUF Irvine Center Tutoring Annex	Instructional Student Assistant (ISA)

Sample of AIM Certification Enrollment Report (OET AIM-2019):

ILT CLASS: OET: AIM #2 UNIVERSAL DESIGN FOR LEARNING ILT_CSUF_FDC8132-0003

Code:
ilt_CSUF_FDC8132-0003

Date:

_____

Date and Time:
10/1/2019-10/25/2019
8:00:00 AM PDT-5:00:00 PM PDT

Location:
None

Vendor:
None

Instructor name (Instructor Identifier):
None

**Active Registered Users:**
3

Total Registered Users:
3

Capacity:
25

User name (User Identifier):	Job title:	Phone:	E-mail address:	Attendance:	Signature:
Mariam T Ashtiani (50000109975)			mashtiani@exchange.fullerton.edu	_____	_____
Sandra M Falero (50000017317)			sfalero@exchange.fullerton.edu	_____	_____
Colleen E Greene (50000003853)			cgreene@exchange.fullerton.edu	_____	_____

Appendix B – Blackboard Ally Reports

Blackboard Ally collects usage data which can be used to create the following reports.

The report that shows the traction the Blackboard Ally gains within the LMS is the report that shows the "Conversion Rate between Instructor Feedback and Document Fixes". This report compares the number of interactions an instructor has with the tool in order to fix the accessibility of a document. Since the implementation of the tool (Fall 2018) to most recent semester with data (Fall 2019) the conversion rate by faculty has increased significantly.

	Fall 2018	Spring 2019	Fall 2019
Launched the Instructor Feedback	361	3073	4606
Total fixes	15	278	1289
Conversion rate	4.16%	9.05%	27.99%
Total courses with fixes	11	113	185

Conversion Rate between Feedback and Fix
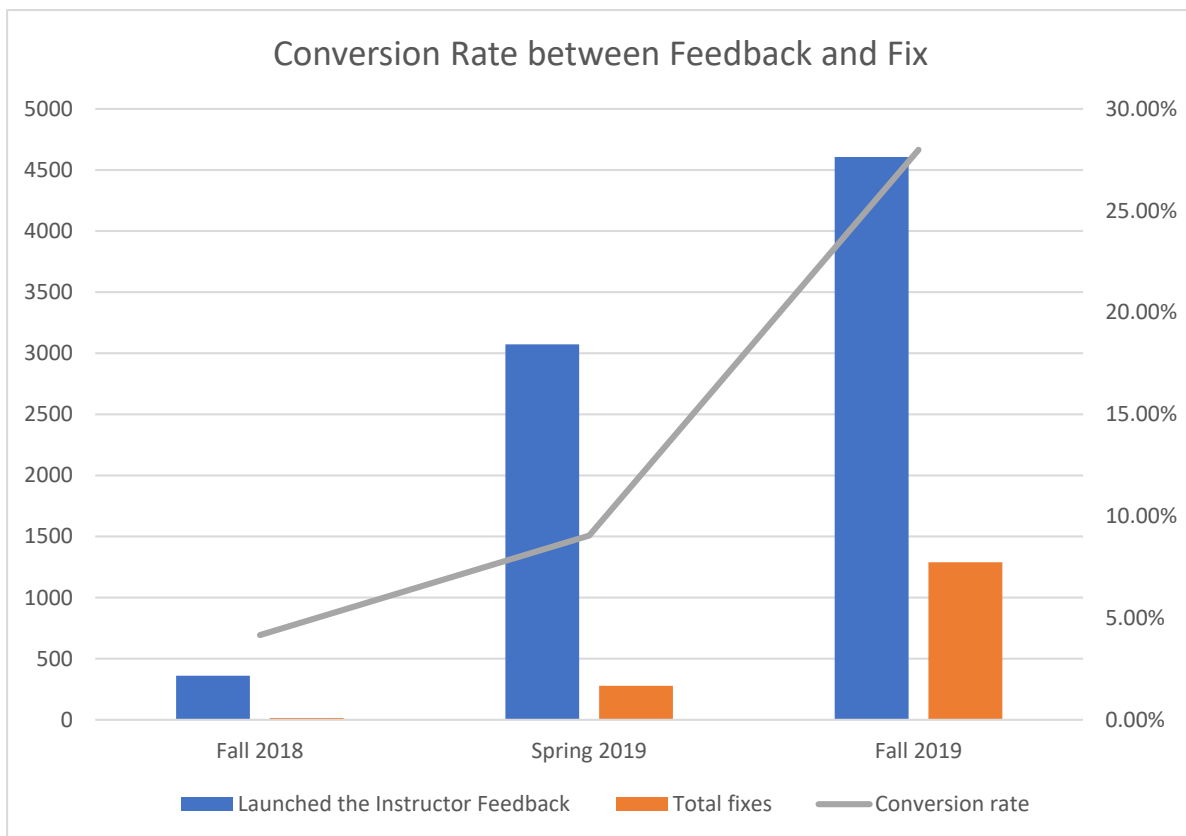
On an institutional level the "Ally Rating", which consists of the "Overall Accessibility Score" and the number of "Accessible Files" has also improved over time:

Ally Rating	AY 2017-2018	AY 2018-2019	AY 2019-2020
Overall Accessibility Score	36.2%	56.3%	70.1%
Accessible Files	30.6%	36.0%	42.2%
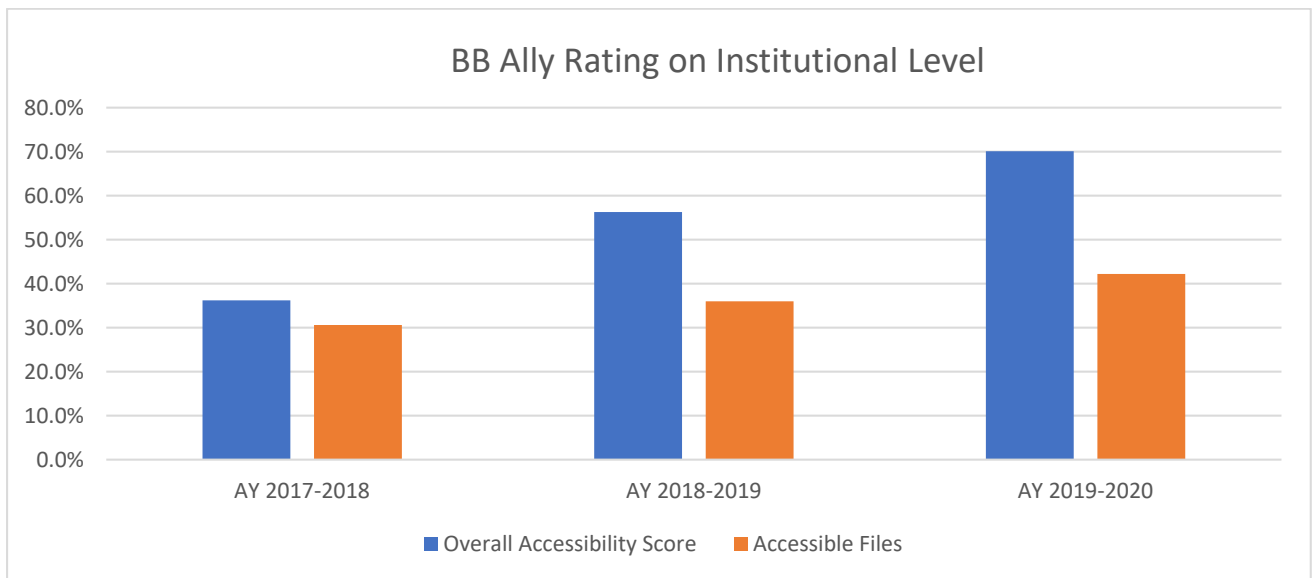
However, the Ally Rating for an institution and the way documents are considered accessible by the tool is reported with a caveat that the tool is still being improved by the vendor for reporting false positives and false negatives.

The tool is a good addition to providing more accessibility for students, but it will not replace the need for creating awareness and providing professional development within the organization.

As the data above shows, CSU Fullerton has been taking positive steps to improve the accessibility of documents for students.