2012 Accessibility Study

Elizabeth Tu
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Agenda

- ➢ **Study Overview**
- ➢ **The Methodology**
- ➢ **The Results**
- ➢ **Comparison between 2010 and 2012**
- ➢ **Discussions**
- ➢ **Next Steps and Recommendations**
- ➢ **Points of Contact**

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Study Overview

- At the November, 2011 Accessible Instructional Materials (AIM) committee meeting, a recommendation was made to repeat the random sampling of course syllabi to determine the level of accessibility at SJSU.

- The Office of Institutional Research provided a randomized list of Fall 2011 courses from each college in mid December. This list consisted of a total of 120 courses.

- The Center of Faculty Development launched the second accessibility study during the period of December 19, 2011 through January 13, 2012.

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The Methodology

❑ **Are the syllabi posted or not? List URL if found.**

❑ **Criteria used in assessing accessibility**
  – Completely accessible
    • For Word documents:
      – Links with a meaningful website name
      – Images with alternative text
      – Structure with hierarchical heading styles
      – Table with correct reading order, repeated header row, and no nested table
    • For PDF documents:
      – Readable with correct reading order via audio and visual check
      – Document is tagged

❑ **Criteria used in assessing accessibility (cont.)**

– Minimally accessible

- For Word documents:
  – Missing alt text
  – Table header row not repeated

- For PDF documents:
  – Readable but missing tags

– Inaccessible

- None of the above (no structure, incorrect reading order, not readable, etc.)

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The Results

Total # of syllabi surveyed = 120

➢ **Not Posted/Not Found = 45 (38%)**

 – 38% of the total 120 syllabi are not posted or can not be found (e.g. may be posted on a learning management system, on an individual faculty website, individual study or internship courses, etc.)

➢ **Posted = 42 (35%)**

 – 35% of the syllabi were found with the URLs listed

➢ **Found via Request = 33 (28%)**

 – 28% more of the syllabi were found via Department Office or direct email requests

➢ **Total # of syllabi found = 75 (63%)**

> *~ An increase of 26% found from 2010 ~*

Comparison of Randomized Course Syllabi Found Status between 2010 and 2012

	2010	2012	% of Changes
Total # of Syllabi =	121	120	- 1%
Not Posted/Not Found =	76 (63%)	45 (38%)	- 25%
Posted =	45 (37%)	42 (35%)	- 2%
Found via Request =	NA	33 (28%)	NA
Total # of Syllabi Found =	45 (37%)	75 (63%)	+26%

The Results (cont.)

The accessibility status of these 75 found syllabi examined:

➢ **Completely Accessible = 32 (43%)**

➢ **Minimally Accessible = 39 (52%)**

➢ **Inaccessible = 4 (5%)**

Comparison Table for Accessibility Status of Found Syllabi between 2010 and 2012

	2010	2012	% of Changes
Total # of Syllabi Found =	45 (37%)	75 (63%)	+26%
Completely accessible =	21 (47%)	32(43%)	-4%
Minimally accessible =	12 (27%)	39 (52%)	+25%
Inaccessible =	12 (27%)	4 (5%)	-22%

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Discussion

❑ **Additional findings from gathering the sample syllabi**

- 24 (32%) out of 75 syllabi were found via Dept. office or direct email requests

- Some Departments post all syllabi online; some post descriptions only

- 8 (11%) out of 75 were found on SJSU faculty website

- 7 (9%) syllabi were found via Google search

- A few questions from faculty via direct email

- ☐ **Criteria used in assessing accessibility**
  - ▪ Same strict 2010 criteria; however, with a few exceptions:
    - ▪ PDF ok but should repeat header on Word version
    - ▪ Red or green texts should be avoided
    - ▪ Questionable reading order for grading table or merged cells
  - ▪ Add a more lenient version of criteria after consulting with Alternate Media Center in 2012
    - ▪ Word – Missing or inconsistent structure; Ok for syllabi
    - ▪ Word – Too many tabs or dots
    - ▪ PDF – Missing tag; Ok for syllabi

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2012 Accessibility Status between the Strict and Lenient Criteria

This is a 4 X 4 table with column headings of strict criteria, lenient criteria, and % of variation; and row

	Strict Criteria	Lenient Criteria	% of Variation
Completely accessible =	32 (43%)	71 (95%)	+52%
Minimally accessible =	39 (52%)	0	-52%
Inaccessible =	4 (5%)	4 (5%)	0

accessible syllabi and 0% of variation of the
inaccessible syllabi between using the strict or
lenient criteria.

Next Steps and Recommendations

- ➤ SJSU campus strategies/decision ?
  - ➤ Strict vs. Lenient
- ➤ Present the overall and individual college data to each college
- ➤ Allow each college to set their own accessibility decision/standard
- ➤ Collect any feedback or follow-ups
- ➤ Repeat this study annually ?
- ➤ Other comments, issues or concerns?!

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Points of Contact

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Backup Slides

Backup Slides

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## Sample of a Word document with questionable reading order

REGULARLY (which means review lecture materials and complete practice exams).
I use the textbook as a basis for discussion; the core issues and level of analysis necessary to do well on the assignments will be identified and modeled in class lectures and examples. Extra credit may be offered, but will never be enough to make up for poor effort during the semester. I do not grade on a curve.

Excellent	Above Average	Satisfactory	Below Average	Unsatisfactory
above 100% A+	89-87% B+	79-77% C+	69-67% D+	
100-95% A	86-83% B	76-73% C	66-63% D	59-0% F
94-90% A-	82-80% B-	72-70% C-	62-60% D-	

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Sample of a Word document with no structure
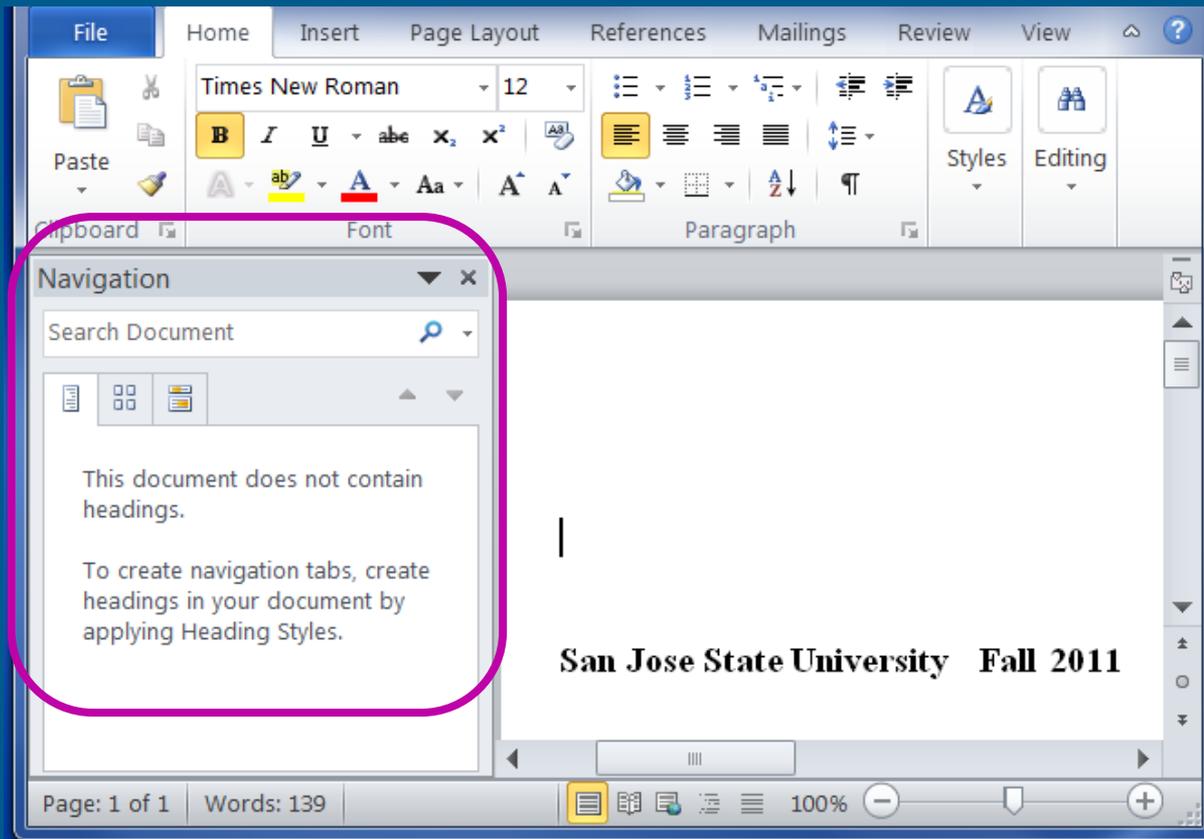
Sample of a PDF document with missing tag
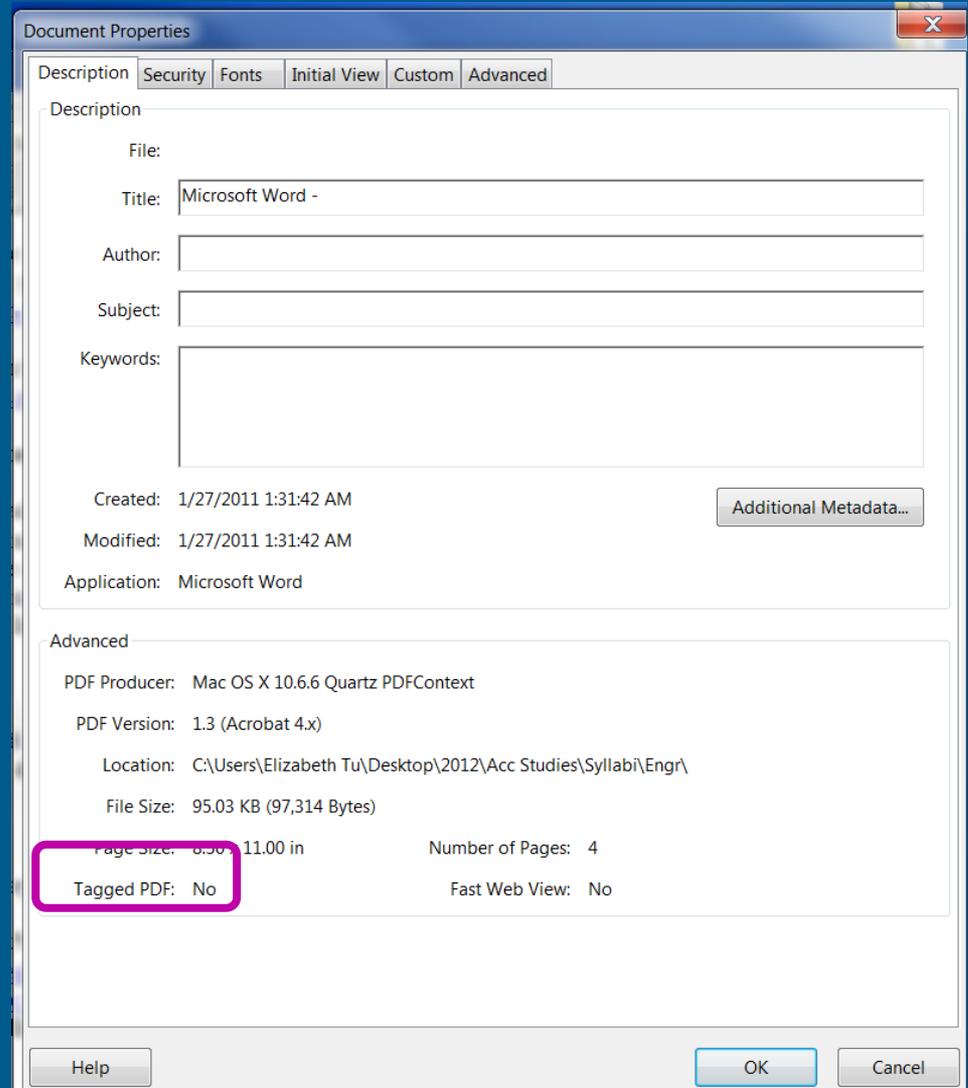
Lessons Learned for Future Studies

Request a random course list with the following criteria:

❑ **With 20 or more students**

❑ **Include the name of the college, faculty, and course title**

❑ **Include the 1st section only if it is a multi-section course**