

**Driving Accessibility: Tarrant County College's Online Campus Races
Toward Accessibility for Online Courses and Communication**

Estes, Kim; Nichols Foster, Lindsay

Tarrant County College Connect Campus
Senior Instructional Designer; Instructional Designer for Accessibility

Kim.estes@tccd.edu Lindsay.nicholsfoster@tccd.edu

Abstract

This article presents Tarrant County College Connect Campus's initiative to enhance accessibility in online courses and communication. It highlights the challenges of compliance with state and federal accessibility regulations in higher education and the legal, financial, and human impacts of non-compliance. The study discusses the disproportionately lower accommodation rates for students with disabilities at two-year colleges compared to four-year institutions. The TCC Connect Campus Accessibility Roadmap (CAR) is introduced as a comprehensive approach to creating accessible learning environments, including continuous improvement plans to align with changing regulations and new technologies.

Keywords: higher education accessibility, online course compliance, legal and human impacts, accessibility, faculty and staff professional development

Resumen

Este artículo presenta la iniciativa del Tarrant County College Connect Campus para mejorar la accesibilidad en cursos en línea y comunicaciones. Destaca los desafíos de cumplir con las regulaciones de accesibilidad estatales y federales en la educación superior y los impactos legales, financieros y humanos del incumplimiento. Se discute la tasa desproporcionadamente baja de adaptaciones para estudiantes con discapacidades en colegios de dos años en comparación con instituciones de cuatro años. Se introduce el Mapa de Accesibilidad del TCC Connect Campus (CAR) como un enfoque integral para crear entornos de aprendizaje accesibles, incluyendo planes de mejora continua para alinearse con regulaciones cambiantes y nuevas tecnologías.

Palabras clave: accesibilidad en educación superior, cumplimiento de cursos en línea, impactos legales y humanos, accesibilidad, desarrollo profesional del profesorado y personal

Introduction

Online faculty and staff at higher education institutions are unaware or undertrained in the State and Federal accessibility compliance regulations for their courses/communications. With institutions being sued by the Department of Education Office of Civil Rights for lack of compliance, and settlements costing those institutions in the millions, we cannot continue to ignore the legal, financial, and human impact that non-accessible courses, content, and communication can have. In a report entitled "Use of Supports among Students with Disabilities and Special Needs in College" for the National Center for Education Statistics, Adams and Warner-Griffin found that 37% or approximately one third of students with a disability informed their college and that students at 2-year colleges received accommodations at a lower rate (57%) than their peer at 4-year colleges (85%). Furthermore, 44% of students with disabilities at a 2-year college took remedial courses, while that percentage was 21 percent at 4-year colleges (Adam & Warner-Griffin, 2022). The large number of students who are not informing colleges of their disabilities, not receiving services when they have informed the college, and those students who suffer from temporary or situational disabilities that require accommodations (illness, injury, pregnancy) can lead to a negative impact on the metrics our district seeks to address regarding student success, retention, and completion. With multiple surveys indicating that college students who have disabilities face additional challenges due to the structure and unique demands of online courses (Cole, 2019; McManus et al., 2017; Murphy et al., 2019; Verdinelli & Kutner, 2016), results reveal that 46% of disabled respondents felt their disability was a barrier to successfully completing online courses (Roberts et al., 2011). Chadwick and Wesson (2016) suggest that the disability's perceived negative impact could be a result of the inaccessibility of the learning environment. As the online campus for Tarrant County College (TCC), Connect Campus faces significantly different needs when supporting these students and those faculty who have disabilities due to its digital modality. With a comprehensive plan for rolling out expectations, training,

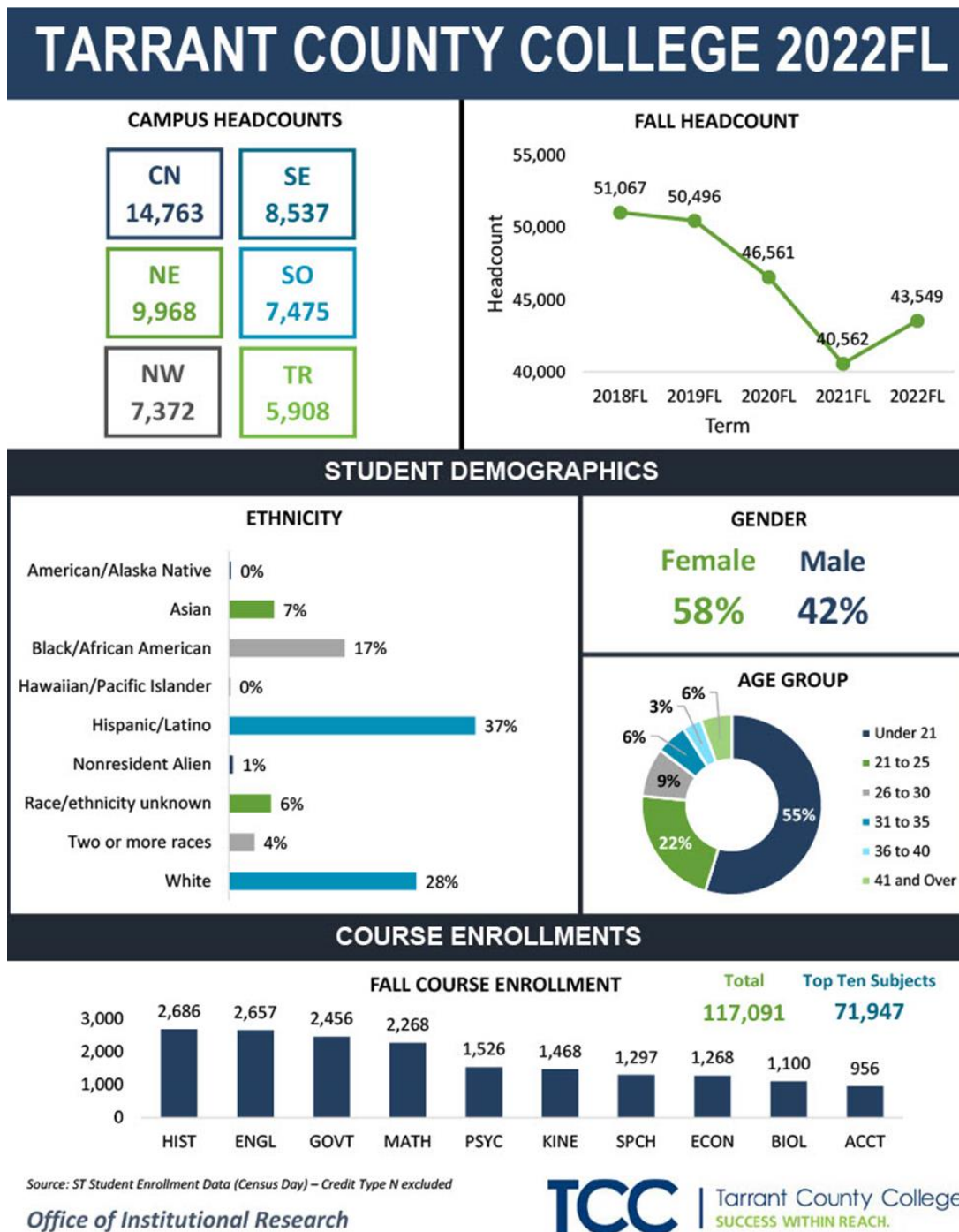
evaluation, and reporting on accessibility programs, campuses can work toward compliance while providing their students, faculty, staff, and communities with the equitable access to learning that these regulations address. The TCC Connect Campus Accessibility Roadmap (CAR) was created to provide the most accessible learning and working environment possible for the staff, faculty, and students of TCC Connect Campus. The inclusion of a continuous improvement plan ensures that the roadmap continues to align with State and Federal regulations as they change, allows for the introduction of new strategies and technologies, and provides an ongoing evaluative tool to address the quality and effectiveness of the program (see Appendix A).

Background and Stakeholders

TCC was established by a countywide election in July 1965 and district offices are housed in downtown Fort Worth, Texas. Our many educational initiatives help us stay true to our mission to provide affordable and open access to quality teaching and learning. TCC is a two-year college accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and TCC's administration is composed of a Chancellor, Board of Trustees, and administration team. The college is comprised of five face-to-face campuses and one fully online campus (Connect Campus). Courses are offered in traditional face-to-face, blended, hybrid, and fully online formats with multiple semester lengths and start times to accommodate student needs.

TCC's primary stakeholders are first-time and returning college students, as well as community members who wish to earn certification and program completion credit through our non-academic continuing education courses. Figure 1 indicates the demographics of students served by TCC in Fall of 2022.

Figure 1
Tarrant County College Fall 2022 Demographics



- Institutional Metric 1: Increase headcount to 50,000 students
- Institutional Metric 2: Increase progression to 8 in 10 students who graduate or are retained in higher education each year
- Institutional Metric 3: Increase the number of degrees and certificates awarded to more than 8,000 each year

Destination 2025

TCC Connect Campus finds itself at a pivotal juncture in advancing accessibility in our online courses and campus communications. Our student population includes individuals with accommodation or disability needs, and these accommodations require attention to ensure that all students can access and excel in their academic pursuits. From Academic Affairs to Student Affairs to the Office of the President, each department at

Connect Campus must evaluate, train, and commit to producing content that is accessible to all TCC students, staff, and faculty.

Prior to the summer of 2022, TCC provided a single dedicated course on Accessibility (Accessibility Resources Part 1), and accessibility training is incorporated into the Online Instructor Certification Course, the course that all faculty who are teaching online at TCC must successfully complete. However, there are notable areas of concern: compliance checks are often lacking, faculty aren't designing courses with accessibility in mind, staff communications do not meet accessibility standards, and there is a widespread lack of understanding about accessibility policy and technical requirements.

To respond to those areas of concern, the eLearning Instructional Design (ID) department developed a comprehensive Campus Accessibility Roadmap (CAR) entitled Destination 2025. The purpose of the initiative was to create a campus whose content is fully accessible and WCAG 2.x compliance for stakeholders by July 31, 2025. Further, the roadmap has been implemented in phases to allow for attainable, measurable progress and continues to be updated each year to extend its reach to ensure that the campus addresses any changes in regulatory standards, new technologies, or District policies (see Appendix B).

Faculty and staff receive research-based training to ensure accessibility compliance becomes the standard for all courses, content, and communication. A series of micro-credentialed courses are provided for both faculty and staff to cover the necessary knowledge and skills in a performance-based, position specific format, keeping the content and tasks relevant and immediately applicable for each participant. By the final milestone in Fall 2025, 100% of full-time faculty and staff and 75% of adjunct faculty at CN Campus are expected to apply WCAG 2.x Success Criteria to six accessibility issues that were identified as common errors campus wide.

The roadmap includes recruitment of seven "accessibility ambassadors" (six faculty and one staff member) who will undergo intensive training and work towards making their courses fully accessible and will act as advocates and trainers within their respective departments and help to further future efforts to support all who work and learn at TCC Connect Campus. An advisory panel of stakeholders including students, faculty, and staff is

being implemented to allow for direct feedback and input into current CAR implementation and future development of CAR programs and trainings.

A new course branding guide will be developed, and a shift will be made towards creating multimedia that meets WCAG 2.x Success Criteria standards. All Peer Developed Courses (PDCs) will meet WCAG 2.x Success Criteria, and all Open Educational Resources (OER) materials will be revised as needed to meet these standards.

Collaborative efforts will be undertaken with the Student Accessibility Resources (SAR), Information Technology (IT), and Learning Commons (LC) departments to ensure accessibility compliance for all resources and technologies used by Connect Campus staff, faculty, and students wherever possible.

We will hire and train student workers to assist with the project and offer our micro credentials through continuing education courses to help grow accessibility awareness and skills in our community and workforce.

Our commitment to accessibility is unwavering. The journey may be challenging, but by leveraging our strengths and addressing our weaknesses head-on, we are confident that the TCC Connect Campus will become a more accessible, inclusive, and supportive environment for all students through our Campus Accessibility Roadmap: Destination 2025.

Program Goals

The TCC Connect Campus goals for the CAR currently address the training of staff and faculty and the implementation of that training in daily work, the inclusion of accessibility focused design for campus projects, and the continuous improvement of the roadmap beyond this three-year initiative:

- Training and implementation
 - Full time staff and faculty
 - 50% will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x Success Criteria by July 31, 2023

- 75% will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x Success Criteria by July 31, 2024
- 100% will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x Success Criteria by July 31, 2025
- Adjunct Faculty
 - 25% will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x Success Criteria by July 31, 2023
 - 50% will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x Success Criteria by July 31, 2024
 - 75% will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x Success Criteria by July 31, 2025
- Peer Developed Course Compliance
 - All new PDC templates created for faculty use will meet WCAG 2.x Success Criteria for all course materials. Effective: Fall 2022
- Continuous Improvement of Plan
 - A campus Accessibility Advisory Panel will be created from stakeholders to review program goals, processes, suggest additional program initiatives, and provide feedback for continuous improvement semi-annually. Start date: Fall 2023

Limitations

Organizational factors that may affect goals and outcomes of the plan include but are not limited to:

- Tarrant County College has not designated an Electronic Information Resources (EIR) Accessibility Coordinator per Texas Administrative Code, or, if one exists, that information is not available on district published resources. (1

Tex. Admin. Code §213.39) This prevents coordinated accessibility efforts across the district and also creates a gap in support for initiatives like the Connect CAR and the online campus (whose needs for accessibility compliance differ significantly from face-to-face campuses).

- Connect Campus has only one position, eLearning Instructional Designer for Accessibility, to specifically address campus-wide accessibility efforts. The scope of work for this endeavor requires further staffing.
- Tarrant County College compensates full-time and adjunct faculty for professional development. As such, faculty members are generally not required to attend any professional development once they've met their compensated number of hours. Getting faculty to attend additional accessibility training without being able to mandate it will make reaching goals more difficult.
- Information regarding accessibility requirements and regulations for the college beyond website pages is not available, no explanation of roles for existing accessibility positions in the district (specifically the SAR department) is provided, and district-offered training on accessibility is minimal and not performance-based.
- Inequity in staffing for the online campus versus the face-to-face campuses of the district reduces the access Connect Campus faculty, staff, and students have to resources, support, and personnel.
- Accessibility is not part of the culture of the campus or the institution.

Delimitations

Delimitations based on the planning choices made for this program include:

- Time: Accessibility training can be very time-consuming for the student and the instructor due to the nature of online accessibility needs and our online, performance-based delivery model.
- Curriculum: Due to the need to provide a minimum expectation baseline for all faculty and staff, detailed training in content areas that have additional accessibility needs (science, math, arts, kinesiology, dance, music, etc.) have

been moved to an optional tier of training that is not required. This may lead to inaccessibility of content in those areas due to a lack of required training.

- Faculty: The transitory nature of adjuncts in the district and the last-minute need for faculty to staff added sections makes it difficult to meet the adjunct training goals of the program as the comprehensive list of those faculty changes semester by semester/start date by start date.
- Staffing: The district and the campus are not adequately staffed to support accessibility. The use of the eLearning Instructional Designer position to spearhead the program without district-level and campus-level support staff makes implementation of program initiatives time and labor intensive.
- Data Collection: Our focus on Connect Campus data will provide insight to the campus and district on accessibility implementation but will not track the impact of the program on other campuses or in other modalities despite the sharing of trained faculty between campuses. We will not be able to track impact outside of our campus.
- Modality: As we are an online campus, we will focus on that modality for all training. While a great deal of the training can transfer to other modalities, we will not be tracking data on face-to-face, blended, or hybrid use of the skillsets taught in the training.

Evaluation Model

The origin of System Theory can be attributed to Ludwig von Bertalanffy's proposal of a General System Theory in the 1920s. His approach challenged reductionism, emphasized the importance of relationships and interactions in understanding systems, and sought universal principles applicable across disciplines and fields. (Frye & Hemmer, 2012) The general scope of System Theory would be to understand the campus accessibility training program for faculty at a community college to ensure the Americans with Disabilities Act (ADA) compliance professional development attendance and implementation of the training material in online courses as a complex system, made up of many interconnected parts with change as a part of the system. The CAR program can be

considered a complex system because it is made up of many interconnected parts. These parts include (but are not limited to):

- The faculty who are participating in the training program
- The staff who are responsible for delivering the training program
- The students who are the intended beneficiaries of the training program
- The community college's administration
- The community college's physical environment
- The community college's culture

These parts are interconnected and interdependent. The faculty's understanding of ADA requirements will affect how they implement the training in their courses, which will in turn affect how the students are exposed to ADA compliant materials. The community college's administration can influence the culture of the community college, which can in turn influence how the faculty, staff, and students interact with each other regarding accessibility. Creating a program evaluation for the campus accessibility training program, guided by system theory, contributes to the body of knowledge by extending the application of the theory to education and deepening the understanding of educational systems' dynamics. It adds to the understanding of how system theory can inform evaluation practices and improve the design and implementation of educational programs.

Evaluation Question and Data Sources

How effective is the TCC Connect CAR program in delivering accessibility training and measuring implementation of that training by staff and faculty in its initial three-year implementation cycle? The range of data sources aligned with the goals in Table 1 and expanded upon in Table 2 below are targeted towards evaluating the effectiveness and quality of online professional development and training. First, the Internal Quality Matters® review, as well as the course review by Quality Matters® certified instructional designers, directly measure the quality of asynchronous online courses. A specific score of 85% or higher is clearly set as the standard for what's considered successful course design, making the data collected relevant. For verifiability, data from these reviews can be cross-referenced with the course records kept on the SMARTSheet spreadsheet by the ID Department. Triangulating the scores from the Quality Matters® reviews with the completion rates of the

courses gives a clearer picture of both course quality and effectiveness in teaching. These data sources, including the feedback from campus Advisory Board/Panel meetings, stakeholder rosters, and recommendation reports, are representative of all the crucial elements that can influence the success of the courses. The integration of input from these sources provides a diverse and comprehensive perspective on the courses' effectiveness, ensuring that the data reflects all appropriate factors that could potentially be improved. Course records and Quality Matters© reviews can be documented over several iterations of the course, providing a longitudinal perspective on how the courses' quality and effectiveness evolve over time. Data collected is actionable as it can drive informed decision-making and action. The results from the Quality Matters© reviews and the SMARTSheet course records can provide a foundation for understanding areas that need improvement. Additionally, the insights gained from the campus Advisory Board/Panel meetings provide context-specific recommendations to leadership, facilitating a strategic approach to enhancing online professional development and training.

Table 1
Alignment of Goals to Methods

Note: First column numbers align with data collection table numbers in Table 2.

	Organization's Goal	Measurable Indicator	Data Source	Data Collection Tool	Data Analysis Technique
1	Completion of online, asynchronous, professional development/training for accessibility for faculty and staff by January 2023.	Course delivery in Canvas LMS ready for faculty/staff enrollment, having passed an internal Quality Matters© reviews with an 85% or higher.	Quality Matters© Higher Education Rubric with score of 85% or higher.	Quality Matters© Higher Education Rubric	Quality Matters© Higher Education Rubric score of 85% or higher
2	50% of all full-time staff and faculty will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x AA level by July 31, 2023	Successful completion of a campus-offered Super 6 training (offered in 3 asynchronous course formats and 3 face-to-face training sessions).	Course records of successful completion kept by the eLearning Instructional Design Department (course providers).	SMARTSheet automated enrollment/completion spreadsheet.	Qualitative count of course completers (self-identified as full-time staff or faculty at enrollment).
3	25% of all adjunct faculty will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x AA	Successful completion of a campus-offered Super 6 training (offered in 3 asynchronous course formats and 3 face-to-face training sessions).	Course records of successful completion kept by the eLearning Instructional Design Department (course providers).	SMARTSheet automated enrollment/completion spreadsheet.	Qualitative count of course completers (self-identified as adjunct faculty at enrollment).

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	level by July 31, 2023				
4	75% of all full-time staff and faculty will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x AA level by July 31, 2024	Successful completion of a campus-offered Super 6 training (offered in 3 asynchronous course formats and 3 face-to-face training sessions).	Course records of successful completion kept by the eLearning Instructional Design Department (course providers).	SMARTSheet automated enrollment/completion spreadsheet.	Qualitative count of course completers (self-identified as full-time staff or faculty at enrollment).
5	50% of all adjunct faculty will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x AA level by July 31, 2024	Successful completion of a campus-offered Super 6 training (offered in 3 asynchronous course formats and 3 face-to-face training sessions).	Course records of successful completion kept by the eLearning Instructional Design Department (course providers).	SMARTSheet automated enrollment/completion spreadsheet.	Qualitative count of course completers (self-identified as adjunct faculty at enrollment).
6	100% of all full-time staff and faculty will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x AA level by July 31, 2025	Successful completion of a campus-offered Super 6 training (offered in 3 asynchronous course formats and 3 face-to-face training sessions).	Course records of successful completion kept by the eLearning Instructional Design Department (course providers).	SMARTSheet automated enrollment/completion spreadsheet.	Qualitative count of course completers (self-identified as full-time staff or faculty at enrollment).
7	75% of all adjunct faculty will complete Super 6 (Headings, Lists, Hyperlinks, Tables, Image Alt-Text, Media Captions) training at the WCAG 2.x AA level by July 31, 2025	Successful completion of a campus-offered Super 6 training (offered in 3 asynchronous course formats and 3 face-to-face training sessions).	Course records of successful completion kept by the eLearning Instructional Design Department (course providers).	SMARTSheet automated enrollment/completion spreadsheet.	Qualitative count of course completers (self-identified as adjunct faculty at enrollment).
8	All new Peer Developed Course Templates created for faculty use will meet WCAG 2.x AA standards for all course materials.	Course review by Quality Matters® APPQMR certified instructional designers using the most current Quality Matters® Higher Education Rubric at the time of course creation – must score an 85% or higher.	Quality Matters® Higher Education Rubric	Quality Matters® Higher Education Rubric	Passing score of 85% or higher on the Quality Matters® Higher Education Rubric
9	Campus Accessibility Advisory Panel created from stakeholders to review program goals, processes, suggest additional	Meeting minutes, stakeholder rosters, recommendation reports submitted to	Meeting minutes, stakeholder rosters, recommendation reports submitted to	Meeting minutes, stakeholder rosters, recommendation reports submitted to leadership after each meeting.	Analysis of recommendations from review/report feedback processes of stakeholders.

	program initiatives, and provide feedback for continuous improvement semi-annually. Start date: Fall semester 2023	leadership after each meeting.	leadership after each meeting.		
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Table 2
Data Quality

	Data Source	Relevant	Verifiable	Representative	Cumulative	Actionable
1	Internal Quality Matters® review of asynchronous, online professional development/training using Higher Education Rubric with score of 85% or higher.	The campus has adopted the Quality Matters® Higher Education Rubric as the standard by which all courses (both academic and professional development) will be reviewed.	Multiple Quality Matters® APPQMR certified instructional designers review/evaluate the course. A Peer-Review Certified Instructional Designer is on staff to verify evaluations, and a review by non-district, third party Quality Matters® APPQMR trained individuals can be requested.	The rubric offers a standards-aligned review vehicle that covers the quality expectations of the campus and ensures a consistent set of guidelines for all courses created regardless of discipline or content area.	Initial reviews are archived by Peer Developed Course, and a subsequent review must be completed after every revision or rebuild of the course and archived in the course folder.	The rubric review expressly lists criterion to be met, point values awarded, and offers suggestions for improvements when points are missed.
2-7	Course records (SMARTSheet enrollment/completion spreadsheet) of successful completion kept by the eLearning Instructional Design Department (course providers).	The data source allows for the collection of self-reported data upon enrollment (hiring status: full time faculty, full time staff, adjunct faculty) and the tracking of successful completion of the required training by individual.	The data in the spreadsheet can be compared to coursework and grades in the online courses made available through the campus LMS system for online, asynchronous courses and through sign-in sheets and digitally submitted work from the face-to-face courses.	The data shared represents enrollment and completion status directly inputted by the participant (enrollment data) and instructor (completion data).	The data can be added/updated/sorted/tracked over time using the spreadsheet and the dashboard/reporting features in SMARTSheet.	Lists of certified faculty and staff by departmental assignment (collected upon enrollment) can be shared with stakeholders (chairs, deans, supervisors, etc.) to report on departmental progress and identify completers/those needing to complete.

8	<p>Course review by Quality Matters® APPQMR certified instructional designers using the most current Quality Matters® Higher Education Rubric at the time of course creation – must score an 85% or higher.</p>	<p>The campus has adopted the Quality Matters® Higher Education Rubric as the standard by which all courses will be reviewed. Compliance with the rubric includes course accessibility that aligns with WCAG standards and campus expectations.</p>	<p>Multiple Quality Matters® APPQMR certified instructional designers review/evaluate the course. A Peer-Review Certified Instructional Designer is on staff to verify evaluations, and a review by non-district, third party Quality Matters® APPQMR trained individuals can be requested.</p>	<p>The rubric offers a standards-aligned review vehicle that covers the accessibility goals of the campus and ensures a consistent set of guidelines for all Peer Developed Courses created regardless of discipline or content area.</p>	<p>Initial reviews are archived by Peer Developed Course, and a subsequent review must be completed after every revision or rebuild of the course and archived in the course folder.</p>	<p>The rubric review expressly lists criterion to be met, point values awarded, and offers suggestions for improvements when points are missed.</p>
9	<p>Campus Advisory Board/Panel meeting minutes, stakeholder rosters, recommendation reports submitted to leadership after each meeting.</p>	<p>Provides multiple perspectives from campus stakeholders regarding program progress, impact, and provides a vehicle for suggestions/feedback from stakeholders.</p>	<p>Minutes and recommendation reports will verify meeting times, attendees, topics addressed, etc.</p>	<p>Stakeholders represent the faculty, staff, students, and community members in and around TCC, both with accessibility needs and without. This allows those who will be impacted by the program to review/provide feedback on the program’s impact.</p>	<p>The panel will meet semi-annually beginning in the Fall semester of 2023. Members will serve for a year and membership on the panel will rotate annually to allow for new voices/perspectives. Meeting minutes and recordings and recommendation reports for leadership will be archived and made available to the panel and all stakeholders for transparency.</p>	<p>Feedback and recommendations by the committee will be reviewed by leadership and the instructional design team. Actionable items will be addressed through those two teams.</p>

Data Collection

Data collection for the TCC Connect CAR will be dependent upon which aspect of the roadmap is being measured: faculty and staff course enrollment and completion, faculty

and staff perceived value and applicability of the training, implementation of training in daily work, or PDC evaluation.

Faculty and staff course enrollment and completion data will be gathered and disaggregated using the SMARTSheet application. Faculty and staff will complete the CAR enrollment form providing some demographic information (see Appendix C). The information will be used to enroll them in the appropriate course. The instructor will follow their progress on the spreadsheet row for each participant, logging notes, and changing their status from In-progress to Complete upon their successful completion of the course or Did Not Finish if the participant did not finish or withdrew from the course. Those who complete the Super Six, Super Seven, or Driving Accessibility certifications will receive a micro credential through Canvas Credentials. The digital credential will automatically be emailed to the recipient and include a link to the institution's site referencing the WCAG 2.x Success Criteria demonstrated for the credential. Reports on credentials can be pulled directly from the application and shared publicly.

Each participant who completes the course will be given a survey to rate the course design and materials, instructional support, and perceived applicability to their role (see Appendix D). This data is also gathered and disaggregated using the SMARTSheet application. eFaculty Coaches for Connect Campus will monitor the courses of those faculty they support for the use of the minimum expectations for accessibility using an internal observation form and share that data with the ID department. This collaboration will follow the implementation of required accessibility items from training to faculty courses. Staff implementation of accessibility will be both spot checked and checked as requested by the eLearning Instructional Designer for Accessibility. Implementation data will be shared with the campus leadership team.

PDCs at TCC Connect Campus will be evaluated using the Quality Matters™ 7th Edition Rubric, which includes accessibility requirements that align with the minimum standards for all Connect campus courses. Courses must pass an internal review using the rubric with a score of 85% or higher (see Appendix E).

Finally, data from the campus Accessibility Advisory Panel will include stakeholder rosters, partnerships with internal and external stakeholders, recommendation reports, and

meeting minutes that will be shared regularly with the Connect Campus leadership team beginning with the inaugural meeting of the panel in Spring of 2024.

Data Analysis

Qualitative data from participant surveys is evaluated and coded quarterly to allow for continuous improvement to the courses, implement suggestions from stakeholders, and to identify potential gaps in non-course understanding or skills that should be addressed. Results are shared in quarterly work plan meetings with the leadership team. Quantitative data related to enrollment, in-progress, and completed trainings will be displayed in an interactive dashboard that includes types of micro credentials earned and disaggregates that data by division or curricular pathway for Connect Campus (see Appendix F). The dashboard pulls data from the program SMARTSheet and updates in real time. It also includes hyperlinked lists of certified faculty and staff by academic pathway and discipline, as well as training by faculty designation (full-time or adjunct). Quality Matters™ Rubrics from course evaluations are stored in a SMARTSheet grid and shared with the PDC build team and campus leadership. An interactive data dashboard is currently under construction to share real-time data for this aspect of the program as well. Upon the inaugural meeting of the campus Accessibility Advisory Panel, all recommendations and data will be shared with the Connect campus leadership team during quarterly work plan meetings of the leadership team.

Roadmap Detours

Due to delays in initial implementation, the project is currently one phase behind its initial schedule. While the overall training goals are close to or on target, other aspects of the CAR implementation have moved forward, including establishing the campus Accessibility Advisory Panel.

Table 3
Current CN Campus Training Numbers

Category	Current Number	2023 Goal	2024 Goal
Full time faculty	27	18	31
Adjunct faculty	111	122	244
Staff/Administration	41	32	53

The training model that was originally proposed was also modified. Based upon collaboration with the Organizational Excellence and Development (OED) department and feedback from Connect Campus, the course has been offered as a full day face-to-face workshop, as a fully inclusive course, as several micro courses, and back again as a fully inclusive course. As the CAR project developed, it became clear that those who are directly impacted by accessibility needs should be highlighted. The Voices of Accessibility media project was then created, and seven individuals indicated their interest. Two individual media stories have been developed and the other five are in development, including interviews and recording. Finally, a need was recognized to require accessibility as formal training for previously certified online instructors; the Super Six Accessibility Complete course has been added as a mandated course for the Instructional Design strand for any online instructor certified prior to 11 January 2022.

The TCC District currently has posted a position for a Director of Digital Accessibility. The eLearning Instructional Designer for Accessibility and the ID department will partner with this individual and their office to meet digital accessibility expectations, guidelines, and policies. This position is listed to serve as the EIR Accessibility Coordinator for the TCC District.

With the Connect Campus experiencing exponential growth, there is a direct need for the ID department to grow commensurately. Future expansion plans for organization development include reorganization that would have a Director to oversee the ID department, as well as a Senior Instructional Designer for Accessibility, and additional eLearning Instructional Designer for Accessibility positions added based upon a ratio model.

Due to campus renovations and the need for blended, hybrid, and fully online sections to be offered at the face-to-face campuses and to meet the current Academic Continuity Plan for online courses in the event of disaster or emergency, opportunities have extended to the full TCC District. The Super Six Accessibility Complete course is available for any full time or adjunct faculty or staff member to complete via our shared professional development system, Learn Center. Data collection and sharing consistent with the campus model is in place in real time district wide.

Conclusion

Higher education institutions must proactively address accessibility to prevent legal repercussions and to honor the human rights of students with disabilities. The rising trend in lawsuits against non-compliant institutions underscores the urgency of this issue. When educational content and communication are not accessible, it not only incurs legal costs but also exacts a human toll, depriving those with disabilities of equal educational opportunities. Models like the TCC Connect CAR demonstrate that change can begin at any level - course, campus, or institution - and can foster a culture of inclusivity. By embracing such initiatives, institutions can make significant strides toward ensuring access for all.

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