CEPP Meeting Agenda
April 28, 2025 @10:10-11:10am
Library 213

CEPP Members: Adrian Bautista, Amy Frappier, Lisa Jackson-Schebetta, Nick Junkerman, Natalie Koegler, Trevor Lai, Robert ParkeHarrison, Kelly Sheppard, Aaron Kendall, Jamin Totino, Meg Hegener, Joel Aure, Julia Marco

Scribe: Lisa Jackson-Schebetta

Announcements from CEPP chair

- Minutes from 4.21 will be circulated
- CEPP Chair has circulated review of summer courses in online format to faculty. CEPP Chair has received approximately 10 comments. Will report out next meeting.
- CEPP incoming and outgoing chairs are proceeding with composing notice re: online reviews.

Middle States Update

CEPP Chair reminded us that CEPP members serve vital roles in Middle States Accreditation process. Faculty Director of Assessment/CEPP member provided update on the work of the year. Steering committee will review working group reports in May. The next step is the draft of the self-study with a goal of August 4 for completion. Goal is circulation to community by 9/15 for feedback. SGA, as well as key committees, will be asked for feedback as well (Sept/Oct). Revisions will follow. External review visit will happen in Spring, and CEPP will be one of the committees involved. Working groups reps in CEPP reported key aspects of their work so far. These include 1) accessibility as an area of challenge and opportunity; 2) transparent communication, central policies webpage, utilizing existing structures for governance; 3) documentation and archive of processes, policies, assessment, etc.; 4) college mission (dates from the 90s) and student learning goals in need of review and possible update to align with assessment and curriculum; 5) sustainability of the curriculum in terms of staffing, enrollment, and resources, including delivering curriculum more efficiently.

Discussion of Title 2 and a potential accessible documents policy

Led by Jamin Totino, Julia Marco, and Aaron Kendall.

College is behind on policy on accessible documents. It is an institutional issue, not only academic, but academic piece is high impact for students. Faculty will need training in how to create accessible course materials and documents, as well. Most of the documents on thespring are inaccessible. This breaks down into public facing material and material on thespring.

On thespring, for example, this semester: 554 courses using thespring. Over 14k pdfs, 4k power-points, 3600 word docs. Accessibility score of around 40% across these types of files. Pdfs are the most challenging; scans are generally not accessible. It is labor intensive. Book chapter scan is just an image, or graphic; a screen reader cannot decipher. Ally creates alternative formats to make docs more accessible. . . but not it is inconsistent and unable to make scanned pdfs fully accessible.

On external, public facing side, communications has been working for a long time on this. IT handles the network, and communications handles the content. Our website is very large and being used for many things. Web editors have gone down to 2 from 5 in communication, which means the process is crunched

in terms of resources. We are rolling out new web design bc our website is based on 2018 standards. Goal is to be compliant within 2 years. Website documents number in the tens of thousands. A key challenge is how to make these documents accessible (similar to thespring). Considerations for example, you cannot use color or symbol to add meaning (i.e., you cannot use highlighted text and say see highlights). From communications, it is desirable that we do not use pdfs on our dept websites, for example. Goal is for new academic pages to roll out in fall. Updates in other areas (housing, for example) rolling out in next few weeks.

When our documents are inaccessible, it affects our reach. Google downranks pages that cannot be used. Emails can be up-ranked as spam.

Title 2 is coming fast for public institutions. Title 3 and 504 are actively affecting us, as we use federal funding. We are not compliant at this time.

Given where we are with federally mandated compliance, a policy is important as is faculty preparation and training.

CEPP member notes that accessibility is part of our student learning goals, and HHMI's effective learning document. As such, accessibility is part of evaluating effective teaching for tenure, promotion, and reappointment.

Ethically, it is also imperative to support student learning, in the same way, for example, we have structures and understandings and processes around Title IX.

CEPP member: we need to put value on doing the work to increase accessibility. We cannot just do more. How can we help people prioritize this, and guide what can wait, or be taken off a plate?