

ASLT Division meeting

Second Thursday of every month

Feb 12, 2026

11:30 AM to 12:30 PM

Online only

Subject: ASLT Division Meeting

Where: <https://smccd.zoom.us/j/83449500130?pwd=LKvUIK1bzXp5iodfByNalDIHR0OvY.1>

MINUTES

11:30 Welcome and Introductions

DIVISION UPDATES: [Powerpoint](#) (Please let me know if you'd like to highlight your program)

11:45

- Accessibility on Canvas (DE Time)
- Accessibility on the Web (Marketing)

Alessandro Riva provided a practical demonstration focused on **making program websites and web content accessible**, emphasizing that accessibility improvements are **approachable, doable, and largely supported by existing tools**.

Purpose of the Demo

The session highlighted how users who rely on **assistive technologies**, such as screen readers, experience web content. Screen readers convert visual information into audio and rely on **page structure and semantics**—not visual formatting—to navigate content. Without proper structure, users may miss information or find pages difficult to use.

Key Tool Demonstrated

- **WAVE Web Accessibility Evaluation Tool** <https://wave.webaim.org/extension/>
 - A browser extension used to scan web pages for accessibility issues.
 - Identifies:

- **Errors** (definite problems that must be fixed)
- **Contrast errors** (color visibility issues)
- **Alerts** (potential issues requiring review)
- Provides explanations, examples, and guidance for each issue flagged.

Common Accessibility Issues Identified

Alessandro walked through typical problems found on web pages and explained why they matter:

- 1. Missing alternative (alt) text for images**
 - a. Screen readers skip images without alt text.
 - b. Images that convey meaning or include text must have descriptions.
 - c. Avoid images of text whenever possible.
- 2. Improper heading structure**
 - a. Pages should have one **Heading 1** (page title).
 - b. Heading levels should follow a logical order (H2, H3, etc.).
 - c. Skipped heading levels confuse screen-reader users.
- 3. Vague or non-descriptive links**
 - a. Links like “click here” or pasted URLs are inaccessible.
 - b. Link text should clearly describe the destination or action.
- 4. Empty or decorative headings**
 - a. Headings used only for spacing create confusion for assistive technologies.
- 5. Low color contrast**
 - a. Poor contrast makes text unreadable for users with low vision.
 - b. Often caused by copied formatting from Word or PDFs.
- 6. Tables used incorrectly**
 - a. Tables are difficult for screen readers unless properly structured.
 - b. Should be reserved for true tabular data, not layout.
 - c. Lists are often a better alternative.
- 7. Visual formatting used instead of semantic structure**
 - a. Bold text or dashes used to mimic headings or lists are not accessible.
 - b. Proper heading and list tools must be used.

Key Takeaways

- Accessibility is about **structure, not appearance**.
- Using built-in formatting tools (headings, lists, links) ensures content is readable by assistive technologies.

- Many accessibility issues can be identified and resolved quickly using WAVE.
- If content creators feel unsure or overwhelmed, they can request assistance through Marketing/Alessandro.

Resources Shared

- Link to **recorded training sessions**
- **Accessibility checklists** with best practices and examples
- WAVE extension link for independent review of web pages

Overall Message

Accessibility improvements are **manageable and incremental**, and making small changes—such as fixing headings, links, and image descriptions—can significantly improve access for all users.

12:05

- Instructional equipment and personnel requests - [ASLT 2025 Non-personnel](#)

The Library's prioritization of non-personnel and equipment requests is guided by a **student-centered framework**, with an emphasis on **direct impact, equitable access, instructional support, and sustainability**. Items were ranked based on how immediately and broadly they support students and the campus community, as well as how essential they are to the Library's core mission.

1. Direct Student Access and Immediate Impact (Highest Priority)

The highest-priority items are those that **students physically or directly use** and that address immediate access needs.

Chromebooks (35 units)

These were prioritized first because:

- They are checked out directly to students and used daily.
- Devices experience heavy wear and frequent replacement needs.
- Reliable access to loaner technology is critical for equity, especially for students without personal devices.
- These items directly support coursework, tutoring, library research, and online learning.

This category represents the **most immediate, tangible benefit** to students.

2. Digital Collections Supporting Instruction and Equity

The next tier focuses on **academic content that supports instruction across disciplines**, particularly in alignment with **ZTC/OER and distance education**.

E-books and Audiobooks (Augmentation)

- Demand for digital materials continues to increase each semester.
- Supports students who rely on accessible formats, remote access, and flexible learning.
- Complements ZTC/OER courses where supplemental materials are still needed.
- Expands access for students who cannot visit campus regularly.

Streaming Films

- Widely used across disciplines for instruction, assignments, and enrichment.
- Licenses are costly and time-limited, requiring ongoing renewal.
- Benefits faculty, students, clubs, and campus programming—not just Library staff.

These resources were prioritized because they **scale access** to many students simultaneously and support both in-person and online instruction.

3. Physical Collection Sustainability

Physical Books (Collection Refresh)

Although digital resources are increasingly important, physical collections remain essential:

- Many faculty request physical books for reserves and coursework.
- A significant portion of the current collection is outdated.
- Updating the collection supports curriculum relevance and instructional quality.

This request reflects the need to **maintain a balanced, current collection** that meets instructional demands.

4. Archival Access and Institutional Memory

Archives Management System

This request supports:

- Searchable access to scanned historical materials (currently PDFs without metadata).
- Faculty and student research projects, including growing interest in campus history and social movements.
- Instructional use across disciplines.

While not a daily checkout item, this system was prioritized for its **long-term academic and research value** and increasing instructional use.

5. Service Infrastructure and Alignment with District Practices

LibWizard

- Aligns Cañada Library tools with CSM and Skyline.
- Enables interactive tutorials, surveys, digital tours, and instructional content.
- Supports online-only courses, Library 100, and faculty requests for virtual instruction.
- Significantly lower cost than originally estimated, making it a high-value request.

LibAnswers (Setup Services)

- Improves student support through automated and pre-configured chat responses.
- Enhances service efficiency and consistency.
- Supports equitable access to information outside of staffed hours.

These tools were prioritized lower than direct access items but are essential for **scalable, modern library services**.

Guiding Principles Used in Prioritization

Across all requests, the Library applied the following criteria:

1. **Student-first impact** – Does this directly support student learning or access?
2. **Breadth of use** – Does this benefit multiple programs, disciplines, or populations?
3. **Equity and access** – Does this reduce barriers to participation?
4. **Instructional alignment** – Does this support coursework, ZTC/OER, or online learning?
5. **Sustainability** – Is this a responsible investment given usage and renewal cycles?
6. **District alignment** – Does this align with tools already in use at sister colleges?

Clarifying Note

These requests are **not department-specific luxuries**; they are shared resources that support:

- Students
- Faculty across all disciplines
- Classified staff
- Campus programs and student organizations

The Library's role is to provide **infrastructure, access, and instructional support for the entire campus**, and the prioritization reflects that responsibility.

- Finalize [ASLT Committee Representation 25-26.docx](#)
- Announcement: Honors Transfer Program

REMINDERS:

- Flex proposal <https://smccd-czqfp.formstack.com/forms/canadaflexdayproposal>

Next meeting:

- March 12, 2026
- April 9, 2026
- May 14, 2026

Items to include in the next agenda