Web Accessibility at SF State: An ATI Case Study

Noelia Mendoza
Academic Technology Consultant

Clare Ramsaran
Information Access Consultant
About Us

Disability Programs and Resource Center

The DPRC collaborates with SF State's diverse community to ensure that all aspects of campus life -- learning, working and living -- are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.
About Us

Academic Technology

The Academic Technology unit supports the integration of technology into teaching and learning at SF State, in both physical and virtual environments. This support includes:

- Integrating classroom teaching and learning technologies
- Integrating online teaching and learning components into curriculum (LMS, e-Portfolios, video streaming, etc.)
- Faculty development, training, and support
- Technology classroom reservations and media services
Web Accessibility at SF State: An ATI Case Study

- Introduction
- Accessible Technology Initiative (ATI)
- SF State
- Conclusion
- Q&A
Introduction
Introduction: CSU

San Francisco State University (SF State) is part of California State University (CSU), the largest system of higher education in the country, granting bachelor's, master's degrees and Ph.D.’s. CSU comprises 23 campuses and approximately 450,000 students.
Introduction: CSU Campuses
Introduction: About SF State

Students
- Over 30,000 students are enrolled
- Nearly 10,000 extended learning students
- Over 100 languages are spoken by students
- Approximately 700 students with disabilities per semester

Faculty and Staff
- Over 1,700 faculty
- Over 2,000 staff
- Around 100 faculty and staff with disabilities

Web sites
- Approximately 300 SF State departments/administrative units have a web presence
The Accessible Technology Initiative
ATI: What is it?

‘It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability.’

http://www.calstate.edu/accessibility/
ATI: 3 priorities

• Web Accessibility
• Instructional Materials Accessibility
• Accessible Electronic and Information Technology (E&IT) Procurement
SF State Case Study
Case Study: Overview

- Implications/benefits
- Setting up ATI on campus
- Assessing a sample of web sites
- Creating a Web Access Implementation Plan
- Lessons learned
Case Study: Implications

- ATI makes Web Accessibility a campus-wide issue
- Building collaborative campus culture - web access
- Focus on users, not just legislation

‘The SF State ATI is a reflection of the University’s ongoing commitment to equity and social justice, ensuring full and equal access to electronic and information technology to individuals with disabilities regardless of the disability.’
Case Study: Setting Up ATI

- Create Workgroups
- Create Task Force
- Build ATI Website for SF State
Case Study: Setting Up ATI

Create Workgroups

Representation within the Web Access Workgroup

- Disability Services
- Information Technology
- Academic Technology
- Faculty
- Administrators
- Communications
- Student Representative
Case Study: Setting Up ATI

Create Task Force

- Letter from the Campus President 2006
- Launch Event – Meeting of Task Force and Workgroup Members
Case Study: Setting Up ATI

ATI Website for SF State

http://www.sfsu.edu/access
Case Study: Assessing A Sample

• Purpose:
  taking the temperature of web accessibility on campus
• Assessing sites
• Identifying problems and trends
Case Study: Assessing A Sample

Assessing the sites
• chose sample (50 pages) – ran automated assessment
• chose sub sample (12 pages) – manual assessment
• identified accessibility barriers
• made recommendations for remediation plans
Case Study: Assessing A Sample

Analyzing the assessment

• Identified common accessibility problems
  o Images /alternate text
  o forms
  o data tables
  o dynamic menus
  o ‘skip to content’ links

• Identified trends
  o Global / local fixes
  o Simple/ complex fixes
  o Decentralized campus
  o Enterprise/individual sites
Case Study: Implementation Plan

• Assessment
• Training
• Communication
Case Study: Implementation Plan

Assessment
- Procedures for assessment
- Prioritizing sites
- Who does which task
- Working with site owners to complete assessments
- Resources to support site owners/maintainers
Case Study: Implementation Plan

Training

• Level of knowledge about web accessibility
• Target learners
• Formal training: online and face to face
• Informal training: job aids
• Add accessibility modules to existing course
• Community support e.g. online forum, library, discussions
Case Study: Implementation Plan

Communication

• Decide on main accessibility message/s
• Co-ordinate with Instructional Materials and Procurement
• Communicate via Access web site, email etc
• Presentations and information sessions for administrators
Lessons Learned

- Assessing Websites
- Communication
- Buy-In
- CSU-wide approach
Assessing web sites

• Assessing web sites
• manual assessment more accurate than automated checks
• build partnership by working with web designers
• a collaborative approach worked well
• create a good procedure for manual assessment
Conclusion

- Starting from scratch is easier than retrofitting
- Institutionalizing accessibility
- Technical fixes are not enough
Communication

• Communication

• Use a centralized project management tool e.g. LMS for communication between work groups

• Reporting back to other groups on campus helps to promote work
Buy-in

• Identify the stakeholders

• Include accessibility in staff development, trainings etc

• Include accessibility in Academic program offerings
System-wide approach

• administrative backing – Chancellor’s Office and Campus President helps
• campuses can share resources campuses can share knowledge
• system-wide solutions can be purchased at an enterprise-level discount
• Can do training at a system-wide level
• Central body can give guidance – rather than 23 campuses ‘inventing the wheel’
System-wide approach continued

• Ideally would provide monetary resources for the project, or at least release time for working on these issues.
• Can set baseline standards across the system – as making contracts eg. For buying LMS
• standard-testing system-wide
• can compare results between different campuses
• Testing Lab at Chancellors Office for testing hardware/software for all 23 campuses
Conclusion
Conclusion

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Q & A
Resources

• Section 508 – Federal Legislation
  http://www.calstate.edu/accessibility/section508/

• California Code – State Legislation
  http://www.calstate.edu/accessibility/section508/

• California State University – Executive Order 926 (EO 926)
  http://www.calstate.edu/accessibility/section508/section_508_FAQs.shtml#Q5

• Accessible Technology Initiative – 2006

• Coded memorandum is a work plan for carrying out EO 926
  http://www.calstate.edu/acadaff/codedmemos/AA-2007-16

• Firefox Accessibility Toolbar

• Manual Checks Instrument