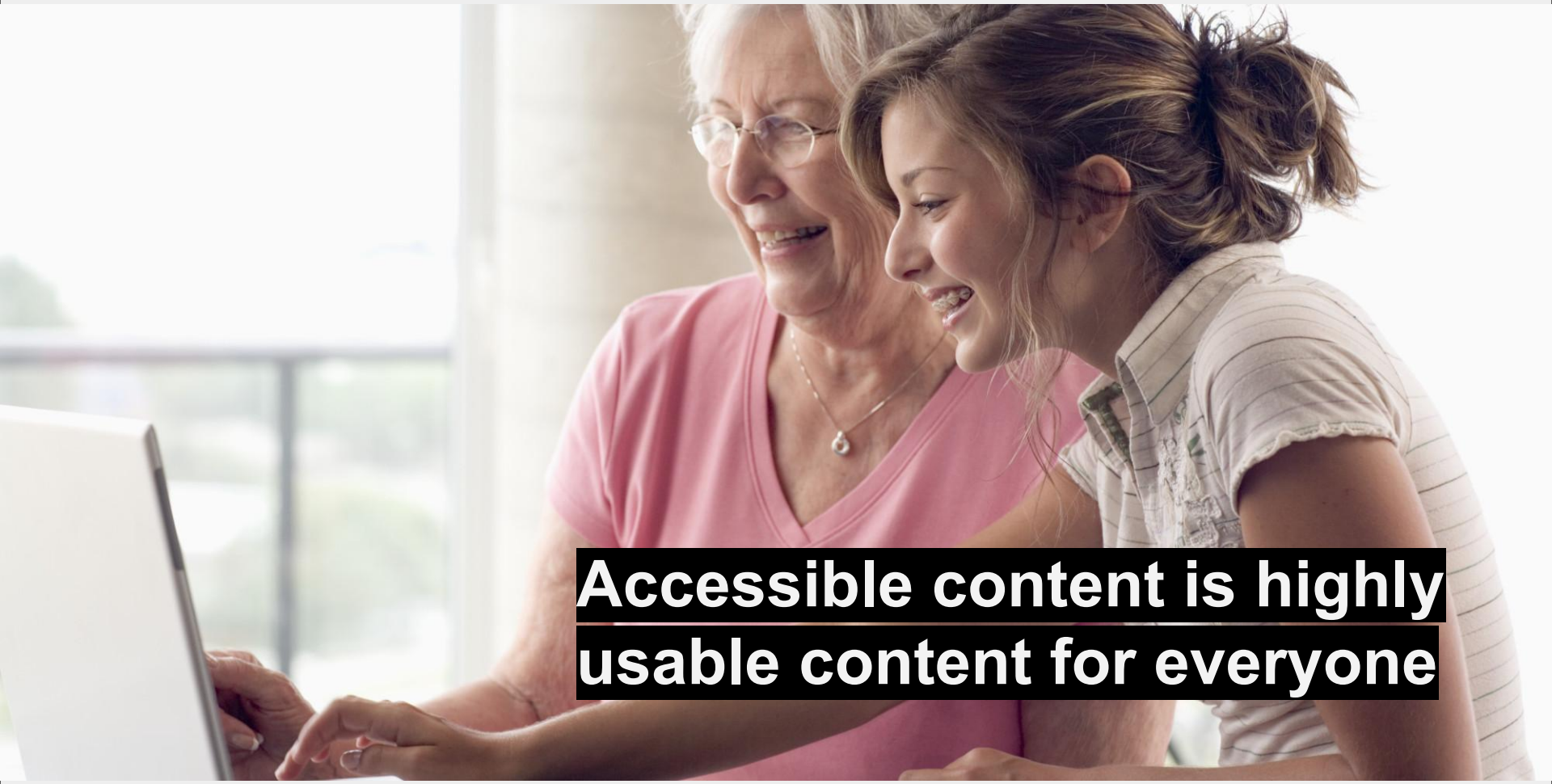
Digital Health Check


Accessible content is highly
usable content for everyone

Universal Design on a continuum

Uncaptioned video → Interpreter for deaf student → Captioned video

Sheryl E. Burgstahler
University of Washington

What we will be discussing

- ➔ Quick background
  - ◆ Why accessibility is important
  - ◆ Current barriers at CU Boulder
  - ◆ Your role in accessibility
- ➔ Guiding principles
- ➔ Starting your digital health check
- ➔ Resources available to you

Why Accessibility is So Important

285 million people worldwide
are visually impaired

360 million people worldwide
experience hearing loss

1 in 10 Americans have a disability

23.7 million Americans
18+ report a vision loss

1 in 5 Americans
experience hearing loss

Hearing loss is the most
common injury in veterans.

Color blind

8%

of the male population is color blind

.5% of women are colorblind.

Temporary Disability

- ➔ A typical female, age 35
- ➔ 5’4", 125 pounds,
- ➔ Non-smoker
- ➔ office job
- ➔ leads a healthy lifestyle

24%

chance of becoming disabled for 3 months or longer during her working career.

Temporary Disability

- A typical female, age 35
- 5’4", 125 pounds,
- Non-smoker
- office job
- leads a healthy lifestyle

38%

chance that the disability would last 5 years or longer.

Aging Population

15%

of population is 55+

68%

have multiple devices they use regularly and depend on

Raise your hand if you wear contacts or glasses

Current Barriers and Digital Accessibility

Current barriers we are seeing

- Not able to enroll
- Can’t buy or receive books in time
- Difficulty in access to course materials
- Can’t schedule an advising appointment

CU Boulder's Accessibility Policy

- **Establish digital accessibility as a campus priority**
- **Reassure – campus will provide training and support resources**
- **Establish that digital accessibility is everyone's responsibility**
- **Create program roles, exception process, and shared governance**
- **Both systems and content**

Your Role in Accessibility

Content Editor - the unsung hero

Authors, editors, and videographers -those creating your content- are the ones who make or break accessibility for you.

What exactly do we mean by Digital Content?

- All content on your websites which can include:
  - Text
  - Video
  - Images
  - PDFs, docx, excel, files
  - Online presentations
- Content distributed via email
- Content in Learning Management Systems
- Other web applications (i.e. Portal, large file transfer)
  - Tools used for transactions
- Information delivered through technology

Ok. I get it.
It’s Important.
Now what?

Principles to follow

Principle 1: Perceivable

Digital based content and interface components must be perceivable

Key points:

- Blindness: all important content available in a text format.
- Low vision: sufficiently high foreground / background contrast
- Color blindness: avoiding indistinguishable color combinations
- Hearing loss: transcripts and captions for all audio content

Principles to follow

Principle 2: Operable

All users are able to simply and accurately manipulate all interface and navigation.

Key points:

- Provide ways for users to navigate, find content & understand where they are
- Label non-decorative images and graphics with clear text descriptions
- Do not use tables for layout purposes
- Use proper heading structure to allow for proper page scanning

Principles to follow

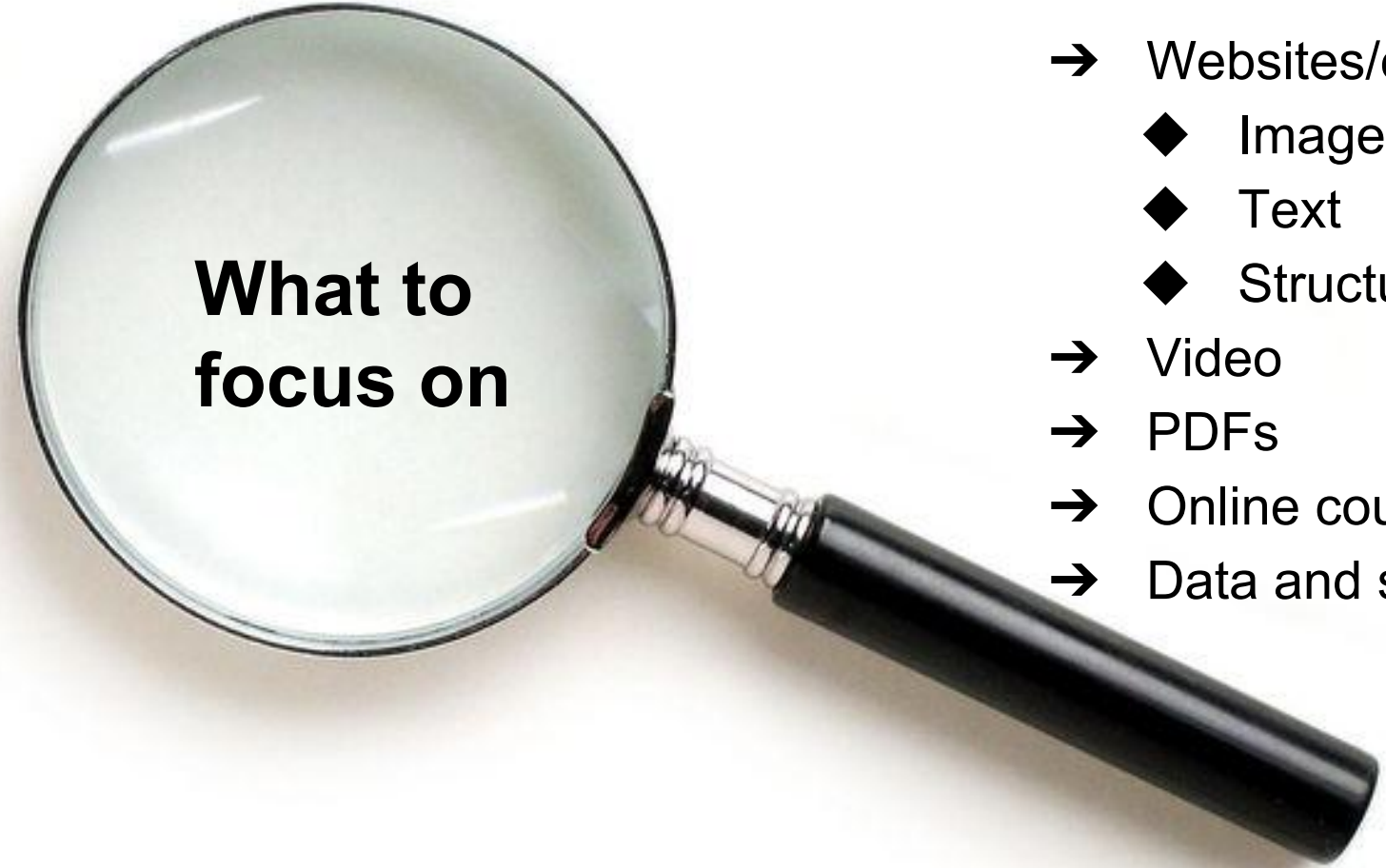
Principle 3: Understandable

Content and interfaces must be clear so that all people can understand.

Key points:

- Avoid large blocks of text by breaking up long passages into smaller sections
- Use meaningful headings
- Design consistent elements that indicate where users are
- Provide detailed explanations for any actions required of the user

Starting your Digital Health Check



- Websites/email
  - Images
  - Text
  - Structure
- Video
- PDFs
- Online course materials
- Data and statistics

Steps for an effective assessment

- Evaluate your existing website, emails, videos, etc.
  - Use our checklist
  - Ask yourself three key questions
  - Use four categories to help prioritize
- Make a plan and prioritize
  - Use google analytics
- Reach out for help

Ask yourself three key questions

1) Are you using plain language?

- Write for your audience
- Provide user support for tasks
- Structure pages for easy scanning
- Write short and concise sentences and paragraphs
- Create helpful links
  - **Poor:** Check out this page on web accessibility
  - **Good:** This article on Wikipedia will help you learn about basic web accessibility.

2. Do you have a clean presentation?

- Create a simply layout
- Minimize distracting clutter
- Design and layout content for easy comprehension
- Use clear, easy-to-read typefaces, and stick to one or two fonts
- Use contrast to separate foreground and background
- Provide space between lines of text

Ask yourself three key questions

3. Do you have accessible media?

- Don’t rely on color alone to communicate meaning
- Provide instructions that do not require visual cues
- Describe the content or meaning of images
  - Exercise to emphasis this
- Provide captions and descriptions for audio & video content

Four categorizes to prioritize

- **Critical:** problematic to encounter or get information
- **Serious:** very frustrating and might prevent people getting information
- **Moderate:** mildly frustration but will not prevent people
- **Minor:** technically an issues but unlikely to cause problems for anyone

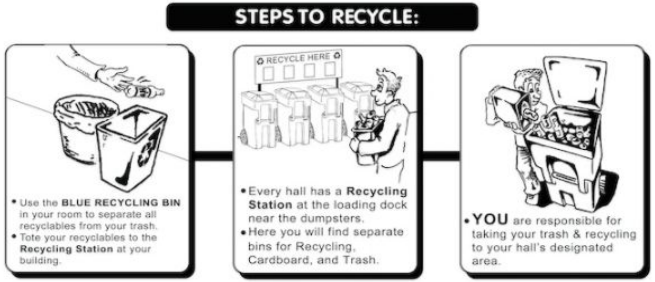
Four categorizes to prioritize

Critical - problematic to get information

Learn about 'Single Stream' Recycling in the Residence Halls

In the Single Stream process your "Containers" can be mixed with your "Papers" recycling in the same bin.

Make sure you don't trash your Recycling! Follow these guidlines to make sure you don't contaminate your hall's recycling bins!



- Reduce and Reuse
- Recycling
  - Acceptable Materials
  - Unacceptable Materials
  - Office Clean Outs
  - Shredding Service
  - Construction and Demolition
  - Special Materials
  - Where to Recycle
  - **Residence Hall Recycling**
    - Academic & Administrative Buildings
    - Family Housing Recycling
    - Faculty/Staff Offices
    - Outdoor Recycling Locations
    - Off Campus Recycling
  - Single VS Dual Stream Recycling
  - Recycling Posters
- Compost
- Zero Waste
- Zero Waste Events
- Recycling Center
- Computers to Youth
- Education and Outreach
- Resources
- About Us
- Get Involved

Four categorizes to prioritize

Serious - very frustrating and might prevent people getting information

Unclear Link Text Examples

- Click here for information on accessibility at University of Colorado Boulder
- Learn more about color and accessibility here and here
- Story 1 (Read More) | Story 2 (Read More)
- Accessibility 101 (Register) | Accessibility 102 (Register)

Usable Link Text Examples

- Information on accessibility at University of Colorado Boulder is available
- online.
- Learn more about color and accessibility in terms of contrast and color coding
- Story 1, Story 2
- Register for:Accessibility 101, Accessibility 102,

Make a plan and prioritize

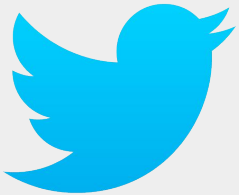
- Use google analytics to identify top areas
- Think about what matters most to users
- Identify peak times users interact with you
- Utilize campus resources to help

Image Uploads - websites, emails, pdfs, presentations

Every image you upload should be accompanied by Alt text, which is a word or phrase that describes the nature of an image.

- Should be succinct and convey the emotion, purpose, and impact of the image

Tip for writing good alt text

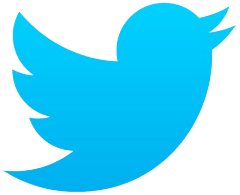


Think of alt text like a tweet -- you can pack a lot in 140 characters to hook a reader. Same can be applied to alt text field.

Exercise

The image on the next slide is for a fictional relief agency website. How would you as a content editor describe this photo for Alt Text?

Tip for writing good alt text



Think of Alt text like a tweet -- you can pack a lot in 140 characters to hook a reader. Same can be applied to alt text field.

Two forlorn children standing in front of their destroyed home in the wake of a tornado.

“Two forlorn children” -- Forlorn evokes the emotion

“Children” -- Age is contextually relevant here so children is an important word and more succinct than “two little girls”.

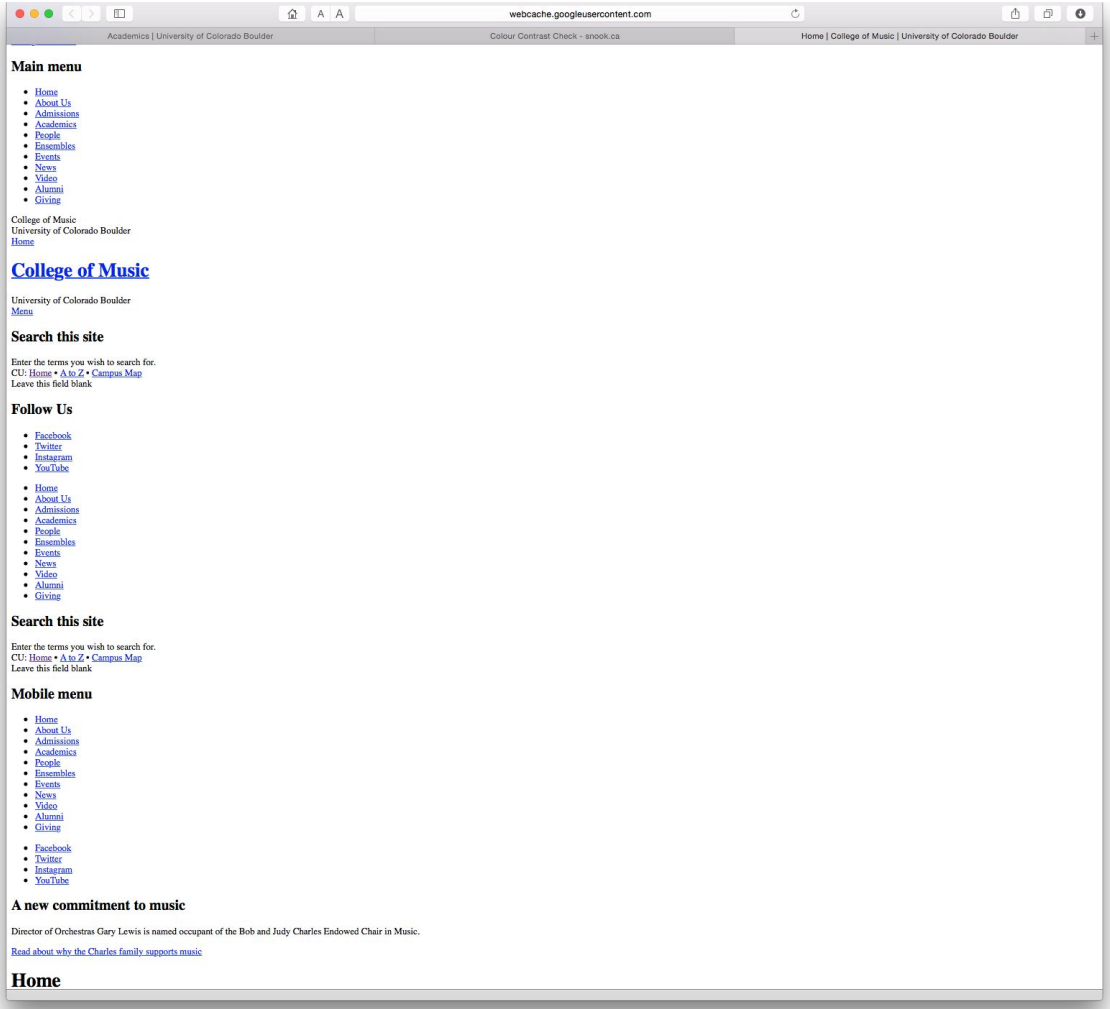
“Standing in front of their destroyed home” -- Standing puts them in context and “destroyed home” evokes another emotion more so than “rubble” or “destroyed buildings”.

“Wake of tornado” -- this gives context to when the picture was taken and what happen.

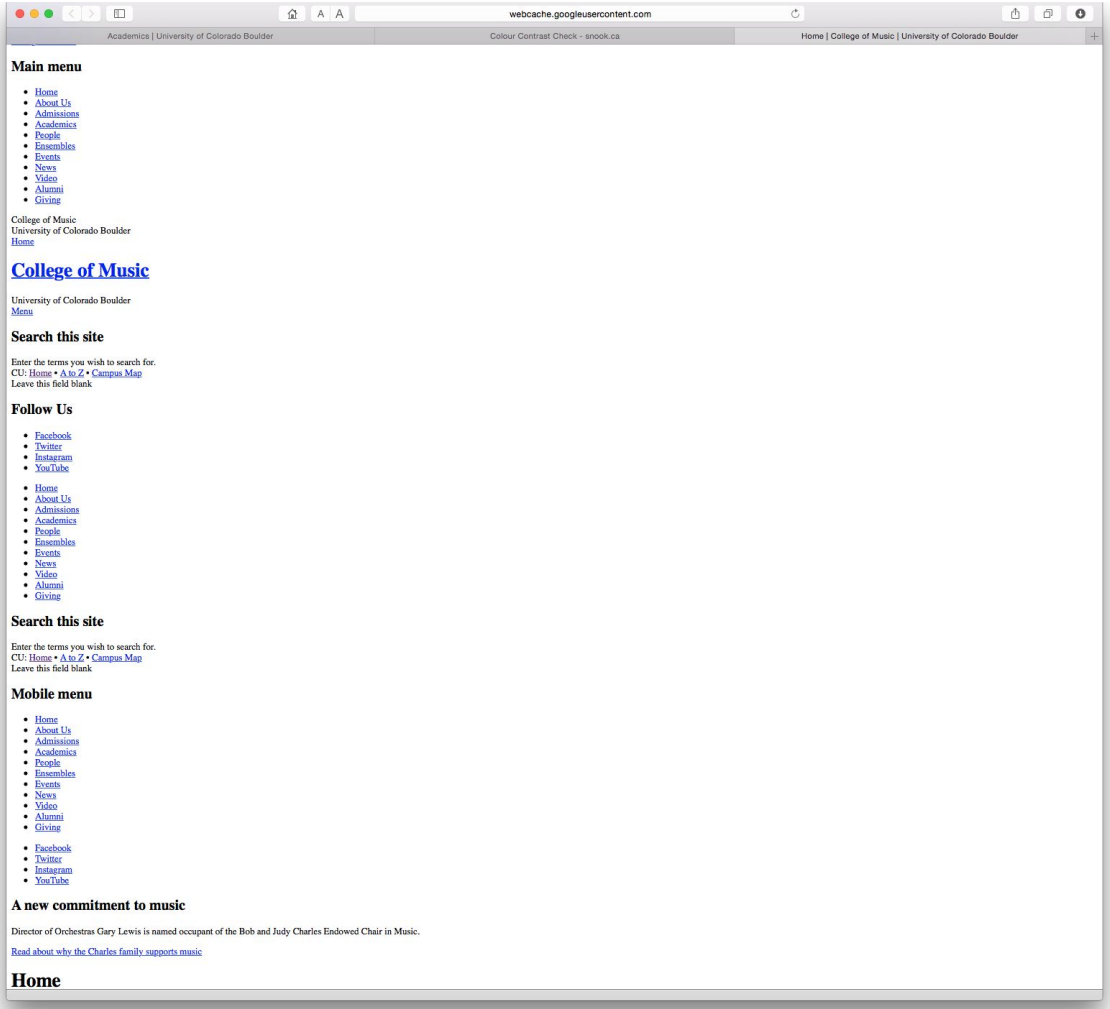
Benefits

Accessibility + SEO = BFFs

How screen readers look at your site

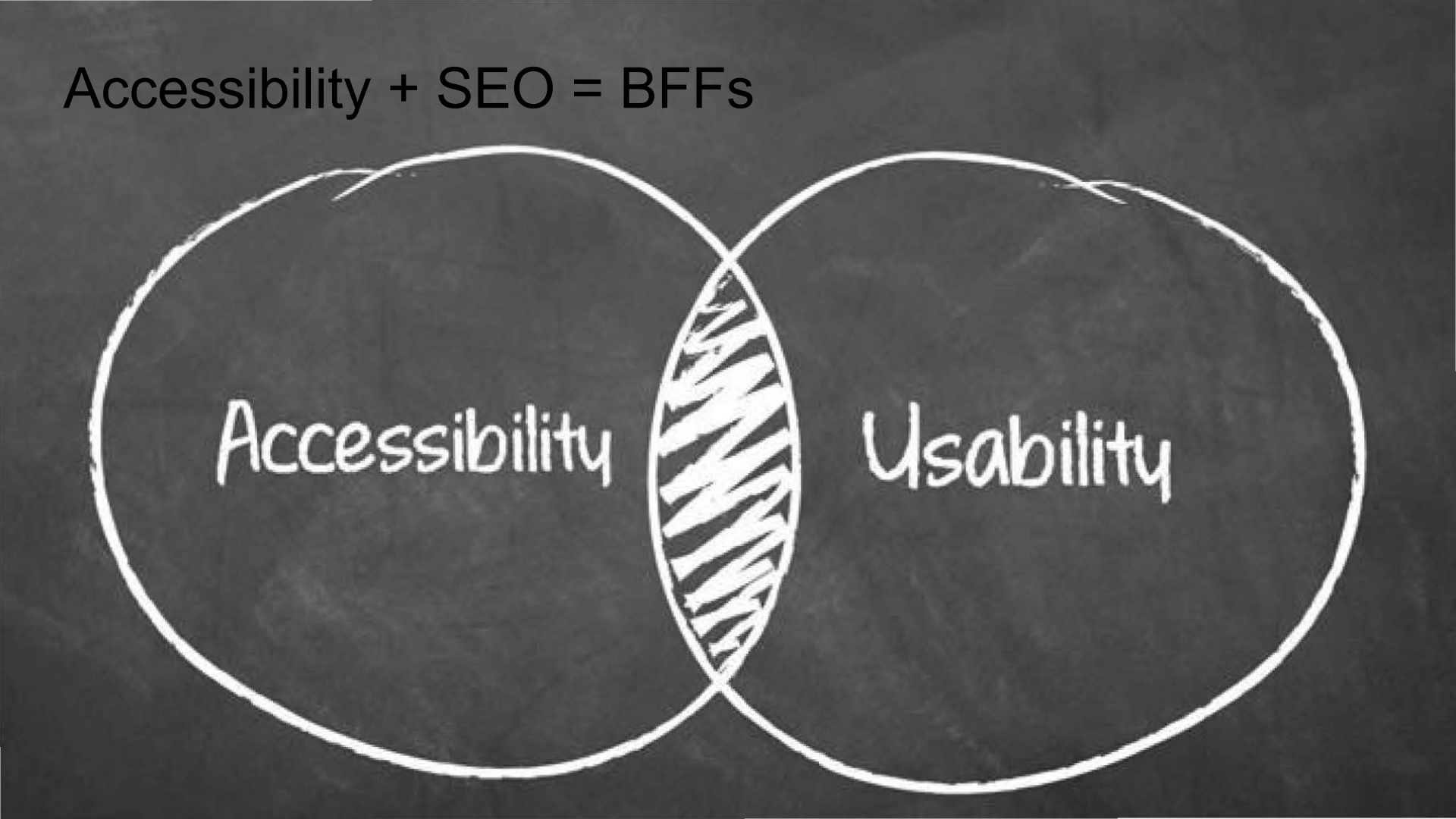


How search engines look at your site



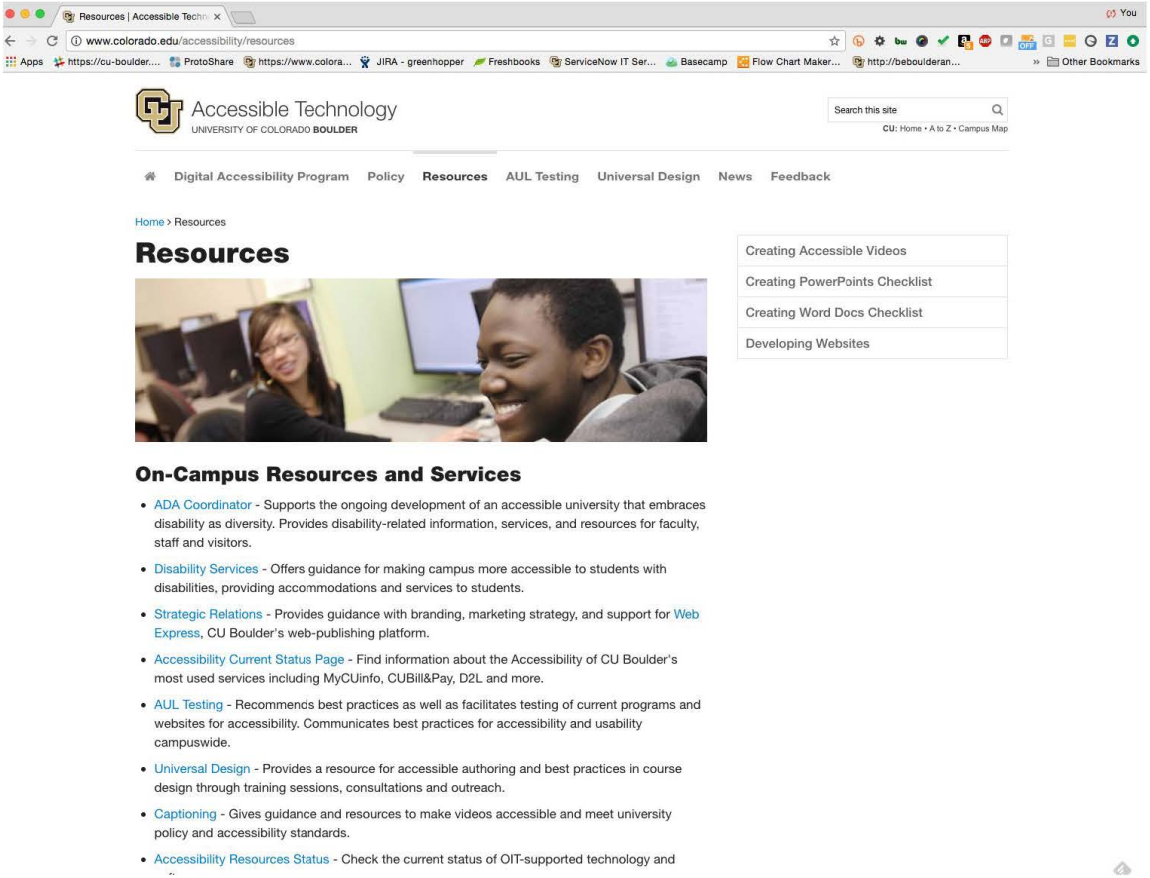
Screen readers work the same as search engines: they read your site in a methodological fashion moving through your headings, text and images. So by maximizing your accessibility you are inherently maximizing your SEO.

Accessibility + SEO = BFFs



Resources

Resources - www.colorado.edu/accessibility



How to get help

- AUL lab
- Web Express
- ATC group (Sandra & Alaina)
- Accessibility Website

Accessibility Open Lab

We will be offering accessibility sessions to help you get started with your digital health check. If interested just sign up on the Web Central website.

Thank you!

Joanna Bertrand
joanna.bertrand@colorado.edu

Dan Jones
dan.jones@colorado.edu

Kosta Tovstiadi
kosta@colorado.edu