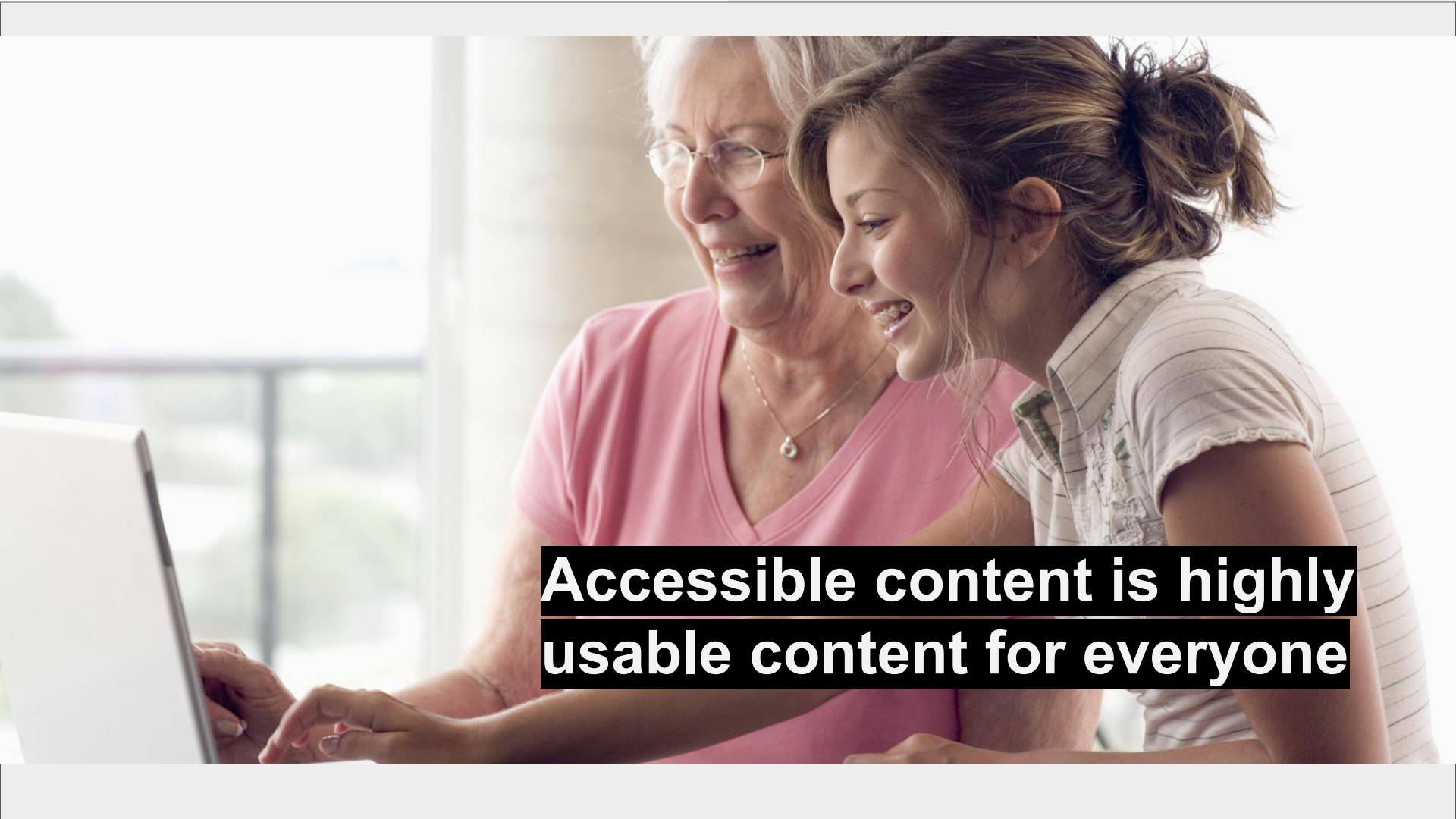


# Digital Health Check

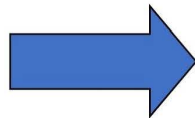
An elderly woman with short white hair and glasses, wearing a pink V-neck shirt, is sitting at a desk. A young woman with brown hair tied back, wearing a white striped shirt, is leaning over her shoulder, pointing at a laptop screen. Both women are smiling and looking at the screen. The background is a bright window with a view of greenery outside.

**Accessible content is highly  
usable content for everyone**

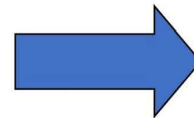
# Universal Design on a continuum



Uncaptioned  
video



Interpreter  
for deaf  
student



Captioned  
video

# 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

A group of four young adults are sitting in a circle on a grassy field, smiling and laughing. From left to right: a young woman with dark skin and curly hair wearing a yellow shirt, a young woman with light skin and blonde hair wearing a green shirt, a young woman with dark skin and long black hair wearing a red shirt, and a young man with light skin and dark hair wearing a plaid shirt. A fifth person, a young man with dark skin, is seen from the back, wearing a blue shirt. A black banner with white text is overlaid on the bottom half of the image.

**1 in 10 Americans have a disability**

A group of four young adults are sitting on a grassy field, smiling and laughing together. From left to right: a young woman with dark skin and curly hair, a young woman with light brown hair, a young woman with long dark hair and braces, and a young man with dark hair wearing a plaid shirt. They are all looking towards the center of the frame where another person's back is visible. The background is a bright, sunlit grassy field.

**23.7 million Americans  
18+ report a vision loss**

A group of four young adults are sitting in a circle on a grassy field. From left to right: a young woman with dark skin and curly hair is partially visible, smiling; a young woman with light brown hair is smiling; a young woman with long dark hair and braces is laughing; and a young man with dark hair and a plaid shirt is smiling. In the foreground, the back of a young man's head is visible. The background is a bright, sunlit grassy field.

**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

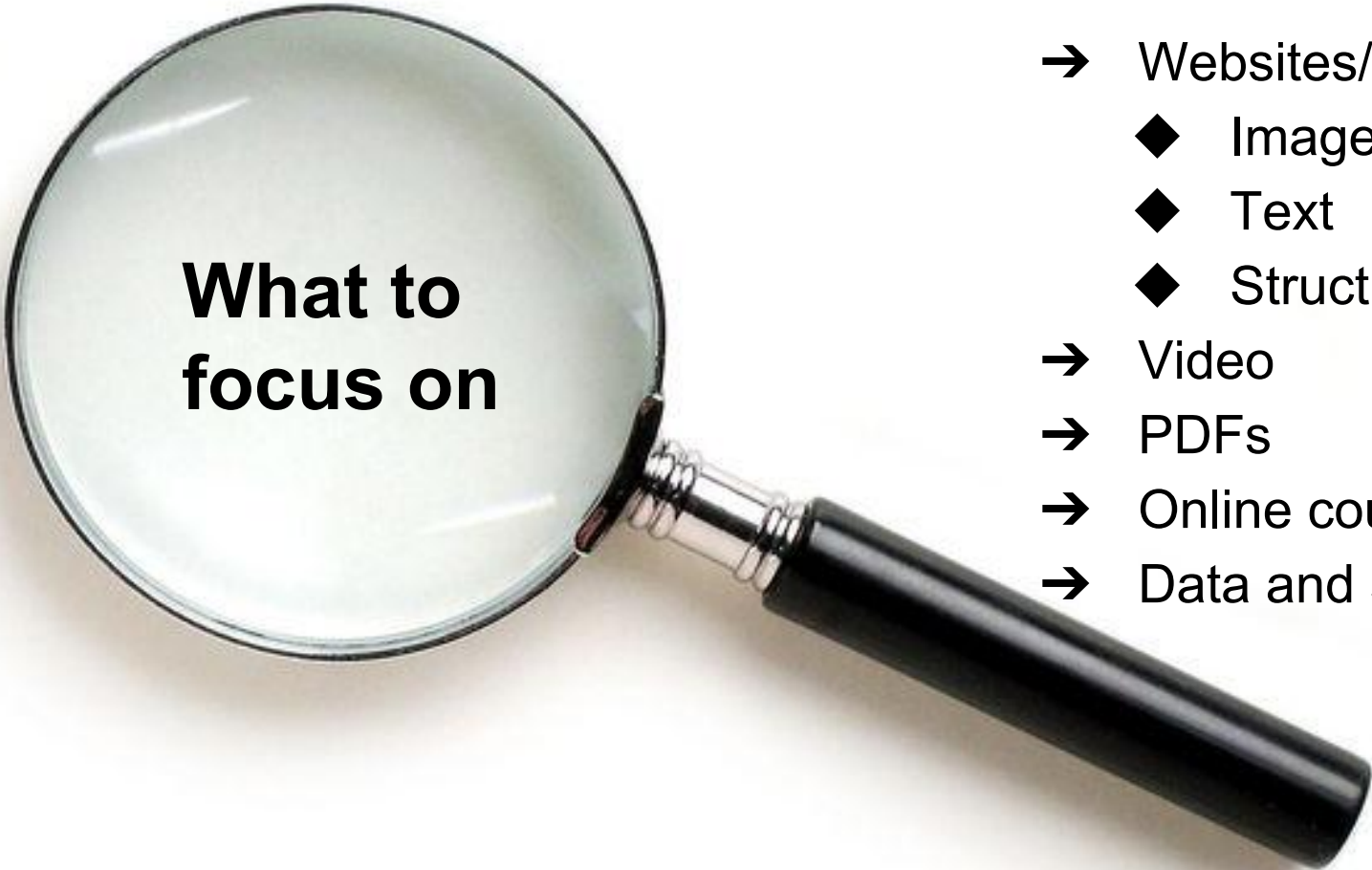
## **Principle 3: Understandable**

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



**What to  
focus on**

- 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.

Ask yourself three key questions

## 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

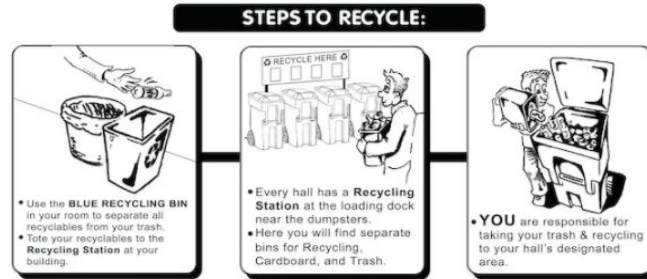
Four categorizes to prioritize

# 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 guidelines to make sure you don't contaminate your hall's recycling bins!



### RECYCLING

*In Your Room!*

**BLUE BIN = RECYCLING!**

**BLACK BIN = TRASH!**

**MAKE IT EASY:**

- △ GRAB A PAPER BAG FROM YOUR HALL OFFICE
- △ USE IT TO LINE YOUR BLUE BIN

REMEMBER: NO PLASTIC BAGS!

### RECYCLING

*In Your Room!*

**WHERE:**

RECYCLING STATIONS ARE :

**OUTSIDE YOUR BUILDING @ THE LOADING DOCK**

ALL RECYCLABLE CONTAINERS & PAPERS:

**RECYCLING BINS**

TRASH:

### 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

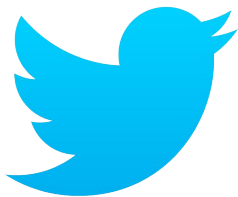


Think of alt text like a tweet -- you can pack a lot in 140 characters to hook a reader. Same can be applied to alt text field.

# 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”.

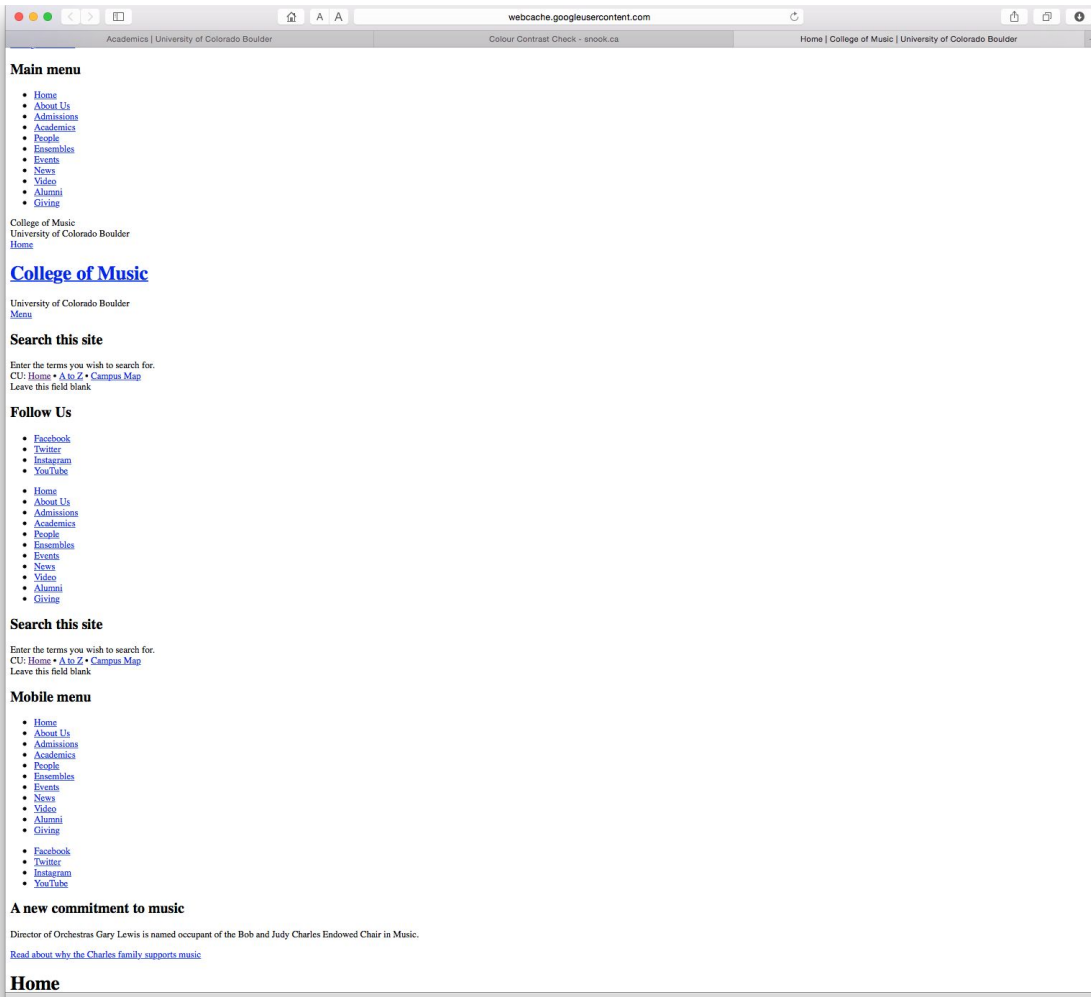
“Wake of tornado” -- this gives context to when the picture was taken and what happen.

# Benefits

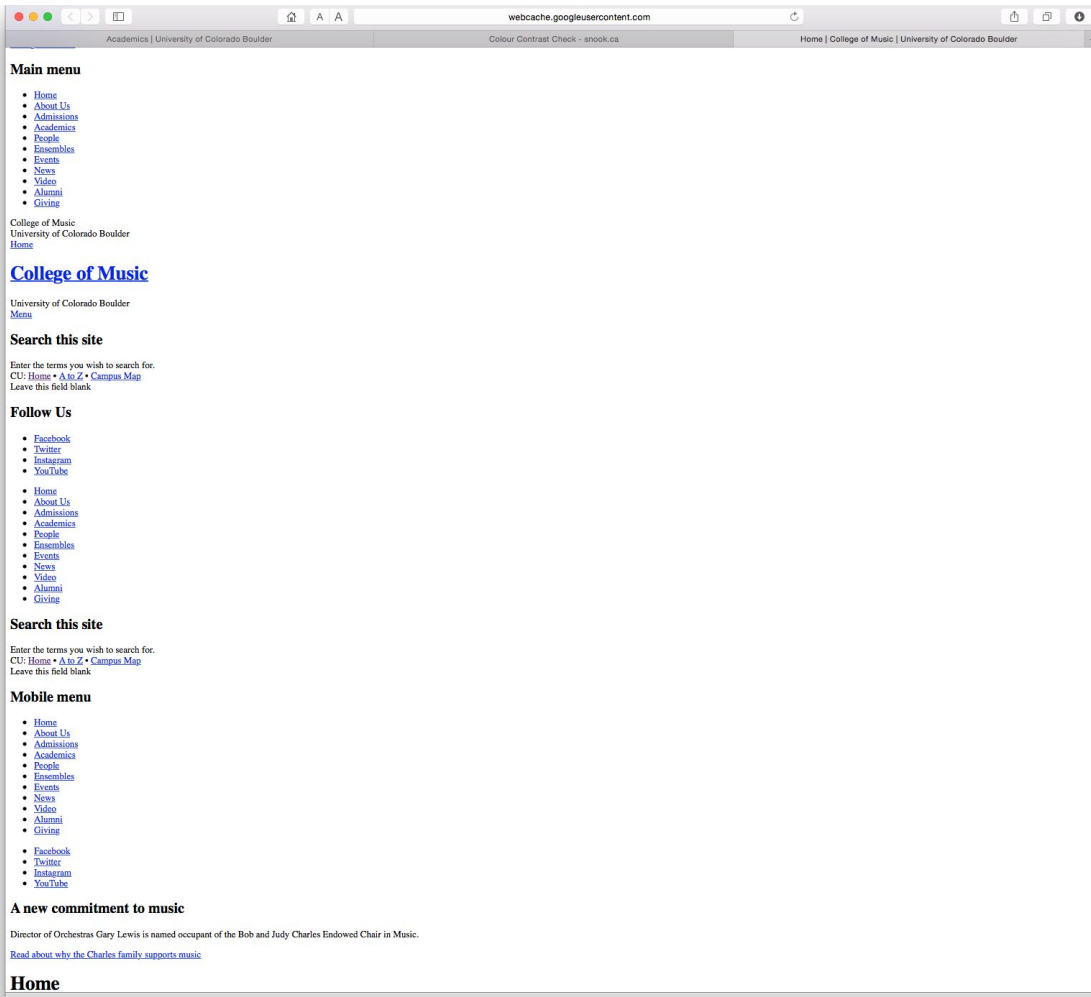
Accessibility + SEO = BFFs



# How screen readers look at your site



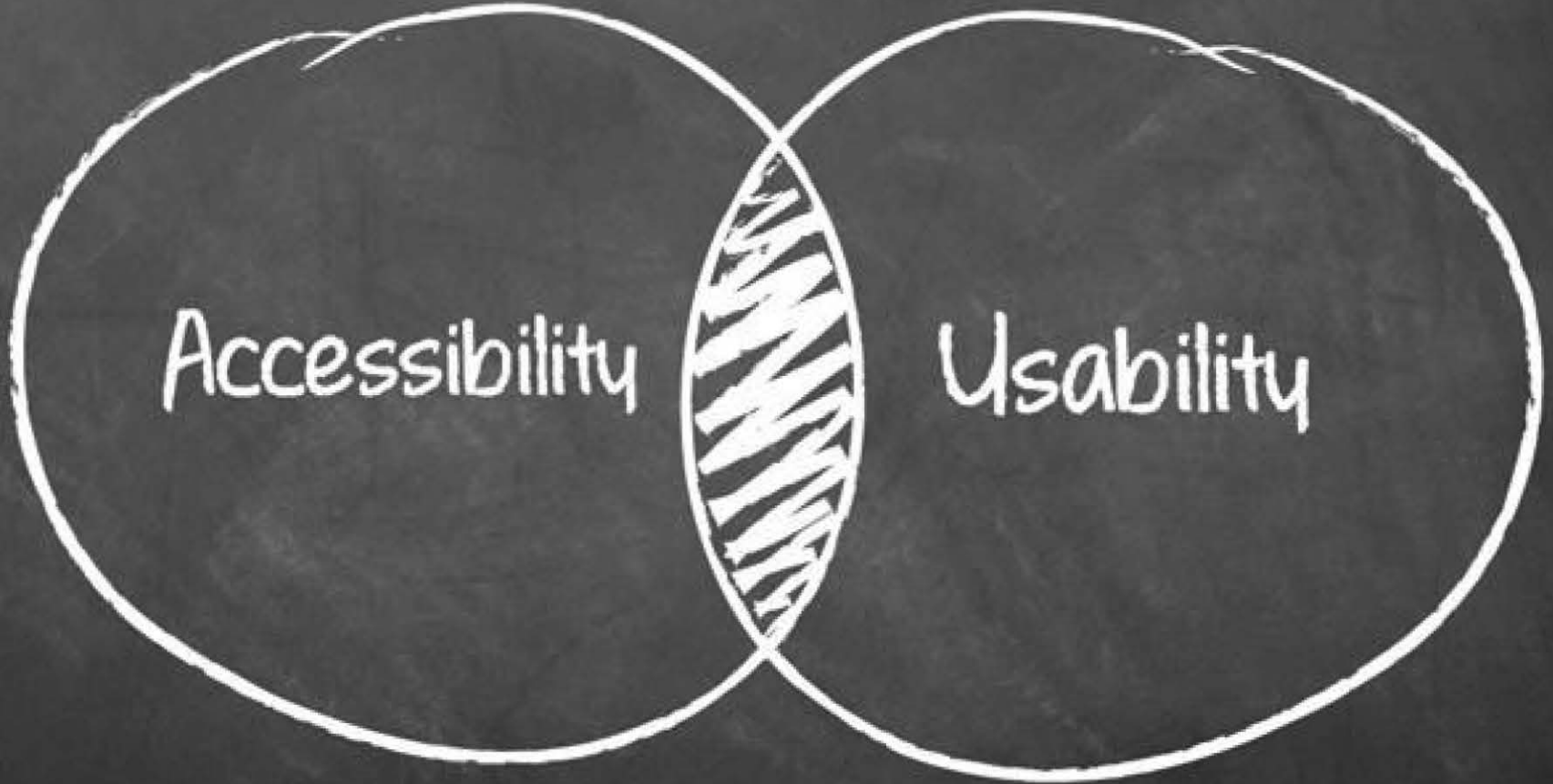
# How search engines look at your site





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

Resources | Accessible Technology X

www.colorado.edu/accessibility/resources

CU Boulder Accessible Technology UNIVERSITY OF COLORADO BOULDER


Search this site

CU: Home > A to Z > Campus Map

Digital Accessibility Program Policy **Resources** AUL Testing Universal Design News Feedback

Home > Resources

## Resources



Creating Accessible Videos
Creating PowerPoints Checklist
Creating Word Docs Checklist
Developing Websites

### On-Campus Resources and Services

- [ADA Coordinator](#) - Supports the ongoing development of an accessible university that embraces disability as diversity. Provides disability-related information, services, and resources for faculty, staff and visitors.
- [Disability Services](#) - Offers guidance for making campus more accessible to students with disabilities, providing accommodations and services to students.
- [Strategic Relations](#) - Provides guidance with branding, marketing strategy, and support for [Web Express](#), CU Boulder's web-publishing platform.
- [Accessibility Current Status Page](#) - Find information about the Accessibility of CU Boulder's most used services including MyCUInfo, CUBill&Pay, D2L and more.
- [AUL Testing](#) - Recommends best practices as well as facilitates testing of current programs and websites for accessibility. Communicates best practices for accessibility and usability campuswide.
- [Universal Design](#) - Provides a resource for accessible authoring and best practices in course design through training sessions, consultations and outreach.
- [Captioning](#) - Gives guidance and resources to make videos accessible and meet university policy and accessibility standards.
- [Accessibility Resources Status](#) - Check the current status of OIT-supported technology and

# 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!

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