To: Darcy Gifford
From: Emily Gould, Claire Mesa and Amanda Rabb
Date: March 31st, 2018
Subject: ADA Checklist Usage Report

Introduction

This usage report describes how the ADA checklist could be implemented to effectively aide content editors. Based on our interview with you, Darcy, we learned that the Integrated Content team could use more resources to help content editors learn about ADA standards. Based on our results, we suggest trainers dedicate thirty minutes to ADA compliance in training sessions in addition to implementing the deliverable. The methods, participants, and results support this recommendation.

Methods and Participants

Method One: Google Forms survey with six content editors
- Determine editors understanding and training on ADA standards.
- Participants consisted of students, staff, and faculty from various departments. (See full raw data in Appendix B).

Method Two: Interview six additional content editors
- Determine editors understanding and training on ADA standards
- Inquire about a checklist being a potentially useful tool and in what format.
- Participants of graduate assistants, a staff member and faculty members from various departments. (See Appendix C for Aggregated Demographic Data for this group).

Method Three: Consult Resources
- Consult and incorporate the already created web style guide Integrated Content has their student workers reference.
- Consult https://www.ada.gov/pcatoolkit/chap5toolkit.html to determine   what the content of the checklist should be and how it compared to the style guide.

Recommendations

1.Trainer dedicates 30 min. to ADA compliance and explain checklist in a training session
2. Trainer(s) provide a physical copy of the checklist in a training session and the checklist is also available to editors online.
3. Use checklist in tandem with a video
4. Checklist no longer than 2 pages
5. Checklist format split into three sections (ADA Compliance, EMU Style Guide, and OU Campus Quick Instructions) and is set up in a step by step, how to format with examples

Results

1. 90% of content editors do not understand ADA standards or how to follow them
2. Based on the survey, 100% of content editors would like both formats of the checklist
3. Content editor 4 suggested a video
4. Content editors 1 and 3 suggested the checklist be no longer than two pages
5. Content editors suggested the checklist have examples, specific instructions as well as common mistakes.

Conclusion

Based on the data collected, we believe our recommendations would result in content editors successfully following and understanding ADA standards. Providing additional training and resources focused on ADA compliance results in more competent content editors, reducing Integrated Content's workload long term. We understand that our research is limited to just 12 editors. Therefore, we suggest further testing with more content editors to ensure all the information is included. In addition, after the checklist is implemented, more testing will determine whether it is usable. Despite these limitations, our results suggest that our recommendations and checklist are a starting point for you, Darcy, and your trainers.

Appendix A: ADA Checklist
Sources: https://www.ada.gov/pcatoolkit/chap5toolkit.html and EMU's Web Style Guide

ADA Compliance

- Documents need to be provided in an alternative text-based format in addition to PDF (i.e. HTML or RTF)
- Tables are not ADA compliant; bullets can often substitute a table well.
- Colored text, including gray, cannot be used according to ADA standards.
- Links must be ADA compliant, instructions on how to ensure links are ADA compliant are on the next page.
- Headings must follow this set up to be ADA compliant: Heading 1 is the overall topic, heading 2 is a sub-category of the overall topic, heading 3 is a sub-section of the sub-category.
  - Example: H1 Lions, H2 Famous Lions, H3 Aslan, H3 Mufasa, H2 Physical Characteristics of Lions, H1Tigers

EMU Style Guide

General

- Content is always left aligned.
- Only use numbers if list is sequential. If not, use bullet points.
- Phone numbers always have periods, no hyphens or parentheses. Example: 734.555.1234
- Numbers (not course numbers) one to nine are spelled out. 10 and up, use numerals.
- Academic degrees: Ph.D., MA, BS, or BA
- Advisor is used in the academic context. Adviser is used in admissions.

Time

- Always use lower case p.m. and a.m.
- Always put a period after 'p', 'a' and 'm'.
- Do not use 12 p.m. Use noon.
- For a duration of time use an en dash: 3 p.m.–3:45 p.m. To use an en dash on Mac click on 'Option' and 'minus' simultaneously. To use an en dash on a PC hold 'alt' and type '0151'.

Courses and Professors

- Course topics are lowercase, unless it's preceded by the course number. Also, no hyphens after the course number. Just one space.
  Example:
      Dr. Chung teaches courses in database management and
      IT.
      COB 200 Introduction to Business
      IS 215 End-User Computing
- Lower case job titles unless they come before a name.
  - Example: Professor is a great at shampooing hair, while Dr. Barry, associate professor of salon services, isn't as talented.

OU Campus Quick Instructions

- Store content in the designated areas – images in the images folder; PDFs in documents. This scheme will allow for easier content management.

- When you are placing new content, always choose the "paste plain text" option or re-type the content.

Images
- Please do not add images to content (text) areas. Images should only be added to areas already set aside for images.

Links
- Never use a hyperlink in the text. Never link the word "here" or "click here". Always link descriptive text. Example: <u>Go to the Office of Financial Aid website</u> for more information.
- When you are making a link, make sure to use the "Title" box. Add a sentence (using proper punctuation) telling the user where the link is taking them. Example: "Go to the Office of Financial Aid site." Make sure to start the sentence with a verb and end it with punctuation.
- Use "site", "page" or "PDF" at the end of the title box, depending on the situation. This ensures that assistive programs are able to communicate specific formats to a visually impaired user.
- If the page you are linking to is external—meaning it is outside of the website you are currently on, change the "Target" to "new window". Example: If you are on the Admissions site and you are linking to Financial Aid, you would use the "new window" function.
- If it's an internal link, leave that field as is.

PDFs
- When linking to a PDF, be sure the link has [PDF] at the end of the link and that it is also linked. Example: Download the dance flyer [PDF].
- Use the "new window" feature for PDFs.

Prior to contacting the office of Integrated Content, please use this link for all OU Campus concerns: https://support.omniupdate.com/oucampus9/media/pdfs/End-User-Reference-Guide.pdf