

ACCESSIBILITY PLAN

KENT STATE UNIVERSITY



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ACCESS FOR ALL

Accessibility is a mindset and mindshift critical to generating a positive user experience. Improving accessibility welcomes Kent State University's target audience of students, faculty, staff, parents, alumni and the community.

Impairments with visibility, mobility, hearing, cognition and language are recognized as disabilities. Individuals with disabilities, according to the U.S. Department of Justice (DOJ), make up more than 55 million Americans — 18% of our population.

Imagine you are blind, bump into a wall and become disoriented. Turning around, you walk into another wall. This is the digital, bruised reality for individuals with vision impairments, who cannot complete simple tasks online due to non-accessible sites, such as improper (or missing) heading styles, which slows or inhibits site navigation. This is only one example of an obstacle that a user with a disability may encounter.

According to the U.S. Census Bureau, disability prevalence increases with age, 65-69: 35%; 70-74: 42.6%; 75-79: 53.6%, and 80+: 70.5%. Twenty percent of the U.S. will be over 65 by 2030. More people will be over 65 than under 16.* This shift will create an even larger demand for accessible websites.

With the continued news of accessibility lawsuits against peer institutions such as Youngstown State University, and the University of Cincinnati, we can assume closer scrutiny of all educational sites and apps in the future.

Kent State University's goal is to be a universally designed, accessible website in order to satisfy the needs of all users, which will then in tandem make our site federally compliant.

WHY FOCUS ON ACCESSIBILITY?

Individuals with disabilities shouldn't face challenges when navigating a website. Therefore, the U.S. Access Board created web standards for the Rehabilitation Act [Section 508 compliance](#), and the W3C's Web Access Initiative (WAI) created the [Web Content Accessibility Guidelines or WCAG 2.1](#). The DOJ and some courts apply them under the Americans with Disabilities Act.

Designing for accessibility leads to better user experiences for everyone. [Universal Design](#) can meet the needs of all users, regardless of age, ability or disability. This can be accomplished using the standards and guidelines mentioned above. Evaluating the site for accessibility is a step toward becoming federally compliant, too.

Companies that place emphasis on digital accessibility are seen as being socially responsible, which promotes a positive brand image and can create a more favorable public view of the company.

Focusing on accessibility issues (or potential issues) in the design phase can be up to ten times cheaper than fixing those same issues in development and up to one-hundred times cheaper than retrofitting a fix in production. A proactive approach, rather than a reactive one, can save Kent State University time, money and resources, all while helping a wider audience experience its website.



CURRENT STATE OF ACCESSIBILITY EFFORTS

The current state of accessibility at Kent State University is reflected through its ongoing efforts comprised of development, editing and education, that collectively strive to grow and expand year over year.

Evaluating the Current Site

The University Communications and Marketing web team coordinates the overall administration of Kent State University's institutional website. The team works closely with its cross-divisional partners on the web presence team in Information Technology to maintain, develop, coordinate, support and enhance the institutional website.

BY THE NUMBERS

- **Web Editors:** 300+
- **Administrative sites:** 243
- **Academic Sites:** 163
- **Total Published Sites:** 406
- **Total Sitemap Pages:** 34,351

SITE VISIBILITY

The visibility and usage of the university's institutional website is a central component of the university's integrated marketing plan and communications stream. It is important that all users have an equal experience with the site. To that end, it is worth noting that the general traffic to www.kent.edu for the 2019-2020 fiscal year included:

- **5.6 million** users
- **4 million** homepage views
- **26.3 million** pageviews

ACCESSIBILITY CHECKS

The site is continuously crawled using a third-party tool called Siteimprove:

- It is checked against the WCAG 2.1 standards.
- Page titles, headings and other semantic markup are reviewed.
- The site is also checked for interactivity and multimedia.

Allocating Resources

The web team and web presence teams lost team members this past year, and replacements are subject to ongoing budgetary decisions. This reduced the bandwidth and increased the workload for all of the team members working on the institutional website. There is currently one dedicated application developer on the IT team, and additional team members pitching in from other teams, in addition to their other duties.

Despite losing the dedicated accessibility coordinator position, and training coordinator, the web team continued to advance accessibility as bandwidth allowed. With IT's hiring of an ICT Compliance Coordinator, focus will be given in 2020-2021 to accessibility as the coordinator will work closely with IT's accessibility specialist.



TEAM COMPOSITION

WEB TEAM (UNIVERSITY RELATIONS)	WEB PRESENCE (INFORMATION TECHNOLOGY)	UNIVERSITY ADMINISTRATION
5	7	3
3 Interactive Designers & Developers (Front-End) 1 Content Coordinator 1 Director of Web Services	4 Application developers (Back-End) 1 ICT Compliance Coordinator 1 Accessibility Specialist 1 Executive Director Systems Development	Kent State University President VP University Relations VP Chief Information Officer

2019-2020 FOUR MAIN ACCESSIBILITY EFFORTS

1. TRAINING SESSIONS

An enhanced recurring web accessibility training session is offered for university webmasters to prevent and minimize introduction of webpage issues and advance remediation, improving access for website visitors who rely on assistive technology.

2. ACCESSIBILITY AND COMPLIANCE IMPROVEMENTS

Over the past year, despite reduced staffing, the team has shown progress in reducing Level A errors as required by various legal mandates. This year we focused on resolving keyboard issues, image/media issues and form issues, which resulted in:

- Level A accessibility occurrences reduced by 14% despite the page count for the site increasing by 15%.
- Similarly the number of Level A accessibility issues reduced by 7% with the page count for the site increasing by 15%.

3. IMPROVING CONTENT QUALITY

Leveraging the Siteimprove Quality Assurance tool and Accessibility module, we are able to locate issues and correct them quickly such as broken links, which can, for example, impact page navigation (primary or cross-linking content). Web editors receive weekly reports from the Siteimprove tool and are alerted when links are broken (for pages and PDFs) and apprised to their locations. Users are then empowered to make the updates, which then creates a better user experience.

4. HIRING AN ICT COMPLIANCE COORDINATOR

The hiring of a new Information Communication and Technology (ICT) Compliance Coordinator was a significant effort over the past six months, which involved cross-divisional efforts between Information Technology, Student Accessibility Services and Legal. The new ICT Compliance Coordinator's focus in 2020-2021 will be given to accessibility as the coordinator will work closely with IT's accessibility specialist to coordinate system-wide accessibility efforts across the university, establish working relationships with digital accessibility champions in each department, develop policies that support the acquisition and development of accessible IT products (both internal and third-party), and assess the maturity and development of Kent State's existing ICT accessibility roadmap.



Opportunities to Integrate Accessibility into Current Processes

- Accessibility is being integrated into new projects.
- Accessibility is being reviewed through Siteimprove with ongoing and past projects.
- The current development release and maintenance schedule is an agile-like process, which allows for accessibility bugs to be tracked and fixed using JIRA. Sprints are two-weeks, followed by code review and code promotion.
- Kent State currently uses the Drupal Content Management System (CMS), which supports accessible code practices, good markup, easy-to-add and manage text equivalents and support for stylesheets and templates.

Current Knowledge and Readiness

- All members of both teams are dedicated to accessibility upgrades.
 - All members of both teams are in agreement that development fixes early on is the best route.
 - The legislative impact on our peers is known and lessons are being taken from those instances.
 - Webinars and continued training is necessary to continue to improve both teams' skills.
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ACCESSIBILITY MANAGEMENT PLAN

Accessibility management is an ongoing process that can evolve over time. Application of the management plan can be applied globally to the entire Kent State institutional website, and it can also be applied to smaller, individual projects.

Four Phases

The following four phases outline the actionable detail required to carry out the accessibility plan successfully, in addition to the ongoing steps that are necessary to remain successful.

- **Phase 1:** Initiate
- **Phase 2:** Plan
- **Phase 3:** Implement
- **Phase 4:** Maintain

The phases and activities within the phases are not necessarily sequential and should, ideally, be repeated - to reduce the number of accessibility issues encountered - over time.

Goal

The goal of this plan is to eventually be in a position to avoid numerous reactive fixes and aim instead for proactive development, resulting in minimal issues.



Phase 1: Initiation

In the **Initiation Phase**, accessibility awareness is raised throughout the organization and the importance of accessibility is communicated to all members of the organization using a top-down advocacy approach, starting with management. Understanding the benefits, obtaining the initial tools and knowledge and generating empathy will be the entryways to success.

KEY OUTCOMES - INITIATION PHASE

LEARN THE BASICS

The core tenets of accessibility and inclusive design are learned from within to raise awareness and increase overall accessibility knowledge.

DEVELOP A BUSINESS CASE

A business case is created for management within the organization to demonstrate the potential benefits of implementing an accessibility plan within the organization, as well as the risks that could result from not adopting an accessibility plan. Accessibility can drive innovation, enhance our brand, extend market reach and minimize legal risk.

RAISE AWARENESS

Understanding how individuals with disabilities access the web through first-hand experiences will not only raise awareness, but convey the value of these efforts.

GATHER SUPPORT

Support will be generated through top-down advocacy with champions and allies within the organization. Through awareness and learning, culture can shift and change through this organizational commitment.

MEASURING SUCCESS - INITIATION PHASE

KEY OUTCOMES	MEASURE OF SUCCESS
Learn the basics	<i>Goals will be communicated from the top down, which will include the value-added benefits such as improving employee skills, improved websites and creating a better online experience. Web editors will complete required training sessions and will be able to define key terms in web accessibility, describe examples of how individuals with disabilities use the web and demonstrate a basic understanding of the core accessibility concepts.</i>
Develop a Business Case	<i>A business case for the accessibility plan will be created and shared with all of the appropriate stakeholders, highlighting the potential benefits of adopting the plan as well as the risks if the plan is not adopted. The business case describes not only the benefits that users with disabilities would receive from implementing the plan, but how it would benefit the bottom line for Kent State University as well. A few examples can be found in the benefits and risks table, below.</i>
Raise Awareness	<i>All members of Kent State University will be aware of the importance of the accessibility plan.</i>
Gather Support	<i>Members of upper-level management will advocate for the accessibility plan to all their employees, identifying those who could act as champions for the accessibility plan within each division. Through the university's Accessibility Committee these champions will carry out the message of accessibility for the web and beyond.</i>



EVALUATING ACCESSIBILITY BENEFITS & RISKS

BENEFITS	RISKS
- Eliminates barriers to access - a more accessible website creates greater inclusivity for all users. - Complies with legal requirements - adhering to Section 508 standards can help avoid fines or lawsuits as a result of an accessibility complaint against the website. - Future-proofs the accessibility of a growing digital footprint - addressing critical accessibility issues on the website early can help mitigate the need for refactoring other areas of the website as it continues to grow, or as other digital components are added later - Increases the skill set for the entire team - conducting ongoing accessibility audits of the website can help improve the skills and expand the knowledge base of the entire team when it comes to identifying and addressing accessibility issues as they arise - Demonstrates good faith in meeting all users' needs - addressing accessibility issues shows attentiveness to the needs of a wide range of users, and a willingness to take a proactive approach to accessibility	Increases legal risk - in a legal landscape that favors equal access for all users, leaving accessibility issues unattended could result in legal action being taken against the company. Creates a negative public image - frustrating user experiences due to accessibility obstacles can spread quickly through social media and word of mouth, hurting our public image.. Introduces future costs and labor - not taking the time to address accessibility issues early could result in significant costs and effort in reworking the website or other digital components for accessibility later. Misses a large market share - if nearly 20% of users are unable to use the company's website due to accessibility issues, that means they're likely to go elsewhere for what they need. Limits discoverability - better accessibility means better SEO, and without good SEO, users will have a harder time discovering the website in the first place.

ONGOING SUCCESS - INITIATION PHASE

NEXT STEPS FOR ONGOING SUCCESS	DETAIL
Seminars and Incentives for Employees	Seminars on accessibility are provided to all of Kent State's web editors on an annual basis. Employee incentives and professional development bonuses would be offered to employees who regularly stay educated on accessibility and inclusive design principles.
Human Resources and Web Team Communications	Articles are provided in Human Resource newsletters and Web Team editor listserv emails about key accessibility topics.
Assistive Technology Demonstrations	Assistive technology demonstrations will take place to generate a more comprehensive understanding of the tools and technologies individuals with disabilities interact with.
Communicating User Stories	User stories can be generated by the University Communications and Marketing department to demonstrate corporate responsibility.

The business case for accessibility would then be reviewed and re-evaluated each year based on the results of implementing the accessibility plan, and accessibility would continue to be an integral part in evaluating the direction for Kent State moving forward.



Phase 2: Planning

In the **Planning Phase**, clear goals will be developed in an environment that supports web accessibility for all users through policy, budget resources, established monitoring and stakeholder engagement.

KEY OUTCOMES - PLANNING PHASE

REVIEW THE ACCESSIBILITY POLICY

The accessibility policy will be reviewed and updated as needed so that it documents the goals, scope and responsibilities for Kent State. The policy will have management's support. The policy should help ensure everyone working on Kent State websites understands the importance of accessibility. It should also standardize the way Kent State approaches accessibility.

ASSIGN RESPONSIBILITIES

Everyone shares responsibility, authority and accountability for accessibility. Some may have special knowledge but the work will reflect the entire team's effort. Roles and responsibilities will be assigned so that training can take place and change can be implemented successfully.

DETERMINE BUDGET AND RESOURCES

Budget allocations accommodate accessibility activities and support services for audits, testing, technology, tools and training.

ESTABLISH MONITORING FRAMEWORK

A standardization is created for monitoring and reporting findings so that action can be taken to correct accessibility issues, complaints, calls, comments, etc.

REVIEW ENVIRONMENT AND WEBSITES

Resources, processes and tools facilitate Kent State's accessibility efforts. Baseline data is collected to determine the size of the issues needing addressed. Accessibility checks are to take place continuously at the beginning, middle, end and then recurring once projects have been completed.

ENGAGE WITH STAKEHOLDERS

Progress is reported to management, trends are communicated to editors and marketing campaigns include accessibility aspects.



MEASURING SUCCESS - PLANNING PHASE

KEY OUTCOMES	MEASURE OF SUCCESS
Review the Accessibility Policy	<i>Annual review of the accessibility policy (4-16 University Policy regarding electronic and information technology accessibility) approved by the Kent State Board of Trustees on March 2, 2017 for updates. Compliance with the policy will additionally be deemed a success measure. The policy should be testable. The policy should outline key guidelines, standards, known exceptions and contacts for reporting.</i>
Assign Responsibilities	<i>Everyone on the team will know their role for accessibility. Accessibility work and training will be completed on a consistent basis addressing prioritized issues.</i>
Determine Budget and Resources	<i>The budget should accommodate resources such as Siteimprove so that the website can be crawled and checked against WCAG 2.1. Usability testing incentives should be set aside for testing users with disabilities. Technology purchases for usability testing should be allocated.</i>
Establish Monitoring Framework	<i>Milestones will be set with measurable and specific criteria to convey progress towards the goal. (Examples: WCAG 2.1 success criteria level progress, reduced number of complaints, increased number of training sessions, and more.)</i>
Review Environment and Websites	<i>The Drupal CMS authoring tool supports accessible content. Baseline data is collected to convey the size of the issues encountered and is then used as a measure for progress. Staff is properly trained to identify and correct accessibility issues in Drupal and in the templates. Ongoing reviews are taking place resulting in accessibility updates.</i>
Engagement with Stakeholders	<i>Regular communications with management and stakeholders is taking place. Progress is being reported and accessibility trends are being communicated to users, translating in less accessibility errors on Kent State's websites.</i>



ONGOING SUCCESS - PLANNING PHASE

NEXT STEPS FOR ONGOING SUCCESS	DETAIL
Evaluate goals and targets of the accessibility policy for WCAG 2.1 compliance	<i>Establish annually the web accessibility standard Kent State would like to conform to and set a date by which it should be met in respect to WCAG 2.1 criteria.</i>
Address and assign accessibility responsibilities by area	<i>Marketing (brand guidelines); Quality Assurance (testing and tracking code issues); Development (code libraries with accessible components); Purchasing (procurement accessibility considerations); Acceptance Testing (agency-delivered components meet standards); and Recruitment (accessibility skills required).</i>
Lobby for budget continuation or enhancements	<i>Advocate the inclusion of budgetary dollars for testing, technology, training and auditing for accessibility.</i>
Identify high-level objectives and success criteria	<i>To be considered minimally compliant and acting in good faith, Kent State must meet the Level A conformance level, with the working goal to become AA compliant. Initial priorities should focus on less complex areas that provide the most benefit, and areas that pose the highest risk.</i> <i>Since the majority of issues affecting users typically reside in three areas: Keyboard, images/media and forms, fixes in these areas will provide immediate change, positioning Kent.edu for long-term success, and generate a cadence to fix additional WCAG 2.1 issues that arise.</i>
Review and continuously develop style guides and media libraries	<i>Style guides and media libraries (storing data such as alt text to avoid re-creating it) will help to address accessibility issues in the CMS.</i>
Generate planned communications	<i>Communicate with stakeholders on a planned ongoing basis about progress, and accessibility trends.</i>



Phase 3: Implementation

In the **Implementation Phase**, accessibility best practices will be carried out throughout the website development process. Whether it is at the start of a project (preferred), in the middle, or revisiting one that has been completed, accessibility will be implemented at every opportunity. Hitting quick wins first will showcase accessibility accomplishments and increase the likelihood of stakeholder and web editor accessibility support.

Website Evaluation Implementation

There are four principles in WCAG 2.0 and 2.1 (2.1 includes 2.0) that house 13 guidelines:

- **Perceivable**
- **Operable**
- **Understandable**
- **Robust**

All four principles have three success-criteria levels ranging from A (basic compliance) to AA (biggest and most common barriers) to AAA (most complex). This assists with prioritization. These principles are now [incorporated](#) into Section 508 compliance, which further reinforces our need to evaluate our website for accessibility.

EVALUATING WITH WCAG 2.1

PERCEIVABLE	OPERABLE	UNDERSTANDABLE	ROBUST
<i>Information and user interface components must be presentable to users in ways they can perceive.</i>	<i>User interface components and navigation must be operable.</i>	<i>Information and the operation of the user interface must be understandable.</i>	<i>Content must be robust so it can be interpreted by user agents, including assistive technologies.</i>

KEY OUTCOMES - IMPLEMENTATION PHASE

BUILD SKILLS AND EXPERTISE

The policies in place provide a clear understanding of goals and commitments toward accessibility, cultivating an environment for web editors to begin or continue accessibility training to advance their accessibility skillset.

INTEGRATE GOALS INTO POLICIES AND PLANS

Accessibility becomes an essential part of all policies, sharing responsibility across multiple divisions and departments.

ASSIGN TASKS AND SUPPORT DELIVERY

Tasks are assigned based on goals, objectives and skillset and communicated effectively. Progress is tracked and monitored with support available.

EVALUATE EARLY AND REGULARLY

Accessibility issues are integrated into the development process and are fixed early and evaluated along the way. The site is inclusive and evaluated against WCAG 2.1 accessibility standards. User testing includes individuals with accessibilities. A standard reporting structure is also used to capture findings.



PRIORITIZE ISSUES

High-impact issues and easy-to-resolve issues are handled first to demonstrate success.

COMMUNICATE AND TRACK PROGRESS

To maintain awareness and support, all progress will be monitored and shared.

MEASURING SUCCESS - IMPLEMENTATION PHASE

KEY OUTCOMES	MEASURE OF SUCCESS
Build Skills and Expertise	<i>Increased traffic to accessibility standards housed in the Guide to Web Standards on the Kent State website. Increased number of attendees to web accessibility training sessions.</i>
Integrate Goals into Policies and Plans	<i>Accessibility is incorporated into a number of policies and plans across the university, such as but not limited to: marketing, recruitment, staff training, document publishing and procurement.</i>
Assign Tasks and Support Delivery	<i>Progress tracking demonstrates that accessibility issues are being addressed. Expectations are clearly established, roles are defined and there is schedule availability to complete the deliverables and assignments. Support and resources are also available to complete the tasks.</i>
Evaluate Early and Regularly	<i>Accessibility is evaluated throughout the design and development process, such as the end of each two-week sprint, prior to code promotion. Issues are addressed early on in the process. Input is received and incorporated from individuals with disabilities. Reports for evaluations are standardized and include WCAG 2.1.</i>
Prioritize Issues	<i>Success is demonstrated and motivation is generated as high-impact and easy-to-resolve issues are corrected.</i>
Communicate and Track Progress	<i>Progress will be tracked and communicated quarterly on: web content accessibility; implementation of procedures and policies; staff training and knowledge sharing; and organizational awareness and attitude.</i>



ONGOING SUCCESS - IMPLEMENTATION PHASE

NEXT STEPS FOR ONGOING SUCCESS	DETAIL
Enhanced Accessibility Training	Create tutorial videos for users to learn and digest content beyond the training sessions. Develop advanced accessibility training sessions, beyond the current basic training session that exists. Create articles to include in every Drupalite newsletter to encourage accessibility awareness.
Review Policies and Plans	Review policies and plans for accessibility inclusion beyond the web development process such as marketing, recruitment, staff training, document publishing and procurement.
Assign tasks and generate support resources	Assign tasks based on capabilities and availability for success criteria pertaining to that area. Utilize Siteimprove to monitor the success criteria for diminishing issue counts. Train support staff to address accessibility questions.
Evaluate accessibility early during design and development	Accessibility should be reviewed during weekly meetings and again prior to code promotion. Evaluate new content and designs as they are ideated and created for accessibility.
Run Siteimprove reports against WCAG 2.1	Run Siteimprove reports and evaluate the site against WCAG 2.1, as part of a monthly reporting process. Standardize reports for comparative purposes.
User testing inclusion	Include individuals with disabilities in user testing via: personas and scenarios, advisory boards, stakeholder groups, user groups, beta testers, and/or individual testing subjects.
Review tools and assistive technology	Conduct user testing on individuals with disabilities using their own assistive technology. Review the latest tools and technology available.
Prioritize issues	Initial priorities should focus on less complex areas that provide the most benefit, and areas that pose the highest risk. Easy fixes with immediate impact are: - Keyboard issues: These issues affect any user that requires a keyboard to navigate due to limited mobility, or users who navigate the page with a screen reader. Prioritizing fixes in this area greatly reduces the risk of a potential accessibility roadblock when physically navigating the website. Discover keyboard issues. - Image/Media: These issues affect any user that requires text or other alternatives to highly visual or auditory content, such as users with limited vision or limited hearing. Providing text or other alternatives to images and other media content can greatly benefit how these users perceive and understand information on the website. Explore image/media issues. - Forms: These issues affect users that have difficulty understanding and interacting with complex sets of information, or users who require more time to complete a form due to a disability. Ensuring that forms are properly labeled and that error and success information is clearly conveyed to the user can help make filling out important forms on the website easier and reduce confusion. Learn more about Form accessibility.
Communicate all progress (good and bad)	Address current achievement and areas where achievement is lacking to identify where support is needed. Report issue clearance rate to project management; share user experience video sessions; and hold developer workshops to create and share good practices.



Phase 4: Maintenance

In the **Maintenance Phase**, it is important to maintain momentum and build upon lessons learned from completed projects for day-to-day website tasks in addition to new projects. Accessibility should be more ingrained into processes at this point. Follow-up work may be needed, in addition to reviews of resources, training curriculum, processes and technology. Inclusive usability testing will need to continue. All of this will play a role in keeping the accessibility momentum moving forward in the right direction.

KEY OUTCOMES - MAINTENANCE PHASE

CONTINUE TO MONITOR WEBSITES AND INCORPORATE USER FEEDBACK

New content is reviewed for accessibility. User feedback is received and incorporated into future design and development plans.

CONTINUE ACCESSIBILITY EVALUATION AND TESTING

Usability testing includes individuals with disabilities. Testing is conducted on assistive technology devices.

CONTINUE TO ENGAGE WITH STAKEHOLDERS

Accessibility is prioritized due to continued engagement with stakeholders. Stakeholders are advised of accessibility impact on the website.

TRACK STANDARDS AND LEGISLATION

Kent State is responding to up-to-date requirements by adjusting policies, tracking changes in standards and deadlines, and adjusting coding, libraries and training materials as needed.

ADAPT TO NEW TECHNOLOGIES

As web technologies change, Kent State will adapt to new accessibility-related technologies by updating resources and websites.



MEASURING SUCCESS - MAINTENANCE PHASE

KEY OUTCOMES	MEASURE OF SUCCESS
Continue to Monitor Websites and Incorporate User Feedback	<i>All new content is evaluated for accessibility. Feedback forms are functioning properly and reviewed on a regular basis. Feedback is incorporated into design and development plans.</i>
Continue Accessibility Evaluation and Testing	<i>The target audience for testing always includes individuals with accessibilities. Testing takes place on assistive technology owned by the university or that of the user. User research data reflects the inclusive user testing methods.</i>
Continue to Engage with Stakeholders	<i>Stakeholders are aware of accessibility improvements, benefits and how they impact key performance indicators.</i>
Track Standards and Legislation	<i>Policies, code, media libraries and training materials are adjusted as needed based on timelines assigned.</i>
Adapt to New Technologies	<i>The website is compatible with current browsers, hardware and assistive technologies.</i>

ONGOING SUCCESS - MAINTENANCE PHASE

NEXT STEPS FOR ONGOING SUCCESS	DETAIL
Test feedback forms and review submissions	<i>Test feedback forms to verify they are working properly. Verify that trigger emails are being distributed to validate the submissions. Review submissions as they are received or on a weekly basis. Incorporate the feedback into design and development meetings.</i>
Recruit individuals with disabilities for user testing and user research	<i>Include individuals with disabilities in user research and usability evaluation.</i>
Develop key performance indicators	<i>Leverage systemwide tools and indicators such as Siteimprove's accessibility module to standardize performance metrics across the website. Identify key performance indicators to communicate progress to stakeholders.</i>
Watch for updates	<i>Subscribe to or frequently visit sites that will provide information WCAG 2.1 updates as well as legislative updates that will impact the site. If found, communicate these changes and adjust policies, code, media libraries and training materials as needed.</i>
Conduct cross-browser testing	<i>Conduct cross-browser testing with tools such as SmartBear to validate browser compatibility.</i>
Adjust training as new features become available in the CMS	<i>As new features become available be sure to provide web editors with training on the new features with accessibility in mind.</i>



WEB RESOURCES

- [Web Accessibility Initiative - How to Meet WCAG \(Quick Reference\)](#)
- [W3C - Planning and Managing Web Accessibility](#)
- [W3C - Easy Checks](#)
- [W3C - Curricula](#)
- [W3C - Role Definitions](#)
- [Kent State Accessibility Compliance](#)
- [Kent State - Accessibility Matters at Kent State \(Feedback/Contacts\)](#)
- [Kent State - Policy Register 4-16 University Policy Regarding Electronic and Information Technology Accessibility](#)
- [Level Access 2019 Digital Accessibility Trends: United Nations World Population Prospects](#)
- [U.S. Census Bureau's 2017 National Population Projections](#)
- [McKinsey & Co., Pew Research Center Tech Adoption Climbs Among Older Adults](#)
- [An Aging Nation: The Older Population in the United States, U.S. Census](#)
- [Horton, Sarah, Quesenbery, Whitney.; A Web for Everyone : Designing Accessible User Experiences \(Chapters 11 & 12\)](#)

