



Otero Junior College
Web Accessibility Committee
Plan for Web Accessibility Compliance
WCAG 2.0 (AA) Standards
July 13, 2016

Executive Summary:

The Web Accessibility Committee has developed this Web Accessibility Plan as directed by CCCS System President's Procedure SP 3-125g. The purpose of the plan is to determine how all of Otero Junior College's web-based content will meet WCAG 2.0 Level AA standards to meet ADA compliance. This plan is due to CCCS by December 31, 2014.

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OTERO JUNIOR COLLEGE-WEB ACCESSIBILITY PLAN

References:

BP 3-125: Electronic Communication Policy
BP3-120; Affirmative Action/Anti-Discrimination
BP 4-120; Prohibition of Discrimination of Harassment

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PURPOSE

“The Colorado Community College System is committed to facilitating access to its Colleges’ instruction, communication, and businesses for the broadest possible audience. CCCS strives to employ principles of Universal Design and the use of the World Wide Web Consortium’s WCAG 2.0 standards in the design, development, implementation, and enhancement, of all web-based information and services” (SP3-125g).

SCOPE

“This procedure applies to all web-based information and services which includes, but is not limited to, web sites, instructional materials, and online services that are developed, hosted or maintained by the community colleges and all entities within the Colorado Community College System (CCCS). Colleges must ensure web-based information for use by faculty, staff, students, prospective students and the public is accessible. This procedure does not apply to unauthorized web pages published by students or employees, which are not used to conduct college business or instructional activities” (SP3-125b).

DEFINITIONS

Accessibility:

The degree to which the product device or product is available to as many people as possible. An accessible web page is one that can be used effectively by a person with a disability in the same capacity as a person without a disability.

Compliance:

Compliance is satisfied when web content meets with the Web Content Accessibility Guidelines 2.0 (WCAG)-Level A and AA.

Content-owner:

The department head and/or designated individual responsible for developing and maintaining the content of a web page or web site.

Course Shell:

A course shell is a space created for a course located within the learning management system (LMS). This space is used to deliver instructional materials and manage and access course activities using various tools within the shell.

Remediation:

When a website is found to be out of compliance with accessibility standards, a process of "remediation" is undertaken to either retrofit, redesign, or remove the website.

Instructional Materials:

Instructional materials refer to items posted in the LMS or accessed from the Web, including but not limited to written documents, i.e., syllabi, instructions for projects, PowerPoints presentations, etc., videos (embedded videos and/or videos that are linked to), and graphics, i.e., (charts, pictures, etc.).

COMMUNICATION

- A meeting was held with several key stakeholders, including representatives from Instructional Services, Marketing, the Library, Disability Resources, Communications and Student Services to discuss the importance and college-wide effects of the procedure (SP3-125g). As a result of this meeting, a college Accessibility Committee was formed (AC) on July 28, 2015.
- OJC's AC has met several times to discuss the Web Accessibility Plan to develop policies and procedures.

- AC has also discussed the plan with all staff during all staff meetings to ensure communication and transparency regarding the Web Accessibility Plan on Campus as we move forward.

WEB ACCESSIBILITY PLAN

I. Objectives

This CCCS committee designed the SP3-125g (See Appendix A) procedure, which was signed by the system President, Dr. Nancy McCallin on April 28, 2014.

Otero Junior College will make all its web-based information accessible to individuals with disabilities including students, faculty, staff, and the general public in accordance with Web Content Accessibility Guidelines 2.0 (WCAG)-Level A and AA.

In order to provide web accessibility to persons with disabilities, OJC

1. identifies individuals on campus who have responsibility for web accessibility;
2. monitors campus websites and services in a proactive manner in order to evaluate accessibility;
3. ensures that those who create, submit, and or publish OJC content for the web are accountable for compliance;
4. remediates instances of non-compliance;
5. provides accessibility during periods of retrofit, and provides training and resources for those who develop and maintain web-based information.

II. Responsibility

The Accessibility Committee (AC) shall be responsible for ensuring that information and services offered via OJC web based services are accessible to persons with disabilities. This responsibility is limited to official information and services and does not include student work or any course content or information that is not sanctioned by a campus department.

III. Monitoring

1. AC shall monitor campus websites and services in order to evaluate compliance with accessibility standards and practices according to The Web Content Accessibility Guidelines 2.0 (WCAG)-Level A and AA.
2. Monitoring tools may be run at any interval but no less than twice annually. AC shall publish the results of the monitoring report to the college.
3. Content owners must review content to ensure it meets accessibility standards prior to publication, or upon notification of any substantial change in accessibility standards.

IV. Accountability

1. AC shall ensure that content owners of websites or contracted web services are accountable for meeting accessibility standards.
2. AC shall regularly report, track, and evaluate the status of campus web based information to ensure compliance with minimum accessibility standards.
3. Where possible, a link will be available to report accessibility problems to AC. Web pages that are reported as non-compliant will be reviewed by AC.
4. AC shall notify content owners of any instances of non-compliance. The content owner shall be responsible for remediation according to guidelines and timelines of the Web Accessibility Plan. AC shall ensure that remediation steps are taken in a timely manner or AC will remediate the issue directly.
5. AC will be responsible for maintaining a record of reported instances of non-compliance and their ultimate resolution. AC will verify that remediation is completed.

V. Remediation

1. AC shall ensure that web based information and contracted web services which fail to comply with accessibility standards receive remediation within a reasonable timeframe.
2. When web based information cannot be made accessible in a timely manner, the content owner will be responsible for providing alternative access to the information.
3. If not remediated within a reasonable timeframe, AC will bring the content into compliance if possible.
4. If remediation is not possible, and alternative access is not an option, the content will be removed.

VI. Modifying Content for Accessibility

Web content owners shall provide alternative ways for persons with disabilities to obtain information or services during any period where the web based information or contracted web service is undergoing retrofit in order to comply with the WCAG 2.0 level AA accessibility standards.

VII. Training

Web content owners are required to maintain a working knowledge of accessibility standards. AC shall provide mandated and ongoing training for people who develop and maintain web based information in order to ensure that they understand the WCAG 2.0 level AA accessibility standards. Faculty Handbook/Reference Guide.

DEPARTMENTAL IMPLEMENTATION/SUPPORT TIMELINE

All faculty and staff play an important role in OJC's success to ensure the goals of Web Accessibility (SP3-125g) are met in a timely manner. Each department contributes by implementing web accessibility best practices or supporting other departments as they train, assess, remediate and create accessible web content. The following departments have suggested the following action plans as a part of this team effort.

Instructional Services Action Plan

To be completed by July 1, 2017:

- Identify all current multimedia, documents, and publisher content used in D2L by a survey to faculty and instructors
- Develop an evaluation plan for all documents and multimedia used in D2L (including publisher content that resides in D2L)
- Add WCAG 2.0 AA -compliance component to Hybrid Instructor Certification course.
- Develop and offer training on making instructional material accessible. Training will continue to be offered for refreshers and new hires.
- Set policies for new hires to ensure proper training on compliance.
- Remediation of at least 50% of all course documents
- Caption/Transcribe at least 50% multimedia in all courses
- Meet with department chairs to identify training and support needs for implementation of WAP.

To be completed by July 1, 2018:

- Design and create a self-paced course for making multimedia and course documents accessible in D2L
- Remediation of at least 75% of all course documents
- Caption/Transcribe at least 75% of multimedia in all D2L courses
- Re-conduct survey to identify all multimedia and documents used in D2L for accessibility
- Evaluate publisher content and create guidelines for instructors to follow when using publisher content and outside resources
- All newly added content will be compliant
- Provide trainings to faculty/instructors both full-time and part-time on developing accessible course documents and multimedia for new content.
- Develop resource guides, to be included in the Faculty Handbook on how to make instructional materials WCAG 2.0 AA compliant.

To be completed by July 1, 2019:

- Re-conduct survey to identify all multimedia and documents used in D2L for accessibility

- All instructional materials in D2L must meet accessibility standards, or they will be removed from courses

Ongoing:

- Review and assess the learning management system (product accessibility)
- Conduct a yearly survey of faculty and instructors to ensure course materials are within compliance.
- Refresher training (possibly online) required every two years
- Provide updated training and resource documentation if WCAG standards change or update
- Design and create a Universal Design for learning training course in D2L.

Accommodative Services

To be completed by July 1, 2017:

- Develop and implement training modules/workshops and provide one-on-one assistance on accessibility compliance to faculty and staff as requested.
 - Assistive Technology (AT)
 - Alternate Formatting, captioning, embedded texts for course content materials

To be completed by July 1, 2018:

- Conduct evaluation of training processes for departmental training throughout the institution each semester.
- Create an annual audit of services to include all web-based information and services to meet the WCAG 2.0 standards.
- Evaluate the effectiveness of current assistive technology used by students and ensure appropriate upgrades to software, hardware, and AT services as necessary.

To be completed July 1, 2019

- Provide Assistive Technology (AT) testing and training by faculty request (e.g. Screen Reader, Magnification)

Ongoing:

- Assist with remediation recommendations, training, and AT testing as needed.
- Provide student, employee, and public facing compliance verification resource as needed.
- Training resource
- Web content audit resource
- Remediation assistance resource

College Communications Accessibility Plan

To be completed by July 1, 2017:

- Map out all potential web-based communications and services used at the college
- Identify key stakeholders in the communication strategy
- Evaluate the level of accessibility of each communication medium
- Create recommendations for how to best communicate accessibility standards at all levels
- Begin to communicate intervention strategies via email or trainings so that at least 25% of content is compliant

To be completed by July 1, 2018:

- Implement recommended procedures to ensure that 50% of content is compliant/accessible
- Maintain public webpages that contain most current policy and status of web accessibility compliance efforts

To be completed by July 1, 2019:

- Implement recommended procedures to ensure that 75-100% of content is compliant/accessible
- Maintain public webpages that contain most current policy and status of web accessibility compliance efforts

Ongoing:

- Audit forms of electronic communication for accessibility

Information Technology Action Plan

To be completed by July 1st, 2017:

- Perform an accessibility audit of all IT produced software (e.g. E-Forms, E-Routing, departmental applications).

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To be completed by July 1st, 2019:

- Perform an accessibility audit of all IT produced software (e.g. E-Forms, E-Routing, departmental applications).

Ongoing:

- Work to help maintain and improve automated workflows for web-based information and services.
- Support other departments in reaching website accessibility compliance through providing tools, training and development efforts.
- Participate and aid in performing accessibility audits.

- Provide on-going accessibility training to web developers.
- Support the on-going accessibility training of ojc.edu and myojc content editors.
- Assist in evaluation of third-party software for accessibility compliance in response to staff or faculty requests, or as part of regular departmental software acquisition processes.
- Provide support for other departments to the extent that software installation assistance and configuration is needed on College-owned equipment.
- Provide for the review and installation of alternate software/hardware that will provide web developers/content authors/faculty/staff with the means of making web-based information and services WCAG compliant.
- Review software requests for accessibility and notify faculty/staff if there are potential concerns with an application they may want to use in the classroom. If faculty/staff believe it is the only application that can meet the need yet it is not accessible, some consideration would need to be paid to making the same content available through other mediums.

Wheeler Library Technology Action Plan

Databases:

Films on Demand

- “The On Demand video platform is compliant with Section 508 of the Americans with Disability Act (ADA) by providing closed captioning and interactive transcripts.” A Voluntary Product Accessibility Template is available on the FOD website/Support Center.

EBSCO

- “With improved page orientation and navigation, EBSCOhost now exceeds Web Accessibility standards. Key enhancements include descriptive title pages, section header tags and selected link labels, easier tab navigation, and elimination of most tables to improve searching with screen readers or keyboard.”
- “Many pages have additional assistance tips for screen reader users in the Introductory Text at the top of each page.” More details available on support.EBSCO.com under help.

Proquest

- See search.proquest.com/help/accessibility. Some features include Access keys for keyboard shortcuts, navigation links to main areas, a sitemap, a way to skip navigation links using a screen reader, ability to change text size, transcript links to some video clips, PDF content availability, and alternative text for graphical content plus the ability to get an enlarged view of the graphic.

Credo

- “It is a priority for Credo that our system is accessible to all types of users, and we have designed Credo Online Reference Service to be used by people with disabilities. Credo is committed to compliance with disability aids, such as screen readers.”
- Some elements include: hyperlinks to allow users with screen readers to skip common navigation elements; a narrative sitemap, and text equivalents for images, charts and graphs.
- Credo can also be used with keyboard or mouse controls. Each Credo entry and topic page has a built-in screen reader feature available.
- “The Credo Online Reference Service website adheres to Section 508 of the Rehabilitation Act.” See accessibility on Credo help page.

Gale

- “In the development of this product, Gale has added a number of accessibility features. We have added these features to complement the use of assistive technologies and to help make the site usable to the broadest possible audience, everyone from those who use screen readers to those viewing this site with a cell phone or personal digital assistant to those with a low-end browser or computer.” (Gale Admin/Help files)
- They note that JAWS is designed to work best with Internet Explorer. All pages contain a “skip to content” link for users who use speech browsers or keyboard navigation who wish to avoid repeated groupings of links. Access keys can be used. Necessary links are assigned “TITLE” attributes to describe the target in greater detail. Images include a descriptive “ALT” attribute.

Electronic books:

EBSCO

- “For low-vision and blind users using JAWS screen reader software, accessing eBooks and Audiobooks on EBSCOhost requires JAWS version 12 in conjunction with Firefox web browser, to support ARIA (Accessible Rich Internet Applications) standards.

Gale (Gale Virtual Library)

- ADA compliance information can be found here:
http://www.cengage.com/accessibility/vpat/Gale_Virtual_Reference_Library_VPAT.pdf

Autographics (Integrated Library System):

- The ILS is ADA and Section 508 compliant. The ILS supports screen readers such as JAWS. <http://www4.auto-graphics.com/learn-more-vpat.asp>
- The ILS is ADA and Section 508 compliant. The ILS supports screen readers such as JAWS. <http://www4.auto-graphics.com/learn-more-vpat.asp>

LibGuides:

- Library staff creates the LibGuides content and adhere to ADA guidelines.

Technology:

iPads and Macintoshes

- iOS and OS X include a screen reader that will read all the text and user interface elements back to the user. In the case of a visually impaired student, the operating system could read off every interface element and when the user located what they were looking for they could simply double tap and the device would activate the task. In the case of a hearing impaired student, iOS and OS X include a screen magnifier (to enlarge user interface elements) as well as the ability to increase the size of system text. iOS and OS X also include a built in closed caption system to display text of audible sounds (included in the video application). Since all these accessibility features are system wide, they will work with Safari which includes our library webpages and Libguides. This includes iPad, iMac, and MacBook.

Windows

- All our Windows 10 PCs include Microsoft's Ease of Access software which features a screen narrator and a screen magnifier. These features were introduced in Windows 8. Students needing Ease of Access features on Windows are being directed to a Windows 10 PC.

Staff Training

- In October the Library Tech Specialist, will be attending an event in Denver hosted by Apple. The company will be introducing all the accessibility features that are included in iOS, watchOS, and OS X. Learning opportunities will include: how to better integrate software with Apple devices to reach more students with technology, which will feature better educational software and accessibility settings for students with learning disabilities. Apple will also demonstrate how other institutions use their Apple devices which may provide the Library Tech with ideas to maximize the usage of our devices. He will in turn share what he has learned with library and IT staff.

To Be Completed by June 2017:

- Library tech specialist will provide report and training to rest of library staff on Apple workshop he attended in October.

- Library staff will self-evaluate on comfort levels with technology and begin extra training in weak areas. This can be accomplished through working with Library Tech Specialist, webinars, conferences, and other means.
- Library Director will meet with OJC ADA coordinator to discuss what hardware and software library needs to conform to ADA standards.

To Be Completed by January 2018:

- Library staff will be up to date on technology training as required by each position.
- Necessary hardware and software will have been ordered and installed to meet ADA regulations.

Ongoing:

- Will continue to work with current and new database vendors regarding accessibility and keep apprised of changes to ADA law as well as new hardware and software.
- Will continue to provide staff training by various means, such as staff sharing ideas from workshops, online webinars, LibGuides, and hands-on instruction.

Student Services Action Plan

To Be Completed by July 1, 2017:

- Complete initial audit of all existing web-based information and services.
- Prioritization of the list of web-based information and services items based on which items are used most often by the greatest number of people.
- Assign deadlines for each of the items to meet compliance based on their prioritization.
- Provide training for all individuals responsible for bringing web-based information and services into compliance.
- Once training is complete, all newly created content will comply with the accessibility standards.
- Update 25% of the identified legacy web-based information and services to comply with the accessibility standards.

To Be Completed by July 1, 2018:

- Update the remaining 75% of identified legacy web-based information and services to comply with the accessibility standards.
- Establish a process by which an annual audit web-based content and materials will be conducted and any accessibility issues corrected.

To Be Completed by July 1, 2019:

- Each Student Services Director or Coordinator will perform an annual audit of all accessibility concerns.

Ongoing:

- All newly created web-based content and materials will be reviewed for compliance with accessibility standards.

OJC Marketing & Enrollment Management Action Plan

Web Migration Phase: January 1, 2015 – June 30, 2015:

Migrate old web site to new ADA compliant design web site paying attention to:

1. Structured Content (Level A)

- a. Complying with the need for good web page structure and formatting is a wide-ranging target. Many forms of assistive technology rely on correct formatting to work correctly (headings, bullet points and italics).
- b. To comply with web page structure, good design practices should be observed. Break up content with subheadings for new sections and mark those headings with HTML header tags. Use the correct HTML for all structural elements and valid HTML everywhere else. Additionally web forms should have clear labels describing the input field.
- c. A well-written and clear page is always broken up with headings. They make it easier for people to find the section they are interested in and help to structure the content so it doesn't seem overwhelming to read.
- d. Structure the web page to be SEO friendly (page titles, page descriptions) thereby making the web page more accessible to assistive-technology also.

2. Alternative Text for Non-Text Content (Level A)

- a. Text alternatives for non-text content (for example, images, multimedia and form controls) must be used. Alternative (or 'Alt') text is a replacement for the image – not an addition to it. This means the text should describe the image and give the same information as the image would if seen.
- b. There are a few types of images that don't need alt text: spacers, icons, purely decorative, tests and CAPTCHA images. In all these cases, the 'null' alt text is used by simply leaving the alt text out – but putting quotes in (alt=""). Screen readers will then skip the image rather than reading the filename or trying to substitute an alt text.

3. Can be navigated by Keyboard Only in Logical Order (Level A)

- a. a.Keyboard accessibility is crucial for customers with motor impairment to be able to navigate the web site. Many of these customers cannot use a mouse and will use their keyboard to move around the website.
- b. b.Tab order is important to be able to navigate from link to link in a logical order.
- c. c.All navigation is controllable by either the tab or arrow keys, which is a standard many people are familiar with. The site should contain no Keyboard Traps; making sure that keyboard-only customers don't get stuck anywhere on the site. All parts of the website should be reachable by keyboard alone and visitors must also be able to navigate away from all parts of the website too.
- d. d.Having focus visible makes it easier for your customers to understand where they are on a page. Focus visible is all about the little outline that appears around an element when you use the tab or arrow keys to get to it.

4. Form Labels (Level A)

- a. a. Forms have a feature that requires people to fill in some information. You need to make sure your customers know what's required of them when they reach one of these form elements on your website. This boils down to describing what you expect your customers to enter in to text fields. Without clear labels and instructions your customers won't know what to do.
- b. b. Label all input fields in a form clearly and helpfully. Keep labels simple - too much explanation can be counter-productive. Things like 'First name', 'Email' and 'Your message' are fine. Same goes for instructions, "Required fields are in red and have a * symbol" works great. So does "Fill in this form and click submit to get in touch".
- c. c. Where a field needs a specific format, use placeholder text to explain it (For example, for a 'date' field in a form you might use "Enter the date as dd/mm/yyyy")

5. Text Contrast with Background (Level AA)

- a. Some of our customers with visual impairments need a stronger contrast than others, so getting the colors right is essential. A clear contrast between the text on the website and the background color is called contrast ratio, the greater the ratio the better it is for people with visual disabilities. The contrast ratio between the web site text and background is at least 4.5:1. This is accomplished by using a light background and dark text or a dark background and light text.
- b. There is a handy web tool that can provide a color contrast ratio for accessibility: <http://webaim.org/resources/contrastchecker/>

6. Table Structure/Headers (Level AA)

- a. a. A well-designed table always uses a table heading tag for the first row to identify the data that follows. They make it easier for people to understand the information that is presented in a logical way and to structure the content of the table so it doesn't seem confusing.

7. Scalable Font, Responsive Design (Level AA)

- a. Font should be scalable to increase size if needed. Some of people with visual-impairments will need to resize text in order to understand it fully. Text should allow for up to a 200% resize without dropping of any content or functions.

Review the website for overall accessibility concerns at template/structural level.

During the migration of the current content to the new CMS and design the new pages were checked for accessibility in three ways: using the built in CMS accessibility checker, manually by the web developer, and using our third party web check software; Site Improve with their built-in accessibility checker.

Results of the accessibility checks during this migration process shows the new content HTML code and structure provided by the OmniUpdate CMS to validate with the AA WCAG 2.0

standards. The proprietary code provided with the OmniUpdate CMS does not validate with the W3C validator, as this code pertains to the design structure pulled from the OU design templates - it really has no bearing on the actual content provided to the user.

Accessible Documents and PDFs

The Otero Junior College web site has approximately 330 PDFs that are open to public access and as such fall under the WCAG 2.0 requirements. The OJC web site also includes a Law Enforcement Training library with another several hundred documents and PDFs that are not accessible to the general public. They are accessed through a logon page and are intended for enrolled law enforcement students only and as such do not fall under the WCAG 2.0 requirements.

The existing PDFs have been checked and formatted for accessibility requirements using the Adobe Acrobat accessibility tools - primarily proper headings and table structure, logical tags, and alt tags for figures and images. Of these about 80% pass the full accessibility test. The remaining 20% pass the quick check test. In these instances the failure of the full check is primarily due to not having alt tags for some figures. These figures are design images that have nothing to do with content, such as filled header boxes, lines, and bullets. As these files are updated special attention will be paid to these elements and alt tags will be included as these figures are inserted. All future PDFs will be formatted using the native document's (MS Word, Excel, Publisher, and InDesign) accessibility tools before being converted to a PDF. Then the document will be double checked in Adobe Acrobat.

Develop a process for regular website accessibility audits.

Continue using the CMS accessibility checker with new or republished pages and our third-party web check software; Site Improve with their accessibility checker.

All HTML and content tags will be checked for issues using a SiteImprove weekly inspection. We realize this is an ongoing process and our pages and content must be continually checked. We have the advantage of our complete web redesign and migration of our site to the new Content Management System, so we are starting out with an accessible web site.

Continue checking all new documents and PDF files for accessibility issues. To this end we will be training faculty and personnel who generate MS Office documents or pdfs to insure that they are accessible using the built in tools from MS Office and Adobe Acrobat. These documents will be double checked before going up on the web site.

Insure all videos are accessible including closed captioned and provided with text transcripts.

At Otero Junior College we are beginning to use short videos to enhance our content on certain pages. We have a YouTube account for OJC and our videos are uploaded there. We pull certain videos into our web site using an embed code with iframes. There are certain accessibility problems associated with the use of multimedia on web sites. We have insured they are accessible by providing closed captioning and optional text transcripts. The embedded video

player utilizes HTML5 which provides for accessible controls, no flash is used on our web site as that creates problems for ADA screen readers and tab over controls.

Completed May 2015

Portal Accessibility Phase: July 1, 2015 – December 30, 2015:

- Check portal code and layout for ADA compliant accessibility
- Accessibility standards for D2L and the Portal will be the same as those applied to our web site, with special emphasis on contrasting colors, alt tags for images, keyboard control of links and tab order, structure and proper headings.
- September 2015 CCCS provided a portal code checker template that I populated with our portal channel content. I ran the code and ADA accessibility checker, corrected any areas that were identified as problems, and republished the portal channels.

Completed September 2015

To be completed by June 30, 2016:

- 90% of all structural/template level elements will meet accessibility standards.
- 90% of all textual and image-based content will meet accessibility standards.
- 90% of all downloadable documents will meet accessibility standards.
- 90% of all multimedia (e.g. videos or interactive elements) will meet accessibility standards.
- Provide online contact link to web site bottom footer saying – Send questions, comments and/or report accessibility problems to webmaster@ojc.edu.

Completed March 2016

To be completed by June 30, 2017:

- Achieve higher than 90% compliance for all web-based information and services, and document any exceptions if needed.
- Create a process for training of web content contributors including how to create accessible documents and pdfs. As well as closed captioned videos for YouTube.

In Pprocess

To be completed by June 30, 2018:

- Achieve 100% compliance for all web-based information and services, and document any exceptions if needed.
- Perform an annual review of all accessibility concerns.

Ongoing:

- Support departments in reaching website accessibility compliance by providing tools, training and development efforts.
- Perform regular accessibility audits of our public website and portal
- Ensure that all website content editors are provided with ongoing accessibility training and access to documented best practices.

**COLORADO COMMUNITY COLLEGE SYSTEM
SYSTEM PRESIDENT’S PROCEDURE
WEB ACCESSIBILITY PROCEDURE**

SP 3-125g

APPROVED: April 28, 2014

EFFECTIVE: April 28, 2014

REFERENCES: BP 3-125; Electronic Communication Policy
 BP 3-120; Affirmative Action/Anti-Discrimination
 BP 4-120; Prohibition of Discrimination or Harassment

Nancy J. McCallin, Ph.D.
System President

Purpose

The Colorado Community College System is committed to facilitating access to its Colleges’ instruction, communication, and business processes for the broadest possible audience. CCCS strives to employ principles of Universal Design and the use of the World Wide Web Consortium’s WCAG 2.0 standards in the design, development, implementation, and enhancement, of all web-based information and services.

Scope

This procedure applies to all web-based information and services which includes, but is not limited to, web sites, instructional materials, and online services that are developed, hosted or maintained by the community colleges and all entities within the Colorado Community College System (CCCS). Colleges must ensure web-based information for use by faculty, staff, students, prospective students and the public is accessible. This procedure does not apply to unauthorized web pages published by students or employees, which are not used to conduct college business or instructional activities.

Procedure

Colleges and the System will be responsible for having a written web accessibility plan

in place by December 31, 2014. The college presidents shall designate individual(s) with the authority to ensure accountability and conformance.

The plans must specify the date in which all official college web-based information will conform with the Web Content Accessibility Guidelines 2.0 (WCAG) - Level AA. The plan may distinguish dates between creating new material versus revising and converting current web-based information, also known as legacy information. Colleges and System should take into consideration its budget, staffing resources, and training needs when determining these dates.

Colleges and System will make their top priority systems visible to the most users with highest regard given to public-facing systems and student-facing systems. The lowest priority will be those systems which are being phased out soon.

If a college or the System has a circumstance where a specific application and/or program cannot meet these requirements, a written request for an exception to this procedure may be submitted to the System President, or his or her designee.

Vendor Agreements

Colleges and the System shall purchase from vendors who conform with the Web Content Accessibility Guidelines 2.0 (WCAG) as appropriate for the services they provide unless an extraordinary circumstance exists. Any purchase from a vendor not in conformance with WCAG must submit a request for an exception to the System President, or his or her designee. Any current agreements already in existence with a college or the System are exempt from this procedure.

Revising this Procedure

CCCS reserves the right to change any provision or requirement of this procedure at any time and the change shall become effective immediately.