



## Assess

**Your Institution:** Washington State Board for Community & Technical Colleges



This indicator includes **2 benchmarks** with a total of **13 questions**.  
These should take about **19 minutes** to complete.

*Your answers are saved automatically.*

### Indicator 1: Commit Benchmark A: Leadership

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Administrative leadership begins with a **VISION** and commitment toward change. Typically this vision, and its leadership support, stems from efforts made at top administrative levels within an institution. For some systems this would also include the institution's board of governors or trustees. Over time the leadership commitment results in the development and enforcement of an accessibility **POLICY** and **PLAN**, along with the necessary resources to implement them.

**1) Is web access included in your administrative vision or commitment statement?**

- No, we don't have any statements that commit our institution to web accessibility.
- We have statements on related issues (e.g., best practices in Information Technology [IT] or support for diversity) but none that specifically mention web accessibility.
- Yes, we have vision or commitment statements that specifically include web accessibility.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**2) Has your central administration created and sustained a web accessibility task force or institution-wide accessibility group?**  
[Clarifying "Accessibility task force"](#)

A web accessibility task force or group is typically given the responsibility and authority to oversee changes to the institutional accessibility climate and are charged with recommending, developing and/or enacting accessibility initiatives. This group works with constituents who create websites or content (e.g., web developers, faculty), those who will recommend initiatives (e.g. administrators and consultants), staff who will engage in the institution's accessibility work (e.g. faculty and staff, purchasing and HR ) as well as consumers who will be using the institutional websites (e.g., staff, students, and community members - both with and without

disabilities). The task force or group will encourage constituents to provide input and ensure that multiple perspectives are present in the planning and development of institution-wide accessibility efforts.

[X Close](#)

- No, we don't have a task force or accessibility group.
- We have unit- or department-specific task forces or accessibility groups that have been sustained, but they aren't institution-wide.
- We have just formed an institution-wide task force or accessibility group, but it is too early to tell if it will be a sustained effort.
- We created an institution-wide task force or accessibility group, but it is or was not sustainable (e.g., it was time-limited, central administration didn't implement its recommendations, and/or insufficient personnel or authority limited its effectiveness).



- Yes, we have an ongoing institution-wide task force or accessibility group, and its work is sustained (i.e., it has necessary personnel and authority to promote successful institution-wide web accessibility).
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**3) Do you have an institution-wide web accessibility POLICY?**  
[Clarifying "Policy"](#)

Most institutions have codified policies that will apply throughout all levels of the institution. For some, these are created within executive levels of the administration. For others, policy goes through Faculty Senate and Trustee's approval. The critical variable here is that this policy affects the entire institution and not subsets of the enterprise. Components of a comprehensive policy are covered in Indicator 2 - Benchmark B.

[X Close](#)

- No, we don't have a policy at any level.
- Some units or departments have policies (e.g., the library has an internal policy that addresses web accessibility), but we don't have an institution-wide policy.
- We have a draft of an institution-wide policy.
- Yes, we have an institution-wide policy.
- Don't Know/No Response



Rationale (optional)

[view other reviewers' rationale](#)

**3a) If you have an institution-wide web accessibility POLICY or draft, is it - or will it be - included in central administrative policy documents?**  
[Clarifying "Central administrative documents"](#)

It is anticipated that institution-wide policies will appear in central administrative documents such as a policy manual, employee handbook, student government guidelines, or faculty senate rules.

[X Close](#)

- No, our policy isn't, or won't be, included in central administrative policy documents.
- Yes, our policy is, or will be, included in central administrative policy documents.





Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**4) If you have an institution-wide web accessibility POLICY, to what extent is its authority enforced?**

- We don't have an institution-wide policy.
- Our policy has little authority or is rarely enforced.
- We have a draft of an institution-wide policy, and it includes specific provisions for enforcement.
- Our policy has some authority and is occasionally enforced.
- Our policy has clear authority and is enforced throughout the institution.
- Don't Know/No Response



Rationale (optional)

[view other reviewers' rationale](#)

**5) Do you have a formal institution-wide implementation PLAN that guides your web accessibility efforts (i.e., a written action plan)?**  
[Clarifying the "Written action plan"](#)

**Consistent with most institution-wide efforts, a written action plan is available to guide the steps and strategies you will take to meet the vision of accessibility stated in your policy. (even if there is no institutional policy, a written action plan is desirable to detail the work of the institution). This plan should include both current and future accessibility efforts. It should also be directly linked to the strategic goals of an institution. The plan itself can be a standalone document or be part of a larger prospectus. Components for a comprehensive implementation plan are covered in indicator 2 – Benchmark C.**

[X Close](#)



- No, we don't have a plan at any level.
- Some units or departments have plans that outline their web accessibility efforts.
- We have a draft of an institution-wide implementation plan.
- Yes, we have an institution-wide plan that guides our web accessibility efforts.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**6) Do you have resources allocated for web accessibility efforts?**



- No, we don't have resources allocated for web accessibility efforts.
- Some units or departments designate resources for web accessibility efforts, but central administration doesn't provide resources.
- Our central administration has committed to resources (e.g., the budget may include personnel time and effort and/or other resources), however, they do not fully support the intended institution-wide effort.
- Yes, our central administration supports institution-wide web accessibility with an adequate budget, including personnel time and effort and/or other resources.

Don't Know/No Response

**Rationale** (optional)

Text input field for rationale

[view other reviewers' rationale](#)

**7) Does your central administration create, promote, and communicate web accessibility efforts across your institution (e.g., by increasing visibility and providing targeted status updates to faculty, staff, and students)?**

[Clarifying "Promotion and communication"](#)

Promotion and communication of institution-wide efforts are important for any campus community. Declarations regarding the institution's vision, leadership, and commitment to web accessibility reinforce its importance and keeps the message from being lost. Statements, emails, news articles, or other communications can be used to raise awareness of the initiative and provide status updates so that everyone knows how web accessibility is progressing. The target audiences for these communications include faculty, staff, students, and the community outside the institution. Promotion efforts can be a useful tool in developing and encouraging effective user feedback as well.

[X Close](#)

- No, we don't promote or communicate web accessibility efforts.
- Some units or departments promote their web accessibility efforts, but central administration does not.
- Our central administration promotes web accessibility efforts, but communications have been limited or ineffective.
- Yes, our central administration effectively promotes and communicates our institution-wide web accessibility efforts.
- Don't Know/No Response

**Rationale** (optional)

Text input field for rationale

[view other reviewers' rationale](#)

## Indicator 1: Commit Benchmark B: Stakeholders

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Including relevant personnel in the planning, implementation, and maintenance of web accessibility provides vital input, fosters ownership across stakeholders, and assists in sustaining the goal of an accessible web presence. Faculty, staff, and students are stakeholders as they are involved in the development, maintenance or use of institutional web content. Stakeholder knowledge and ownership of their role is important, as each will likely have slightly different responsibilities in planning for and achieving overall accessibility. These responsibilities encompass wide-ranging behaviors, including technical staff who design accessible web pages, faculty who identify and upload accessible materials into course management tools, staff who create accessible documents intended for the web, procurement staff who ensure that institutional purchases meet the accessibility standard, and individuals with disabilities who provide feedback on the outcomes. The participation of all these diverse individuals is an important key for success and underscores the vision and commitment of leadership to the end goal of institution-wide accessibility.

**1) Has your central administration recruited individuals who can represent the full range of stakeholders necessary for institution-wide planning and continuous improvement (e.g., those faculty, staff, and student employees who will implement the institution-wide plan and those who are consumers of web content)?**

[Clarifying "Stakeholders"](#)

In order to ensure that plans are created and sustained with the needs of many different groups in mind, many different stakeholders are asked to participate in the development of the policy and plan, to provide feedback, and to be fully involved in its implementation. This can be done at a

**committee or individual level. Stakeholders are those who are either end users of web content or those who will implement institution-wide web accessibility. They include technical staff who design accessible web pages, faculty who identify and upload accessible materials into course management tools, staff who create accessible documents intended for the web, procurement personnel who ensure that institutional purchases meet the accessibility standard, and individuals with disabilities who provide feedback on the outcomes. It should be noted that not all members need to be accessibility experts.**

**Stakeholders who commonly participate in institution-wide web accessibility planning include:**

- **staff from administrative units,**
- **central IT,**
- **student services,**
- **the disability resource office,**
- **representative faculty and staff members,**
- **web accessibility specialists, and**
- **individuals with disabilities.**

**At times, individuals from risk management, procurement offices, sponsored programs, human resources, or university council are also invited members of the team. The participation of all these diverse individuals is an important key for success and underscores the vision and commitment of leadership to the end goal of institution-wide accessibility.**

[X Close](#)

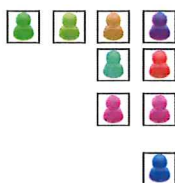


- No, our administration hasn't recruited individuals who represent the full range of stakeholders.
- Our administration has recruited some individuals, but they do not represent the full range of stakeholder groups.
- Yes, our administration has recruited individuals who do represent the full range of stakeholders necessary to engage in planning and continuous improvement.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**2) In the past two years, what percentage of your personnel (e.g., any faculty, staff, or students employees who create web content) have participated in professional development activities that could help them acquire the knowledge and skills necessary for success in their roles in achieving institutional web accessibility?**



- Our personnel don't engage in professional development activities that promote successful web accessibility.
- Less than 25% of our personnel have participated in professional development activities that promote successful web accessibility in the past two years.
- Between 25% and 50% of our personnel have participated in professional development activities that promote successful web accessibility in the past two years.
- Between 50% and 75% of our personnel have participated in professional development activities that promote successful web accessibility in the past two years.
- More than 75% of our personnel have participated in professional development activities that promote successful web accessibility in the past two years.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)









**3) To what degree do your faculty, staff, and students take responsibility for web accessibility outcomes within their purview?**  
[Clarifying "Role responsibility"](#)

**It is imperative that an institution spells out and ensures that everyone understands the roles and responsibilities they have with respect to developing and maintaining an accessible web presence. Examples include:**

- **Web developers know it is their role to design to the institutional standard for web accessibility.**
- **Faculty know it is their role to ensure that web content they create (e.g., PowerPoint presentations) are created with accessibility in mind.**
- **Staff or students who develop content to be placed on the web (e.g., Word or PDF documents) know it is their responsibility to develop these materials accessibly.**
- **Procurement officers know which purchases must be reviewed for accessibility and which contracts must include accessibility statement requirements.**

**Through this process, administrative leadership has made their expectations clear and has empowered the stakeholders to fulfill their responsibilities. This can be documented through role statements, evidence of training, and mechanisms for accessibility feedback from students and staff with disabilities.**







[X Close](#)

-  Our faculty, staff, and students are unaware that they have roles in accessibility outcomes.
-  Our faculty, staff, and students are aware of their roles in accessibility outcomes, but they are not equipped or empowered to perform them.
-      Some of our faculty, staff, and students are actively engaged in achieving accessibility outcomes within their purview.
-    Our faculty, staff, and students are equipped, empowered, and active in achieving accessibility outcomes within their purview.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)






**4) What systems have you provided for individuals to give feedback on the implementation and outcomes of web accessibility?**

-  We have no systems for feedback.
-      We have limited or informal feedback systems for assessing the implementation and outcomes of web accessibility (e.g., individual kudos or complaints on accessibility implementation or accessibility outcomes are forwarded to the appropriate body for review).
-   We have formal systems for assessing the implementation and outcomes of web accessibility (e.g., a survey of faculty, staff, and students on their experiences implementing web accessibility, a focus group of people with disabilities to discuss accessibility of institutional web content, or an annual review of implementation and outcomes by a task force or committee).
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**4a) If you have formal systems for assessing the implementation and outcomes of web accessibility, from whom do you accept or request feedback? (Check all that apply.)**

-    We accept or request feedback from consumers of web content.
-   We accept or request feedback from faculty, staff, and students who implement institution-wide efforts.
-    We accept or request feedback from web accessibility task force members.

**Rationale** (optional)

[view other reviewers' rationale](#)

**Your answers are saved automatically.**

If you have finalized your answers and are ready for a final round of feedback, click on the 'Submit for Review' button to continue.

You can also click on the 'Return to Dashboard' button and wait for your team to finish reviewing the questions.

[Return to Dashboard](#)

[Submit for Review](#)







## Assess

Your Institution: Washington State Board for Community & Technical Colleges



This indicator includes **4 benchmarks** with a total of **43 questions**.  
 These should take about **64 minutes** to complete.

*Your answers are saved automatically.*

### Indicator 2: Implement

#### Benchmark A: Personnel

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Identifying and involving personnel who represent key constituent groups at your institution is essential during both the planning and implementation process. Key accessibility personnel may come from many departments or units and represent disability advocates as well as leaders representing technical, faculty, and staff positions. Administrators identify and include these individuals for input as the institution moves from planning to implementation and maintenance of an institution-wide accessible web presence.

The broader group of stakeholders are also included as important feedback mechanisms to the web accessibility efforts. Stakeholders are those who are either end users of web content or those who will implement the institution-wide plan.

**Note:** This benchmark can be differentiated from that found in Indicator 1, as the administrative vision exerted to include a variety of stakeholders is different from the actual participation of key personnel representing different stakeholders throughout the process.

**1) How involved are your key accessibility personnel -- and those they represent-- in developing your institution-wide web accessibility POLICY?**  
[Clarifying "Key accessibility personnel and those they represent \(Stakeholders\)"](#)

Key accessibility personnel are generally members of the institution's web accessibility committee or task force. They are considered "key" as they are often the individuals who participate heavily in creation of policies and plans. They are also the group that typically reviews progress data, suggests changes to the plan, and oversees reporting.

Key accessibility personnel come from many departments or units and represent disability advocates, technical, administrative, faculty, and staff positions. In this way, the interests and needs of various stakeholders at the institution are represented during all decision-making events (Stakeholders are those who are either end users of web content or those who will implement the institution-wide plan).

It is important that the key accessibility personnel are individuals respected from within the stakeholder group they represent. When key accessibility personnel are respected they can help promote buy-in and provide input that will help make an accessibility policy understandable and approachable to those who will be expected to conform to it.

It is important, however, to include stakeholders directly from time to time as they will provide feedback that may not have been considered. An example might be a quick survey of all campus web developers to get their opinion of 3 different mechanisms for monitoring accessibility, or an email forum with faculty to explore the best ways to provide training and support on creating accessible PowerPoint.

[X Close](#)

- Key accessibility personnel alone are involved in developing the policy.
- Input from the broader stakeholder groups are involved in developing the policy without extensive involvement of key accessibility personnel.
- Both key accessibility personnel and the broader groups of stakeholders they represent are involved in developing the policy.



Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**1a) If both key accessibility personnel and stakeholders are involved in developing your institution-wide web accessibility POLICY, check the boxes that indicate the activities in which they are involved? (Check all that apply.)**



They provide personal input during policy development.



They solicit input from stakeholder groups.



They work with stakeholder groups to obtain buy-in for the policy.



They have helped to make the policy understandable to those who will be expected to conform to it in ways that are productive.



Other (Please use the comment box for your notes).

Rationale (optional)

[view other reviewers' rationale](#)

**2) To what extent are key accessibility personnel and stakeholders involved in developing your institution-wide web accessibility PLAN?**

[Clarifying "Key accessibility personnel and Stakeholders"](#)

A more extensive description is provided under question #1 and will not be repeated here.

Briefly: Key accessibility personnel are those charged with creating the institution's web accessibility policy and plan. They also oversee the outcomes of the plan. They typically represent an array of institutional stakeholders. Stakeholders are those who are either end users of web content or those who will implement the institution-wide plan (e.g., faculty, administration, staff, web developers, individuals with disabilities, purchasing).

[X Close](#)



Only key accessibility personnel are involved in developing our plan.

Only stakeholders (consumers of web content and those who will implement) are involved in developing the plan.



Both key accessibility personnel and stakeholders are involved in developing our plan.



Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**2a) If both key accessibility personnel and stakeholders are involved in developing your institution-wide web accessibility PLAN, check the boxes that indicate the activities in which they are involved? (Check all that apply.)**



They provide personal input during plan development.



They solicit input from stakeholder groups.



They work with stakeholder groups to obtain buy-in for the plan.



They help to make the plan understandable to those who will be expected to implement it in ways that are productive.



Other (Please use the comment box for your notes).

Rationale (optional)

[view other reviewers' rationale](#)

### 3) How involved are key accessibility personnel and stakeholders in implementing an institution-wide web accessibility plan?

[Clarifying "Key accessibility personnel and those they represent \(Stakeholders\)"](#)

A more extensive description is provided under question #1 and will not be repeated here.

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**Briefly: Key accessibility personnel** are those charged with creating the institution's web accessibility policy and plan. They also oversee the outcomes of the plan. They typically represent an array of institutional stakeholders. **Stakeholders** are those who are either end users of web content or those who will implement the institution-wide plan (e.g., faculty, administration, staff, web developers, individuals with disabilities, purchasing). In many cases, an institution will build a web accessibility committee comprised of key personnel and a designated committee chair will oversee the actions of the committee and report on progress to the administration in regular intervals.

[X Close](#)

- Our key accessibility personnel and stakeholders aren't involved in implementing an institution-wide accessibility plan as someone else will transform the site to include accessibility.
- Our key accessibility personnel spearhead implementation of the plan with limited participation from others across the institution.
- Everyone, including key accessibility personnel and stakeholders, implements our plan as their roles dictate.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

## Indicator 2: Implement Benchmark B: Policy

[Return to Dashboard](#)

A stated policy that provides specific guidelines and standards for web accessibility is necessary in order to ensure all administrators and stakeholders understand what is required of them. The web accessibility policy appears in the same set of governing documents as other institution-wide policies, rather than as a separate unit. Once established, the institutional policy is promoted and enforced.

### 1) Does your POLICY contain a summary statement of purpose and a rationale?

[Clarifying "Summary statement"](#)

A summary statement is a quick at-a-glance paragraph that will help individuals understand the rationale for the policy, expected outcomes, when key steps are to be completed, and how these steps are to be achieved. It functions much like an abstract for a journal article.

[X Close](#)

- We haven't developed this section of our policy.
- Our completed policy doesn't contain a summary statement of purpose or a rationale.
- Our policy includes a summary statement but not a rationale.
- Our policy includes a rationale but not a summary statement.
- Our policy contains a summary statement of purpose and a rationale.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

### 2) Does your POLICY include effective date(s)—the date or dates the specific aspects of the policy will come into effect?

[Clarifying "Effective dates"](#)

It is common for policies to include a start date. This "effective date" signals to the institutional community that the policy is now in effect and a required part of the operation. It is also common that an institution will consider a phased implementation of their policy. When this happens multiple effective dates will appear for each aspect of the policy.

[X Close](#)

- We haven't developed this section of our policy.
- Our completed policy doesn't specify effective dates.
- Our policy includes some effective dates but not all.
- Our policy includes all effective dates.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**3) Is the scope of your POLICY defined?**  
**Clarifying "Scope of Policy"**

It is important to specify what web content falls under the scope of your policy (e.g., are students' pages included or exempt? Does the policy apply to all content under the institutional domain? What is the protocol for institutional content that is not under the main domain, such as alumni pages?). If there are any exceptions to the policy, these should be explicitly specified. Additionally, the process for obtaining exceptions should be described and those who can authorize exceptions should be identified.

[X Close](#)

- We haven't developed this section of our policy.
- No, the scope of our completed policy isn't defined.
- Yes, the scope of our policy is defined.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**3a) If the scope of your POLICY is defined, check the boxes that indicate which aspects of the scope are defined? (Check all that apply.)**  
**Clarifying "Legacy pages"**

Legacy pages are pages that were created before a given date and will not be updated in the future. Therefore expending accessibility efforts must be carefully considered. For example, the University of Wisconsin defines a legacy page as one that was created prior to November 1, 2001 and one that will not be updated into the future. Legacy pages are often archival or in the process of being phased out. If legacy pages are being phased out, the policy should provide specific dates for their removal from the institutional web. It is still assumed that individuals with disabilities would have access to legacy pages when they are needed. Within some institutions legacy pages are hidden. When requested they are available to all (i.e., those with and without disabilities) but this equivalent process allows time for content to be made accessible when it is required.

[X Close](#)

- The boundaries of what is and isn't included in the policy are clearly defined (e.g., the web content of student or alumni clubs, student or faculty home pages, and legacy content are clearly included or exempted from the policy).
- The policy for requesting additional exemptions is clearly identified.
- The process for obtaining exemptions to the policy is clearly defined.
- Other (Please use the comment box for your notes).

Rationale (optional)

[view other reviewers' rationale](#)

**4) Is the technical standard (e.g., WCAG 2.0 or 508) to which your POLICY conforms identified?**  
**Clarifying "Technical standard"**

A technical standard will become the criterion for an institution's accessibility efforts and, as such, must be specified. Web accessibility standards commonly used by academic institutions as well as federal and state entities are [Section 508 of the Rehabilitation Act](#) or the [Web Content](#)

**Accessibility Guidelines (WCAG 2.0)** from the Web Accessibility Initiative of the World Wide Web Consortium. The use of one of these recognized technical standards is highly recommended.

[X Close](#)

- We haven't developed this section of our policy.
- No technical standard is identified in our completed policy.
- A technical standard is identified in our policy, but it is not a technical standard recognized by outside groups such as standards-setting or governmental bodies.
- A technical standard is identified in our policy, and the standard to which the institution will conform is recognized by outside entities (e.g., Section 508 or WCAG 2.0).
- Don't Know/No Response



Rationale (optional)

Text input field for rationale.

[view other reviewers' rationale](#)

**5) Does your POLICY include a procurement (e.g., purchasing, licensing) provision?**  
[Clarifying "Procurement policy"](#)

All institutions have policies on purchasing (i.e, "procuring") goods and services. It is helpful when those policies extend to purchases that affect the institutional web. When web accessibility is part of procurement policy it becomes a factor in all purchases, licensing agreements, requests for proposals or other contracts. Accessible goods and services include any contracts for goods or services that will impact the institutional web including: content creation and delivery tools; authoring tools; course or learning management systems; student, financial and administrative tools; course resources that are shared but originate from other institutions; and products developed by the institution.

[X Close](#)

- We haven't developed this section of our policy.
- No, we don't have a procurement provision in our completed policy.
- Yes, we have a procurement provision in our policy.
- Don't Know/No Response



Rationale (optional)

Text input field for rationale.

[view other reviewers' rationale](#)

**6) Are the consequences for non-conformance stipulated directly (or referenced) in your POLICY or in other governing documents?**

- We haven't developed this section of our policy.
- No, the consequences for non-conformance aren't stipulated in our completed policy.
- Yes, the consequences for non-conformance are stipulated in our policy.
- Don't Know/No Response



Rationale (optional)

Text input field for rationale.

[view other reviewers' rationale](#)

**7) Does your POLICY contain mechanisms for ongoing review?**  
[Clarifying "Ongoing review"](#)

Changes over time may require that the institution's accessibility policy be periodically reviewed to assess the appropriateness of current measures and make adjustments as necessary. A defined system for review and revision, along with provisions for who is responsible for these decisions, is included in the policy.

[X Close](#)



- We haven't developed this section of our policy.
- No, our completed policy doesn't contain mechanisms for ongoing review.
- Yes, our policy contains mechanisms for ongoing review.



Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

## Indicator 2: Implement Benchmark C: Plan

[Return to Dashboard](#)

An institution-wide effort requires a systematic plan of action. This plan includes strategies for all aspects of implementation including: goals, timelines, budgeting, materials, personnel, ongoing assessment, and, when necessary, revision of the plan. For institutions that require a business plan for use during cycles of continuous improvement, these elements can serve as the basis for a prospectus that includes concept, marketing, position and market analysis, financial planning, and implementation.

### 1) Does your written PLAN include an executive summary or statement of concept that outlines potential benefits and market advantages to your institution (i.e., the business purpose or rationale of the plan)?

[Clarifying "Executive summary"](#)

An Executive Summary is helpful for individuals to quickly understand the institutional plan for web accessibility. A short summary of the plan provides an overview of the statement of concept - including key points, dates, stakeholder responsibilities and expected outcomes. The summary also typically outlines potential benefits and market advantages to the institution (i.e., the business purpose of the plan).

[X Close](#)



We haven't developed this aspect of our plan.

Our completed plan doesn't have an executive summary or statement of concept.



Our plan has an executive summary or statement of concept, but the summary or statement of concept doesn't outline potential benefits and market advantages.

Our plan has an executive summary or statement of concept that includes potential benefits and market advantages.

Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

### 2) To what extent does your written PLAN include provisions for benchmarking and market evaluation (the process of comparing your accessibility to peer institutions and other enterprises)?

[Clarifying "Benchmarking"](#)

Benchmarking is simply the process of comparing performance to an industry standard of practice. (You are in the process of doing your own benchmarking now). When you benchmark the accessibility of peer institutions you are looking to see how accessible they are now as well as their plans for improvement; this evidence can often be found directly on their website. This activity is viewed as part of an overall market evaluation to identify how you are performing in comparison to peer institutions. These evaluations can also be used to provide exemplars of both good accessibility strategies and accessibility pitfalls to be avoided.

[X Close](#)



We haven't developed this aspect of our plan.



Our completed plan doesn't provide for benchmarking or market evaluation.



Our plan provides for benchmarking and market evaluation, but it doesn't detail parameters or processes for this activity.

Our plan provides for benchmarking and market evaluation, and it details parameters and processes for this activity (e.g., it defines how peer institutions will be chosen and describes the benchmarking process).

Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**3) To what extent does your written PLAN include provisions for gathering baseline information on initial institutional accessibility?**  
[Clarifying "Baseline information"](#)

A baseline assessment of the accessibility of your institutional web provides critical data that will be used to measure your improvement and aid in necessary modifications. Often a baseline assessment will include random samples of pages from all levels of the institution's web. A comprehensive baseline will include about 8% of all pages.

[X Close](#)



- We haven't developed this aspect of our plan.
- Our completed plan doesn't include provisions for gathering baseline information.
- Our plan includes a provision that baseline information will be obtained, but it doesn't detail parameters or processes for this activity.
- Our plan includes a provision that baseline information will be obtained, and it details parameters and processes for this activity.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**4) To what extent does your written PLAN identify existing institutional challenges and risks?**  
[Clarifying "Challenges and risks"](#)

Challenges to implementing web accessibility across the institutional web can involve many things. Examples include resistance to change by some groups, limited personnel with an understanding of web accessibility, or financial constraints. Identification of potential barriers and recommendations on possible ways to solve or mitigate them can be incorporated into the accessibility plan.

[X Close](#)



- We haven't developed this aspect of our plan.
- Our completed plan doesn't identify existing challenges and risks.
- Our plan acknowledges potential challenges and risks, but no formal recommendations are made to mitigate these potential barriers.
- Our plan acknowledges potential challenges and risks and includes formal recommendations to mitigate these potential barriers.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**5) To what extent does your written PLAN identify other institutional priorities with which to leverage successful institution-wide web accessibility?**  
[Clarifying "Leveraging existing priorities"](#)

Web accessibility goals fit into many institutional priorities. These can include plans to redesign your institutional web site, training initiatives for faculty and staff, and hiring exceptional employees. Institutional priorities that are a good fit for the work of web accessibility can be identified and used to make recommendations on how to leverage existing initiatives that can promote successful accessibility implementation.






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Web accessibility may also fit in with your institution's strategic planning for the accreditation or reaffirmation process. For example, the standards and criteria of the regional accrediting bodies that represent higher education, underscore issues such as: providing quality education and services to all students, a policy of non-discrimination, a focus on public service, support for lifelong learning, and an emphasis on ethics and integrity. These items may be referenced during reaffirmation when describing web accessibility efforts.

[X Close](#)









- We haven't developed this aspect of our plan.

-  Our completed plan doesn't identify other institutional priorities with which to leverage institution-wide web accessibility.
-  Our plan identifies only some of the other institutional priorities with which to leverage institution-wide web accessibility.
-  Our plan identifies all other institutional priorities but doesn't detail how these priorities are coordinated to leverage the success of institution-wide web accessibility.
-  Our plan identifies all other institutional priorities and details how these priorities are coordinated to leverage the success of institution-wide web accessibility.
-  Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)









**6) Does your written PLAN articulate a process for communicating and marketing your institution-wide action plan to the campus and other stakeholder communities?**

-     We haven't developed this aspect of our plan.
-   No, our completed plan doesn't articulate a process for communicating and marketing our institution-wide efforts to the campus and other stakeholder communities.
- Yes, our plan articulates a process for communicating and marketing our institution-wide efforts to the campus and other stakeholder communities.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)








**6a) If your written PLAN articulates a process for communicating and marketing your institution-wide action plan to the campus and other stakeholder communities, has this process been implemented to give stakeholders an understanding of their roles and responsibilities in web accessibility?**

-     No, the process hasn't been implemented.
-   Yes, the process has been implemented.
-   Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)



**7) Does your written PLAN have detailed budget provisions for implementing your institution-wide action plan?**

-     We haven't developed this aspect of our plan.
-   Our completed plan doesn't have budget provisions for implementing our institution-wide action plan.
-  Our plan has budget provisions, but they are not detailed.
- Our plan has detailed budget provisions for implementing our institution-wide action plan.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**7a) If your written PLAN has detailed budget provisions, what kinds of budget items are detailed in it? (Check all that apply.)**









- startup costs
-  personnel time and effort (including training)
- materials
- consultants/external training
- licenses
- equipment
-  Other resources (Please use the comment box for your notes).

Rationale (optional)



[view other reviewers' rationale](#)








**8) Does your written PLAN include measurable steps and milestones (e.g., long-term objectives and short-term activities)?**

-     We haven't developed this aspect of our plan.
-  No, our completed plan includes no identified measurable steps or milestones.
-   Yes, our plan has measurable steps or milestones included in a discernable process.
-  Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)









**8a) If your written PLAN includes measurable steps and milestones, are they sufficiently detailed that new personnel could interpret and implement them?**

-     We haven't developed this aspect of our plan.
- No, our completed plan isn't sufficiently detailed that new personnel would be able to interpret and implement it.
-   Yes, our plan is sufficiently detailed that new personnel would be able to interpret and implement it.
-  Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)








**9) To what extent does your written PLAN connect its timeline to measurable steps and milestones?**

-     We haven't developed this aspect of our plan.
-  Our completed plan doesn't include a timeline.
-  Our plan includes a broad timeline, but it is not connected to measurable steps and milestones.
- Our plan includes a detailed timeline that is connected to measurable steps and milestones, but we haven't used the timeline to assess our goals and keep the plan on track.
-   Our plan includes a detailed timeline that is connected to measurable steps and milestones, and we periodically use our timeline to assess our goals and keep the plan on track.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**10) To what extent does your written PLAN assign specific responsibilities including meetings to individuals, committees, or groups?**

-     We haven't developed this aspect of our plan.
-  Our completed plan doesn't assign specific responsibilities to individuals, committees, or groups.
-   Our plan assigns specific responsibilities to individuals, committees, or groups, but it doesn't allocate the necessary time or resources for these individuals to accomplish their assigned responsibilities.
- Our plan assigns specific responsibilities to individuals, committees, or groups, and it directs the appropriate allocation of time and resources for these individuals to accomplish their assigned responsibilities.
- Don't Know/No Response

Rationale (optional)

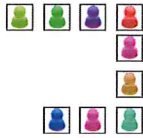
[view other reviewers' rationale](#)

**11) Does your written PLAN include provisions for educating and supporting faculty, staff, and students for the roles they will assume?**

**Clarifying "Education and Support"**

It is not always necessary to develop new training schedules – in some cases, institutions can embed accessibility education and training into existing training events or they may determine that a new specialized training program is necessary. It is important to ensure that additional and ongoing support is available for those with technical or special responsibilities under the plan.

[X Close](#)



- We haven't developed this aspect of our plan.
- No, our completed plan has no provision for training.
- Yes, our plan has provisions for training.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**11a) If your written PLAN has provisions for training faculty, staff, and students, which of the following information is included about the training? (Check all that apply.)**

- Information about how training and support will be delivered.
- Information about how training and support will be sustained.
- Information about technical assistance.
- References to timeline(s).
- Identification of groups that require training.
- Descriptions of various group training requirements.
- Assessment of training and associated measures of success.
- Other (Please use the comment box for your notes).

Rationale (optional)

[view other reviewers' rationale](#)

**12) Does your written PLAN include provisions for obtaining feedback from those stakeholders who implement the plan along with key accessibility personnel (i.e., those who are selected to represent important constituent groups in the planning and implementation process)?**



- We haven't developed this aspect of our plan.
- We have no provision for obtaining feedback in our completed plan.
- We have a provision for obtaining some feedback, but our plan doesn't obtain feedback from both stakeholders and key accessibility personnel.
- Our plan includes provisions for obtaining feedback from both stakeholders and key accessibility personnel.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**12a) If your written PLAN includes provisions for feedback, does it also include provisions for systems that use this feedback in a dynamic and timely way?**

- We have no provision for systems that use feedback.
- We have a provision to use some feedback, but our plan doesn't include systems for using this feedback in a dynamic and timely way.
- We have a provision to use feedback, and our plan includes systems for using this feedback in a dynamic and timely way.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**13) Does your written PLAN include a mechanism or mechanisms for monitoring progress in institution-wide web accessibility?**



- We haven't developed this aspect of our plan.
- No, our completed plan doesn't include a mechanism for monitoring progress in institution-wide web accessibility.
- Yes, our plan includes a mechanism or mechanisms for monitoring progress in institution-wide web accessibility
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**13a) If your written PLAN contains a mechanism or mechanisms for monitoring progress in institution-wide web accessibility, to what extent is the mechanism or mechanisms detailed? (Check all that apply.)**

- Our plan specifies how progress will be monitored
- Our plan specifies when progress will be monitored.
- Our plan specifies how information gathered will be used.
- Our plan specifies when information gathered will be used.
- The specifics of our plan's monitoring system are tied directly to measurable steps, milestones, and/or timelines.

Rationale (optional)

[view other reviewers' rationale](#)

**14) Does your written PLAN include a provision for plan evaluation and revision after it is initiated?**

[Clarifying "Plan evaluation and revision"](#)

It is important to include provisions that ensure the institution maintains and improves its level of accessibility over time. Provisions should address changes (both internal and external) in technology, evolving standards and procedures in the future. These evaluations should be planned to occur at regular intervals and the data that is gathered should be used to revise the current plan and address emerging needs.

[X Close](#)



- We haven't developed this aspect of our plan.
- Our completed plan has no provision for plan evaluation and revision after it is initiated.
- Our plan acknowledges that internal and external conditions may impact institution-wide accessibility change (e.g., changes in technical standards or technologies), but it has no specific provision for plan evaluation and revision after it is initiated.
- Our plan has an explicit provision for plan evaluation and revision after it is initiated.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**Indicator 2: Implement  
Benchmark D: Implementation**

[Return to Dashboard](#)

Once the accessibility policy and plan are in place, administrators and others put that plan into action, ensuring it stays on track by continually monitoring and assessing it's progress.

**1) Does your accessibility team meet as outlined in the written plan?**

[Clarifying "Accessibility task force"](#)

A web accessibility task force or group is typically given the responsibility and authority to oversee changes to the institutional accessibility climate and are charged with recommending, developing and/or enacting accessibility initiatives. This group works with constituents who create websites or content (e.g., web developers, faculty) as well as consumers who will be using the institutional websites (e.g., staff, students, and community members both with and without

disabilities). The task force or group will encourage constituents to provide input and ensure that multiple perspectives are present in the planning and development of institution-wide accessibility efforts. The team should have planned meetings to ensure success.

[X Close](#)

- Our accessibility team meetings weren't included in the plan.
- Our accessibility team meetings were included in the plan, but the team has not met.
- Our accessibility team meetings were included in the plan, but the team doesn't meet as frequently or consistently as planned.
- Our accessibility team meetings were included in the plan, and the team meets as frequently and consistently as planned.
- While we don't have an implementation plan, we do have an accessibility team that meets on a regular basis.
- Don't Know/No Response

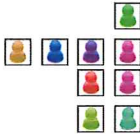


Rationale (optional)

[view other reviewers' rationale](#)

**2) Do you have documentation (e.g., accessibility team minutes) that describes your implementation progress?**

- No, documentation describing implementation progress is not available.
- Yes, documentation describing implementation progress is available.
- Don't Know/No Response



Rationale (optional)

[view other reviewers' rationale](#)

**3) Is your institution-wide baseline documentation consistent with what you outlined in your written plan?**

[Clarifying "Documentation of baseline information"](#)

Baseline information can include initial reports or evaluations on the status of any key issue prior to work on that issue. It is anticipated that once baseline information is obtained, those data are then used when comparing the success of future outcomes. Examples of baseline information would include the accessibility of a sample of an institution's web pages; the numbers, percentages, or types, of personnel who have received training in web accessibility; a snapshot of equipment and software currently used by the institution to promote accessibility efforts (e.g., assistive technology useful for testing purposes or web accessibility evaluation tools); and analyses of institution-wide challenges and priorities.

[X Close](#)

- We didn't outline baseline documentation in our plan.
- We have no baseline documentation.
- We have baseline documentation, but it is not consistent with what we have in our plan (i.e., it does not meet or exceed our plan).
- We have baseline documentation, and it is consistent with or exceeds our plan.
- While we don't have an implementation plan, we have gathered institution-wide baseline documentation on our accessibility status.
- Don't Know/No Response



Rationale (optional)

[view other reviewers' rationale](#)

**4) Is your implementation budget consistent with what you outlined in your written plan (including staff time and effort)?**

[Clarifying "Implementation budget"](#)

A commitment of resources and personnel to plan, implement, and sustain institution-wide web accessibility should be included in the institution's budget. If not, it may not be possible to follow through with an institution-wide accessibility plan. Examples of typical budget items included during implementation are: faculty and staff time commitments (e.g., faculty role statements,

dedication of staff time and effort), and infrastructure needs (e.g., purchase of software necessary for testing or consultants to aid in training).

[X Close](#)



- We didn't outline an implementation budget in our plan.
- We have no budget to carry out our plan.
- We have a budget, but it isn't consistent with what we outlined in our plan (i.e., it does not meet or exceed our plan).
- We have a budget, and it is consistent with or exceeds what we outlined in our plan.
- While we don't have an implementation plan, we do have the budget necessary to support institution-wide accessibility efforts.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**5) Are your communication and marketing strategies consistent with what you outlined in your written plan?**

[Clarifying "Communication and marketing strategies"](#)

It will be important to communicate what is happening with accessibility across the institution. To do so, you will want to consider how a set of communication strategies will help you market the changes you wish to bring. Examples of strategies that may be helpful include; quarterly newsletters, periodic email blasts, a dedicated website, news features, campus radio spots, and internal mailing of postcard notices. The types of content often communicated include; the presence of an institutional accessibility plan or policy, resources available to staff and faculty as they learn accessibility techniques, and information on your institution's progress over time. This widespread coverage is encouraged in order to ensure that everyone knows about and understands their responsibilities and how their efforts are paying off.

[X Close](#)



- We didn't outline communication and marketing strategies in our plan.
- We haven't implemented communication or marketing strategies.
- We have implemented communication and marketing strategies, but they aren't consistent with our plan (i.e., they do not meet or exceed our plan).
- We have implemented communication and marketing strategies, and they are consistent with or exceed our plan.
- While we don't have an implementation plan, we do have the communication and marketing strategies necessary to raise awareness of the need and to promote individual responsibility for web accessibility at all levels of the institution.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**6) Is the data for education and training of your personnel (e.g., the dates of training, number of trainings, number of personnel trained, types of trainings, and training evaluations) consistent with what you outlined in your written plan?**



- We didn't outline personnel education and training in our plan.
- We have no data on personnel education and training.
- We have some data on personnel education and training, but it isn't consistent with what we outlined in our plan (i.e., it does not meet or exceed our plan).
- We have data on personnel education and training available, and it is consistent with or exceeds what we outlined in our plan.
- While we don't have an implementation plan, we do have education and training for personnel at the necessary levels of the institution (e.g., not merely web developers) and we collect data on these events.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**7) Are your implementation progress statements or reports consistent with what you outlined in your written plan?**

[Clarifying "Implementation progress statements or reports"](#)

From time to time you will want to make statements on how you are doing (i.e., your progress toward implementation). Since this progress can happen at many levels (e.g., achieving a desired budget, training a certain number of personnel, hitting your accessibility standard across a sample of pages) you will want to be aware of the many places you will look to validate how you are doing. Once you know where to look you can quickly see if you are making expected gains. Existing records can document and track the progress of the overall implementation plan. These may include documentation on budget, metrics, milestones, and progress reports.

[X Close](#)

- We didn't outline implementation progress statements or reports in our plan.
- We have no progress statements or reports
- We have some progress statements or reports, but they aren't consistent with what we outlined in our plan (i.e., they do not meet or exceed our plan).
- We have progress statements or reports, and they are consistent with or exceed what we outlined in our plan.
- While we don't have an implementation plan, we do track and document progress on our institution's web accessibility efforts and outcomes.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**8) Is feedback documentation from end-users of web content and from those who implemented the plan consistent with what you outlined in your written plan?**

[Clarifying "Feedback documentation"](#)

Methods of feedback collection can include surveys, periodic evaluations, staff reports, and mechanisms for reporting problems within specific web pages. It is important that you secure feedback from 2 different groups: 1) end-users of web content (e.g., those students, faculty, and staff with disabilities) and 2) those who must implement the institution's plan (e.g., web developers, staff assistants, procurement officers, instructors, library personnel)

[X Close](#)

- We didn't outline feedback documentation in our plan.
- We have no feedback documentation.
- We have feedback documentation from either end users of web content or those who were required to implement the plan but not both.
- We have feedback documentation from all stakeholders (end users and those required to implement the plan), but it isn't consistent with what we outlined in our plan (i.e., it does not meet or exceed our plan).
- We have feedback documentation from all stakeholders (end users and those required to implement the plan), and it is consistent with or exceeds our plan.
- While we don't have an implementation plan, we do collect and use feedback to improve our institution's web accessibility efforts.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**9) Do you have evidence to verify oversight and actions taken on nonconforming individuals, groups, or units with procedures outlined in your policy?**

- We didn't outline non-conformance procedures in our policy.
- We have no evidence to verify oversight or actions taken for non-conformance.
- We have evidence of oversight or actions taken for non-conformance, but it isn't consistently applied or consistent with our policy.
- We have evidence of oversight or actions taken for non-conformance, and it is consistently applied and consistent with our policy.
- Don't Know/No Response

Rationale (optional)










[view other reviewers' rationale](#)

**10) Are periodic evaluations and checks are made to ensure that the web accessibility outcomes**

**are obtained at expected levels (e.g., per the institutional policy and stated technical standard)?**  
Clarifying "Periodic evaluations and checks"

You will want to make sure you look at actual web accessibility data from time to time to see if you are obtaining expected results. Documentation typically can be found from both manual and automated testing; data from external evaluations; institutional or individual reports on outcomes; and correspondence and feedback from stakeholders.

[X Close](#)

-   We didn't outline accessibility outcomes in our policy.
-  We don't make periodic checks on web accessibility outcomes.
-  We make periodic checks on web accessibility outcomes but nothing is done with the data.
-  We make periodic checks on web accessibility outcomes but the results do not meet or exceed outcomes as outlined in our institutional policy and stated technical standard.
- We make periodic checks on web accessibility outcomes and the results meet or exceed outcomes as outlined in our institutional policy and stated technical standard.
-     While we don't have an implementation policy, we make periodic checks on web accessibility outcomes.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**Your answers are saved automatically.**

If you have finalized your answers and are ready for a final round of feedback, click on the 'Submit for Review' button to continue.

You can also click on the 'Return to Dashboard' button and wait for your team to finish reviewing the questions.

[Return to Dashboard](#)

[Submit for Review](#)







## Assess

Your Institution: Washington State Board for Community & Technical Colleges



This indicator includes **5 benchmarks** with a total of **21 questions**.  
These should take about **31 minutes** to complete.

*Your answers are saved automatically.*

### Indicator 3: Support Benchmark A: Allocation

[Return to Dashboard](#)

The process to move to an accessible web presence takes time. Both the time and effort required for this work is identified when allocating faculty and staff responsibilities.

**1) Do your personnel job descriptions or role statements include provisions for web accessibility work? (Examples of personnel include obvious choices such as web developers and disability support personnel, as well as those not as obvious such as those in purchasing, human resources, sponsored programs, faculty training, and most faculty and staff members.)**

- No, our job descriptions and role statements for personnel don't include provisions for web accessibility work, or we were unable to locate job descriptions and role statements for personnel.
- Some of our job descriptions and role statements for personnel include provisions for web accessibility work.
- Yes, our job descriptions and role statements for personnel include provisions for web accessibility work.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**1a) If your job descriptions and roles statements for personnel include provisions for web accessibility work, is that time and effort sufficient for transforming and maintaining institution-wide web accessibility?**

- No, the time and effort allocated for personnel isn't sufficient for transforming and maintaining institution-wide web accessibility.
- Yes, the time and effort allocated for personnel is sufficient for transforming and maintaining institution-wide web accessibility.
- Don't Know/No Response

**Rationale** (optional)

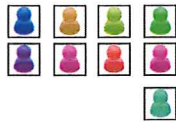
[view other reviewers' rationale](#)

**2) Do you have feedback systems that can help you to determine if your personnel allocation is sufficient to reform and maintain institution-wide web accessibility?**

**Clarifying "Feedback Systems"**

Feedback should be obtained during both the planning and implementation stages of the web accessibility plan to ensure that personnel resources are considered and adequately allocated. It is also beneficial to perform periodic reviews of staff and faculty time allocations to determine whether their current allocations are appropriate for their responsibilities.

[X Close](#)



- No, we don't have feedback systems in place that can help us determine if our personnel allocation is sufficient to reform and maintain institution-wide web accessibility.
- Yes, we have feedback systems in place that can help us determine if our personnel allocation is sufficient to reform and maintain institution-wide web accessibility.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**2a) If you have feedback systems in place that can help you determine if your personnel allocation is sufficient to reform and maintain institution-wide web accessibility, to what extent have you used this feedback? (Check all that apply.)**

- We have used the feedback to evaluate our written plan.
- We have used the feedback to meet our implementation standards.
- Other (Please use the comment box for your notes).

**Rationale** (optional)

[view other reviewers' rationale](#)

**Indicator 3: Support  
Benchmark B: Personnel**

[Return to Dashboard](#)

An effective plan cannot be carried out without personnel who have the expertise to implement it. Make sure you focus on hiring, retaining, and supporting personnel at all levels who will help you attain accessibility goals. For example you need to have technical individuals, and those with special responsibilities, to implement the web accessibility plan. Moreover, typical faculty and staff have multiple responsibilities that require their time and attention. Therefore, it is important to provide them with clear and helpful information, sufficient time and support, and the motivation or incentives to ensure that they give the accessibility work in the plan the necessary attention.

**1) How many of your job postings or announcements for personnel (e.g., web or technology personnel, staff assistants who create web content, administrators who oversee web accessibility) require or include web accessibility experience or knowledge, as appropriate for their role?**

- We weren't able to locate any job postings for personnel that require web accessibility experience or knowledge.
- A few of our job postings for personnel (up to a third) require or include web accessibility experience or knowledge as appropriate for their position.
- [Unlabeled option]

Many of our job postings for personnel (between one third and two thirds) require or include web accessibility experience or knowledge as appropriate for their position.

- A great number of our job postings for personnel (more than two thirds) require or include web accessibility experience or knowledge appropriate for their position.
- Don't Know/No Response



Rationale (optional)

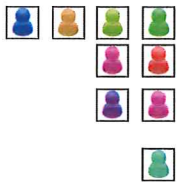
Empty text box for rationale.

[view other reviewers' rationale](#)

**2) Do you offer incentives or motivators for faculty, staff, or student employees to encourage participation in your institution-wide accessibility efforts?**  
**Clarifying "Incentives and motivators"**

**Incentives and motivators can help ensure that web accessibility gets the necessary attention from faculty and staff. They can take many forms. Some examples include rewards or formal appreciation (e.g., including accessibility work in promotion and tenure portfolios, holding cross departmental competitions for accessibility work, or quarterly staff recognition of those who excel in their creation of accessible content) , or sanctions if their work does not comply with requirements or is not achieved in a reasonable time with support and assistance.**

[X Close](#)



- We don't offer incentives or motivators to encourage participation in accessibility efforts.
- We provide incentives or motivators for select groups or units to encourage participation in accessibility efforts.
- We provide incentives or motivators throughout the institution to encourage participation in accessibility efforts.
- Don't Know/No Response

Rationale (optional)

Empty text box for rationale.

[view other reviewers' rationale](#)

**3) Do you have data on retention rates for personnel who are key to institutional planning and implementation (e.g., web accessibility task force committee members, web developers, procurement specialists, or those who train faculty and staff in web accessibility practice)?**



- No, we have no available data on retention rates for key accessibility personnel.
- Yes, we have available data on retention rates for key accessibility personnel.
- Don't Know/No Response

Rationale (optional)

Empty text box for rationale.

[view other reviewers' rationale](#)

**3a) If you have data on retention rates for key accessibility personnel, how has it been used? (Check all that apply.)**

- To aid in adjustments to the institution's written accessibility plan.
- To improve retention of personnel key to accessibility efforts (e.g., if there are low rates of retention for web developers, this data might point to a need to improve transition of knowledge and skills from outgoing to incoming staffs or be used to determine and mitigate the lack of retention itself).
- Other (Please use the comment box for your notes).

Rationale (optional)

Empty text box for rationale.

[view other reviewers' rationale](#)

## Indicator 3: Support Benchmark C: Budget

[Return to Dashboard](#)

Administration takes financial requirements into account when developing the written accessibility plan and budgets are designed accordingly. Necessary materials, licenses, equipment, personnel, and training are considered. The funding necessary to sustain accessibility of the system is also factored into the budget.

### 1) Do you have a feedback system or systems for determining if your budget is sufficient to support institution-wide web accessibility?

#### Clarifying "Feedback system"

Feedback for a sufficient budget can include comments on the adequacy of allocations for: funds used to purchase needed consultation and support; time and effort to support key accessibility personnel; training and technical assistance; any necessary equipment; licenses and materials; and the provision for sustainability and ongoing support for web accessibility. This information should be used to revise and adjust the budget and the written plan.

[X Close](#)



- No, we don't have a feedback system or systems for determining if our budget is sufficient to support institution-wide web accessibility.
- Yes, we have a feedback system or systems for determining if our budget is sufficient to support institution-wide web accessibility.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

### 1a) If you have a feedback system or systems for determining if your budget is sufficient to support institution-wide web accessibility, to what extent have you used this feedback? (Check all that apply.)

- We haven't used this feedback.
- We have used this feedback to adjust our budget.
- We have used this feedback to revise our written plan.
- Other (Please use the comment box for your notes).

Rationale (optional)

[view other reviewers' rationale](#)

## Indicator 3: Support Benchmark D: Training

[Return to Dashboard](#)

All personnel (*i.e., faculty and staff*) are provided with the knowledge, support, and materials they require to carry out their roles in implementing institution-wide web accessibility.

### 1) Have you offered training that is tailored to the knowledge and skills personnel need (*i.e.,*

**faculty and staff) to fulfill their specific roles in implementing institution-wide web accessibility?**

- No, we haven't offered training that is tailored to the knowledge and skills personnel need to fulfill their specific roles.
- Yes, we have offered training that is tailored to the knowledge and skills personnel need to fulfill their specific roles.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**1a) If you offer training that is tailored to the knowledge and skills personnel need (i.e., faculty and staff) to fulfill their specific roles in implementing institution-wide web accessibility, have you documented your training efforts?**

- No, we haven't documented our training efforts.
- Yes, we have documented our training efforts.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**2) Is technical assistance specifically designed to support the roles of personnel (i.e., faculty and staff) in implementing institution-wide web accessibility?**

Clarifying "Technical assistance"

Beyond training, personnel may need assistance or advice as they work to perform their responsibilities. Provisions should be made to ensure that there are necessary supports for personnel at all levels. This support occurs in various forms, such as professional development via selected conferences, focused technical assistance, consultants, and involvement in communities of practice or discussion forums. Technical assistance supports can come from fellow practitioners and peers as they are valuable sources of information and ideas.

[X Close](#)

- We don't provide technical assistance to support personnel's roles
- We provide technical assistance, but it isn't specifically designed to support the roles of different personnel.
- Some of our technical assistance is specifically designed to support the roles of different personnel.
- All of our technical assistance is specifically designed to support personnel's roles.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**3) Do trainers and technical assistance providers indicate that they have sufficient materials and support (e.g., training to improve their own knowledge and skills) to carry out their roles to train and support others in implementing institution-wide web accessibility?**

Clarifying "Materials and support"

Those who provide training and technical assistance at the institution need to have appropriate tools and supports to get the job done. These can include training and other technical resources,

accessibility evaluators, assistive technologies used for testing, or the creation of a technology lab that can be used to test for accessibility. In addition, periodic consultation or leadership training on methods to teach others the principles of web accessibility is recommended for trainers and those offering technical assistance.

[X Close](#)

- We don't know.
- All trainers and technical assistance providers indicate that materials and support aren't sufficient.
- Some trainers and technical assistance providers indicate that materials and support are sufficient.
- All trainers and technical assistance providers indicate that materials and support are sufficient.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**4) Do personnel (i.e., faculty and staff) indicate that they have sufficient materials and support to carry out their roles in implementing institution-wide web accessibility?**  
**[Clarifying "Materials and support"](#)**

Faculty and staff need to have the appropriate tools and supports to do the work that is asked of them. These can include training and other technical resources; software purchases that will result in accessible content – rather than relying on cumbersome fixes; software or other personnel who can evaluate the accessibility of the content they create; and a "help" center staffed by persons who can answer questions and assist accessibility efforts.

[X Close](#)

- We don't know.
- Most personnel indicate that materials and support aren't sufficient.
- Most personnel indicate that materials and support are sufficient.
- All personnel indicate materials and support are sufficient.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**5) To what extent have personnel (i.e., faculty and staff) engaged in the web accessibility training and technical assistance you offer them?**

- No personnel have engaged in the training and technical assistance we offer.
- Less than 25% of key accessibility personnel have engaged in the training and technical assistance we offer.
- Between 25% and 80% of key accessibility personnel have engaged in the training and technical assistance we offer.
- More than 80% of key accessibility personnel have engaged in the training and technical assistance we offer.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

## Indicator 3: Support Benchmark E: Procurement

[Return to Dashboard](#)

To create and maintain an accessible web architecture, personnel choose tools that render accessible web content. Failing to procure or develop accessible technologies perpetuates new and existing problems. A strong procurement policy, with language included in contracts, helps ensure that personnel use the institution's resources wisely and purchase products and services that are in line with institution-wide web accessibility efforts, including programs such as open source, shareware, and freeware that don't go through the traditional procurement process.

### 1) Does your institution include and uniformly use accessibility procurement language in vendor and service contracts for products and services (e.g., purchases of content creation and delivery tools, authoring tools, course or learning management systems, and student financial and administrative tools)?










#### [Clarifying "Procurement"](#)

Contracts for goods (e.g., software licenses) or services (e.g., credit card payment systems) that will impact your institutional website should include a requirement that your vendors conform to your institution's standard for web accessibility. For example, if your institution's technical accessibility standard is Section 508, then a contract to purchase or lease a course management tool, or a fiscal management tool, would require that the vendor guarantee that the product minimally conforms to Section 508 specifications (i.e., the institutional standard).

Accessibility procurement requirements should be used as a factor in purchasing decisions, and provisions should be in place to evaluate and ensure the vendor's accessibility claims. When accessible products are not available, your institution should make every attempt is made to purchase products that conform closest to your institutional standard. If this happens the contract should require that the vendor improve the product to the accessibility standard over a specified period of time.

Procurement of accessible goods and services is most crucial for products that impact large segments of the institutional community (e.g., course management, human resource, or fiscal management systems). Products that greatly impact institution-wide web accessibility include the following: Content creation and delivery tools (e.g., word processing, presentation software, video streaming, podcasting, wikis, and virtual worlds); authoring tools; course or learning management systems (e.g., systems that house, organize, or deliver courses or learning objects); and student, financial and administrative tools (e.g., admissions, registration & enrollment, campus financial, human resource, student financial aid, purchasing, student grading and transcripts).

[X Close](#)

-        We don't include accessibility procurement language in vendor and service contracts.
-      We include accessibility procurement language in vendor and service contracts, but it isn't used uniformly in all contracts.
- We include and uniformly use accessibility procurement language in vendor and service contracts.
-    Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

### 1a) If your institution includes accessibility procurement language in vendor and service contracts, does that language specify your institution-wide technical web accessibility standard (e.g., Section 508, WCAG 2.0, or other technical specification)?

- We don't have a technical web accessibility standard.



- No, the accessibility procurement language in vendor and service contracts doesn't specify the institution-wide technical web accessibility standard.
- Yes, the accessibility procurement language in vendor and service contracts specifies the institution-wide technical web accessibility standard.
- Don't Know/No Response

**Rationale** (optional)

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[view other reviewers' rationale](#)

**1b) If your procurement language includes an institution-wide technical web accessibility standard, is accessibility a factor in purchases of goods and services (e.g., purchases of content creation and delivery tools, authoring tools, course or learning management systems, and student financial and administrative tools)?**

- We don't have a technical web accessibility standard.
- Accessibility isn't a factor in the purchase of goods or services.
- Accessibility is a factor in the purchase of some goods or services.
- Accessibility is a factor in the purchase of all goods and services.
- Don't Know/No Response

**Rationale** (optional)

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[view other reviewers' rationale](#)

**2) Do your cooperative agreements with other institutions with which you share resources (e.g., courses) uniformly include a requirement to uphold your institution's technical web accessibility standard?**

- We don't have a technical web accessibility standard.
- We don't have cooperative agreements with other institutions.
- Our cooperative agreements don't include a requirement to uphold our institution's technical web accessibility standard.
- Some of our cooperative agreements include a requirement to uphold our institution's technical web accessibility standard., but this requirement is not included uniformly in all cooperative agreements.
- All of our cooperative agreements uniformly include a requirement to uphold our institution's technical web accessibility standard.
- Don't Know/No Response

**Rationale** (optional)

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[view other reviewers' rationale](#)

**3) To what extent do web-based products developed by your institution conform to your institution's technical web accessibility standard?**

- We don't have a technical web accessibility standard.
- Products developed by our institution don't conform to our technical web accessibility standard.
- Some products conform to our technical web accessibility standard.
- All products conform to our technical web accessibility standard.
- All products, including legacy products, now conform to our technical web accessibility standard.
- Don't Know/No Response



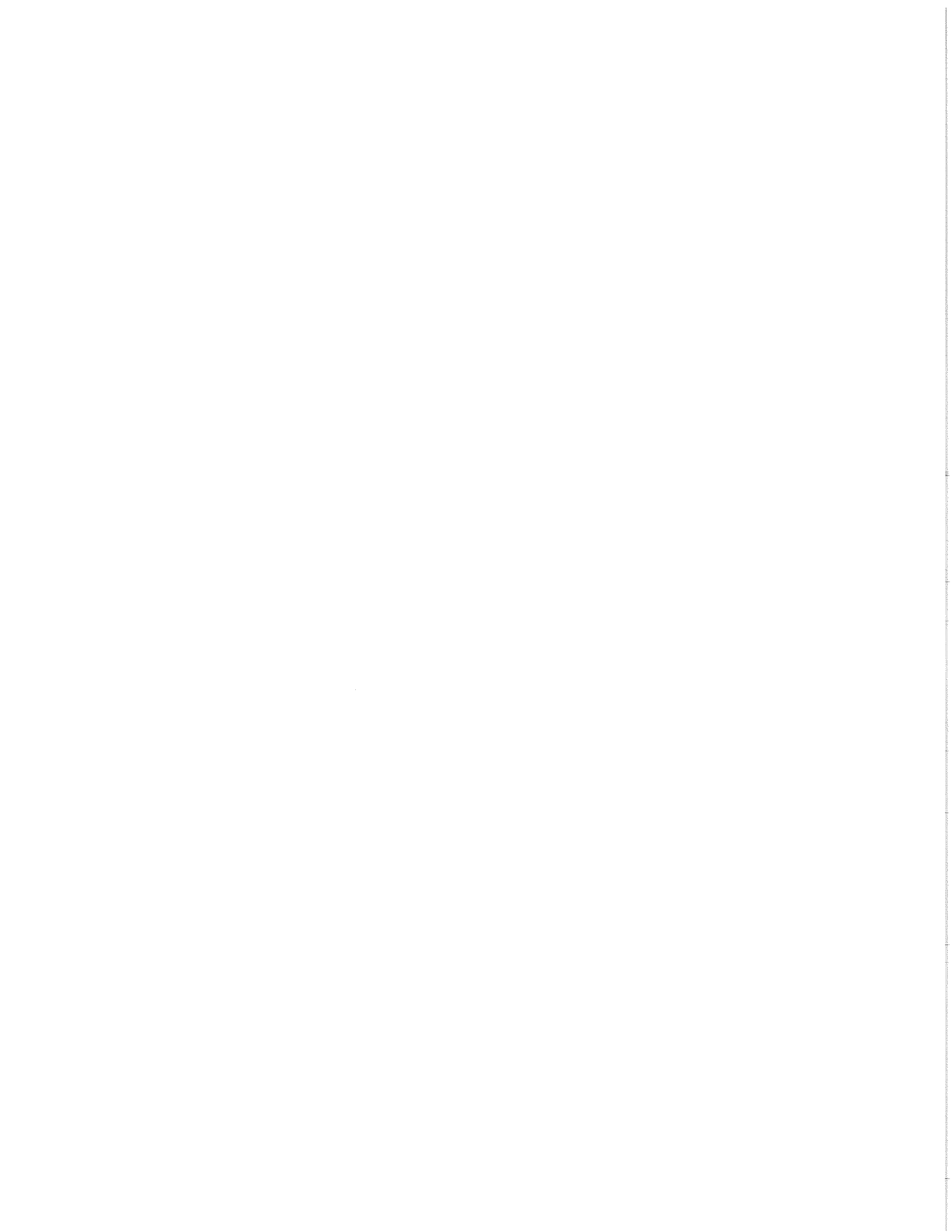
**Rationale** (optional)

[view other reviewers' rationale](#)

**Your answers are saved automatically.**

If you have finalized your answers and are ready for a final round of feedback, click on the 'Submit for Review' button to continue.

You can also click on the 'Return to Dashboard' button and wait for your team to finish reviewing the questions.





## Assess

**Your Institution:** Washington State Board for Community & Technical Colleges



This indicator includes **3 benchmarks** with a total of **11 questions**.  
These should take about **16 minutes** to complete.

*Your answers are saved automatically.*

### Indicator 4: Assess Benchmark A: Progress

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Provisions are made to ensure that the plan is implemented as intended (e.g., scope, training, and support of staff, timelines). Progress is monitored and evaluated to ascertain if implementation is occurring at predicted levels, and that alterations in planned implementation are identified and communicated.

**1) To what extent have you used data or information about your web accessibility efforts to alter or change your written plan?**



- We don't have a written plan.
- We don't have data about our web accessibility implementation.
- We have data about our web accessibility implementation, but we don't use this data to alter or change our written plan.
- We use data about our web accessibility implementation to alter or change our written plan.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**2) Have you created formal progress reports to document implementation of your written plan?**



- We don't have a written plan.
- No, we don't have formal progress reports on our plan.
- Yes, we have formal progress reports on our plan.
- While we don't have a written plan, we do generate formal progress reports to document our institution-wide efforts.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**3) Have you created informal progress summaries or communications (e.g., emails, updates, unofficial reviews etc...) to document implementation of your written plan?**

- We don't have a written plan.
- No, we don't have informal progress summaries or communications on our plan.
- Yes, we have informal progress summaries or communications on our plan.
- While we don't have a written plan, we do generate informal progress summaries or communications to document our institution-wide efforts
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**4) If you have documented your implementation process in either formal or informal progress reports, have you used data from these reports to revise your written plan?**

- We don't have a written plan
- No, we haven't used data from progress reports to revise our plan.
- Yes, we have used data from progress reports to revise our plan.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**Indicator 4: Assess  
Benchmark B: Outcomes**

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No plan or policy is useful if it does not provide the intended outcome. Those tasked by the institution to improve web accessibility must periodically monitor and evaluate its status to determine if it is meeting the institution-wide web accessibility standard. Because automated web accessibility tools don't provide a complete assessment picture, key accessibility personnel should include manual checks in their evaluation plans. As technology and standards change over time, it is also important that the institution determine if the stated outcome is sufficient or if alterations could bring it more in line with current standards and practices.

**1) Do you have current data on a representative sample of institutional accessibility?  
[Clarifying "Data on a sample"](#)**

**Data collection and analysis is an ongoing process (formative and summative) incorporating both automated and manual checks of a percentage of pages across different parts of the institution's web site. If possible, a sample size of 5-8% of pages will provide a periodic snapshot of accessibility outcomes. Since many pages are template driven, the template can be evaluated separately from the content that lives inside of the template. This can improve efficiency in data collection. The important thing to consider is gathering a representative sample across the institution's web presence.**

[X Close](#)

- No, we don't have current data on a representative sample of institutional accessibility.  
 Yes, we have current data on a representative sample of institutional accessibility  
 Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**1a) If you have current web accessibility data, to what extent were these data collected by including manual checks rather than relying solely on automated evaluation tools?**  
[Clarifying "Manual checks"](#)

Automated tests are useful for basic accessibility evaluations – they are faster and can evaluate large sections of the web at a time but they can only test for basic errors and standards. Furthermore, they are not as accurate as manual tests and cannot make judgments on individual aspects of a page or find errors that are not part of a pre-programmed set of rules. While labor intensive, manual checks are a necessary part of plans for collection of periodic web accessibility data.

[X Close](#)

- None of our current web accessibility data was collected by including manual checks.  
 Some of our current web accessibility data was collected by including manual checks.  
 All of our current web accessibility data was collected by including manual checks.  
 Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**2) Do you have institutional reports containing web accessibility data or summaries?**  
[Clarifying "Institutional reports"](#)

As web accessibility is enacted across your institution, periodic reviews and accessibility audits should be conducted to ensure continued progress. Web pages, once made accessible should also be evaluated to ensure that they remain accessible over time. These data are typically summarized in formal reports. These reports can be stand-alone or part of a comprehensive institutional progress report.

[X Close](#)

- No, we don't have institutional reports containing web accessibility data or summaries.  
 Yes, we have institutional reports containing web accessibility data or summaries.  
 Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

**3) Do you have external evaluation reports (e.g., evaluations done by outside parties) of your web accessibility?**  
[Clarifying "External evaluation reports"](#)

**Periodic evaluation by an external reviewer provides fresh perspectives and an impartial assessment of your institution's progress and outcomes. This review can come from many sources including web accessibility groups or standards specialists. Your institution could also become part of a collaborative of peer institutions that provide external evaluations to one another.**

[X Close](#)



- No, we don't have external evaluation reports of our web accessibility.
- Yes, we have external evaluation reports of our web accessibility.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

## **Indicator 4: Assess Benchmark C: Improvement**

[Return to Dashboard](#)

Data gathered from evaluations of both the process and the outcomes of web accessibility are of little value unless they are used to improve and inform what is to happen in the future. Those tasked by the institution to improve web accessibility use ongoing oversight and review of data sources continually to revise procedures to ensure the institution can create and maintain institution-wide web accessibility. Moreover, these same data can be used for future changes in institutional policy.

### **1) Do you have reports (formal or informal) with recommendations for improving your web accessibility plan or outcomes?** [Clarifying "Reports"](#)

**Formal reports could include an annual progress report to the President or Chancellor on the status of institutional accessibility, or periodic reporting by the committee to the campus community. Informal reports would most likely be internal documents within a committee structure (e.g., meeting minutes, email correspondence) summarizing progress. An important element in formal or informal reports is that they provide recommendations for action. These recommendations can affect any aspect of your institutional web accessibility including policy, staffing, budget, process, or plan.**

[X Close](#)



- No, we don't have reports with recommendations for improving our web accessibility plan or outcomes.
- Yes, we have reports with recommendations for improving our web accessibility plan or outcomes.
- Don't Know/No Response

**Rationale** (optional)

[view other reviewers' rationale](#)

### **1a) If you have reports with recommendations for action, have you used them to improve your web accessibility plan or outcomes?**

- No, we haven't used reports with recommendations for action to improve our web accessibility plan or outcomes.
- Yes, we have used reports with recommendations for action to improve our plan or web accessibility outcomes.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

**2) Do you document how data will inform your future web accessibility efforts?**  
**[Clarifying "Future efforts"](#)**

**In some cases your data may reveal that changes are necessary to ensure that your goal of institution-wide web accessibility is met. Once that need for change is shown, it is essential to adapt your plan to reflect this new information.**

rn

**It should be noted that sometimes documenting how data sources will inform efforts is all that can be demonstrated until cycles of monitoring begin.**

[X Close](#)



- No, we don't document how data will inform our future web accessibility efforts.
- Yes, we document how data will inform our future web accessibility efforts.
- Don't Know/No Response

Rationale (optional)

[view other reviewers' rationale](#)

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