

# Needs Analysis

## Bowling Green State University Accessibility Training

<b>Analysis Information</b>	
Stated Problem	Faculty and instructional staff are required to create and maintain accessible digital content, but many lack practical guidance on how to apply accessibility practices within Microsoft Word. While awareness of accessibility requirements exists, uncertainty around where to start and how to remediate existing documents is limiting consistent progress toward compliance.
Goals	<ul style="list-style-type: none"><li>• Apply accessible heading structure in a Word document by correctly assigning Heading 1, Heading 2, and Heading 3 styles.</li><li>• Evaluate and adjust text contrast using a simple contrast checking tool to ensure readable color combinations.</li><li>• Write concise, meaningful alt text for at least two types of images commonly used in academic materials.</li><li>• Revise non-descriptive hyperlinks into clear, purposeful text.</li><li>• Format documents using accessible fonts and spacing to improve readability and navigation for all learners.</li></ul>
<b>Current Performance &amp; Observations</b>	
Current Performance	Most faculty create documents using visual formatting rather than built-in styles and accessibility tools. Common practices include manually adjusting font size or color for emphasis, using non-descriptive hyperlinks, and omitting alt text or treating it as optional. Accessibility features within Microsoft Word are available but underused.
Observations	<ul style="list-style-type: none"><li>• Most faculty are motivated to do the right thing but are concerned about time, complexity, and unintentionally “doing it wrong.”</li><li>• Accessibility is often perceived as an added step rather than part of everyday document creation.</li><li>• Many existing resources focus on standards language rather than practical application.</li><li>• Faculty rely heavily on Microsoft Word and prefer examples that reflect real academic documents.</li></ul>
Conclusions	The primary gap is not awareness that accessibility is a priority, but confidence and practical skill application. Faculty need clear, task-based instruction that shows how to make small, meaningful changes within tools they already use. Reducing jargon and modeling realistic workflows is essential to support adoption and reduce resistance.

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	<p>A single learning format would not meet all needs. Live instruction supports clarity and questions, while on-demand resources are necessary for reinforcement and future reference.</p>
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### Recommendations

Non-Training	<ul style="list-style-type: none"><li>• Establish clear institutional expectations for accessible document creation, aligned with WCAG 2.1 AA Success criteria.</li><li>• Provide a Microsoft Word Accessibility Checklist that faculty can use as a reference while creating or remediating documents.</li><li>• Centralize accessibility guidance and reference materials within the CFE's "Just In Time" resource library.</li><li>• Reinforce accessibility as part of quality teaching and</li><li>• Use consistent terminology and examples across all accessibility resources to reduce confusion and cognitive load.</li><li>• Reinforce accessibility as a part of standard teaching and content creation practices, not a separate or optional task.</li></ul>
Training	<ul style="list-style-type: none"><li>• Deliver a focused, live virtual workshop centered on high-impact accessibility practice in Microsoft Word, with emphasis on immediate application and hands-on practice.</li><li>• Provide short, task-based video tutorials covering each core topic to support reinforcement and "Just In Time" skill application after the live session.</li></ul> <p>All training will be aligned to clear, observable performance goals rather than standards language. Accessible design will be modeled throughout all training materials to reinforce learning through example. Scope will be limited to a small set of commonly used and high-impact accessibility features to reduce overload and increase retention.</p>