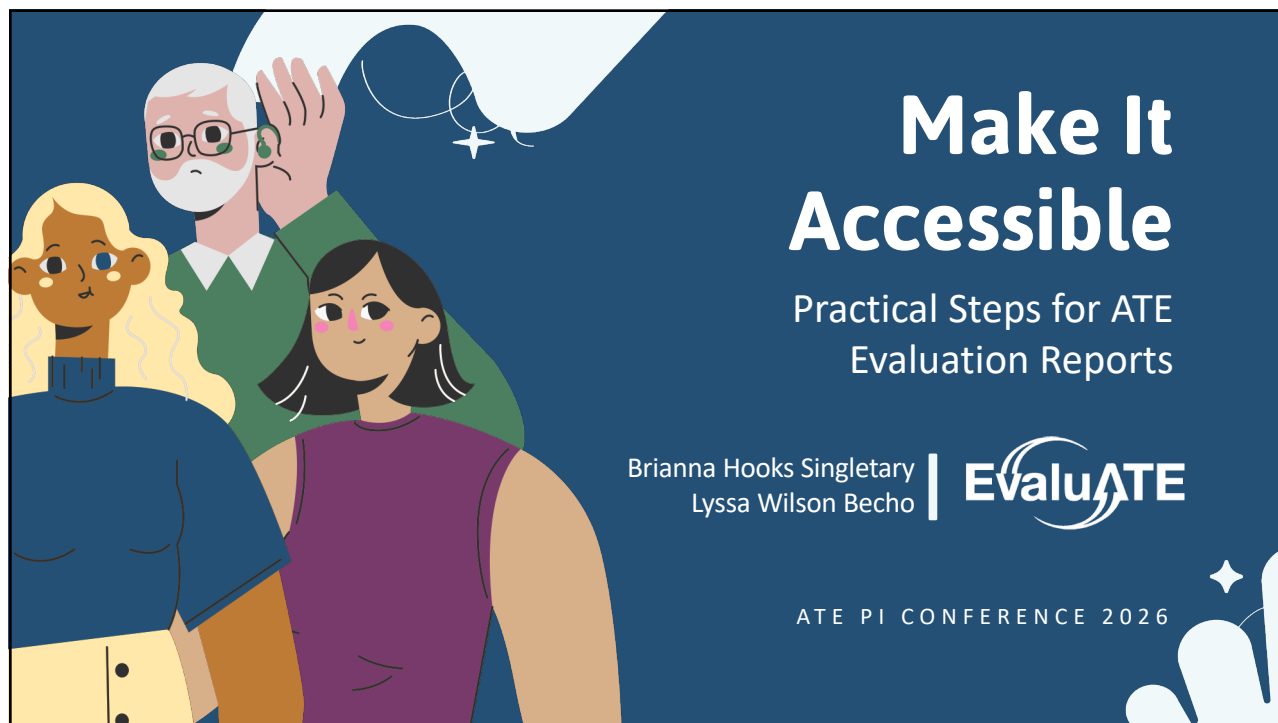




1



2

OUR Vision

EvaluATE envisions an ATE community in which evaluation is valued, systematic, and used to improve the education of technicians in high-tech fields.

OUR Mission

EvaluATE's mission is to engage the ATE community with information, expertise, and tools to advance high-quality evaluation.

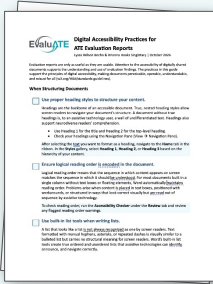
EvaluATE

4

This material is based upon work supported by the National Science Foundation under Grant No. 2332143. The content reflects the views of the authors and not necessarily those of NSF.

5

Materials


Slides

Additional Materials

evalu-ate.org/slide/make-it-accessible

6

Introductions




Brianna
Hooks Singletary

Lyssa
Wilson Becho

evalu-ate.org/slide/make-it-accessible



7

evalu-ate.org/slide/make-it-accessible



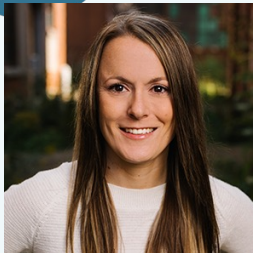
Thank You



Luis
Perez



Maureen
Green



Kelly
Robertson



8

evalu-ate.org/slide/make-it-accessible



Agenda

- ✦ Digital Accessibility
- ✕ Structuring Documents
- ✦ Accessible Tables
- ✕ Logic Models & Data Visualizations
- ✦ Plain Language
- ✕ Checking & Exporting Documents



9

evalu-ate.org/slide/make-it-accessible



We're Still Learning

A few honest notes:

Language.
We'll use identity-first language ("disabled person"), but preferences vary.
Ask, don't assume.

Representation.
We're sharing what we've learned, not speaking *for* the disability community.



10

evalu-ate.org/slide/make-it-accessible



We're Still Learning

A few honest notes:

Scope.
This session leans on visual and screen-reader examples. But cognitive and learning accessibility deserve equal attention.

Framing.
We're aiming for genuine usability, not just legal compliance.



11



12



13



15

ADA Title II What You Need to Know

What they say

ADA Title II

Web content

WCAG 2.1
Level AA

What it means

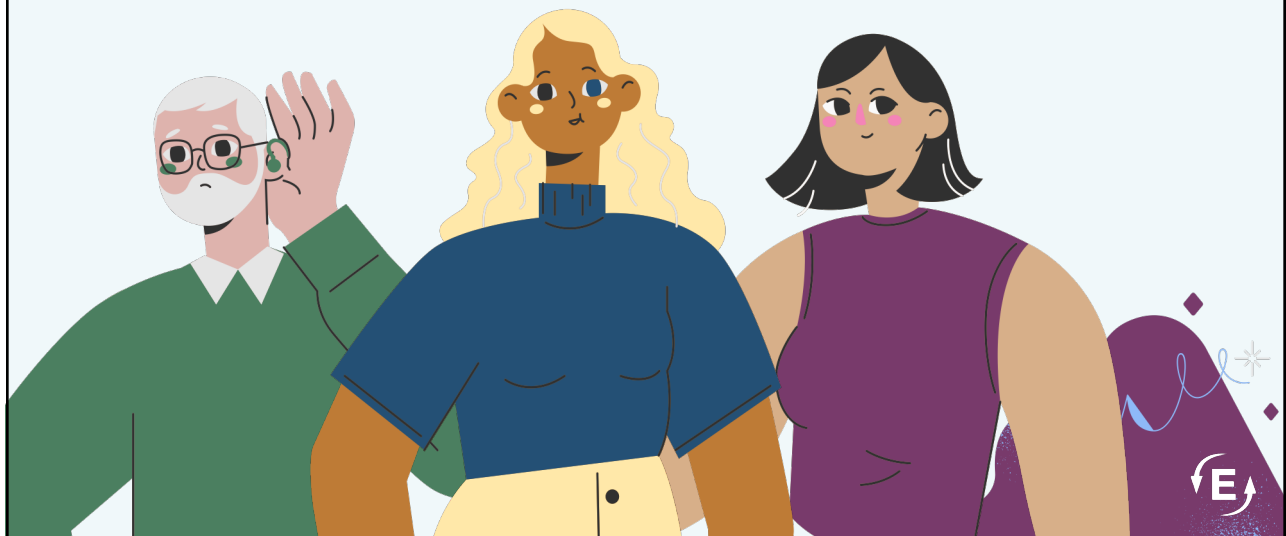
The part of the disability rights law covering state and local government, including public colleges.

Websites, apps, and posted documents, including PDFs and reports.

A widely used checklist for accessible digital content. Level AA is in the middle of the three levels.

19

Accessibility helps everybody



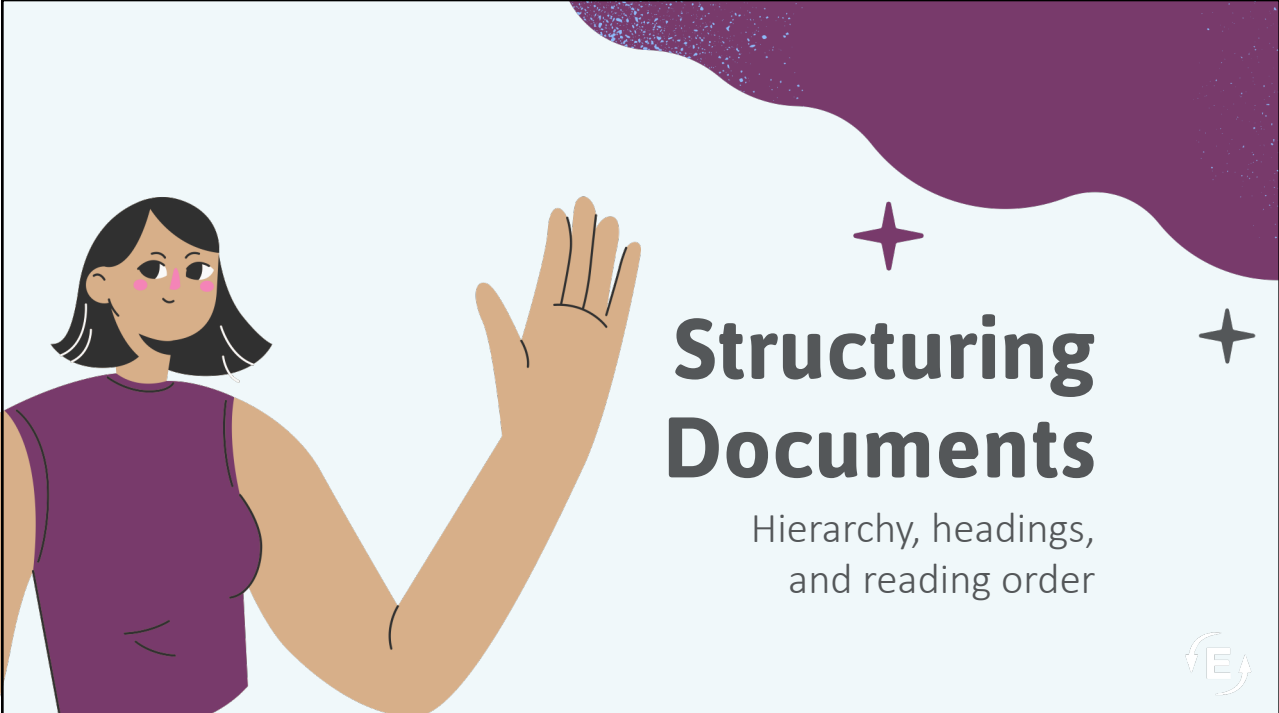
20

Principles of Digital Accessibility

Perceivable	Operable	Understandable	Robust
People must be able to see, hear, or otherwise sense your content through at least one sense.	People must be able to navigate and interact using whatever method works for them (keyboard, voice, or touch).	Content and instructions should be clear enough that people can follow and use them without confusion.	Content should keep working reliably across current and future devices, browsers, and assistive technology.

CAG, [w3.org/WAI/standards-guidelines](https://www.w3.org/WAI/standards-guidelines)

25



Structuring Documents

Hierarchy, headings, and reading order

26

Hierarchy & Headings

H1 Heading

H2 Heading

H3 Heading

H3 Heading

H2 Heading

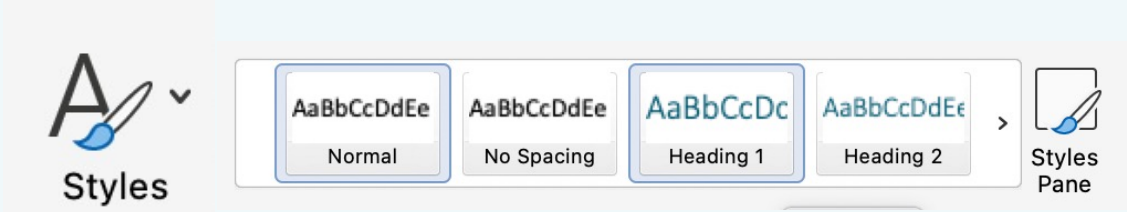
27

Hear from Marc Sutton



28

Heading Styles Aka Paragraph Styles



Styles

Normal No Spacing Heading 1 Heading 2

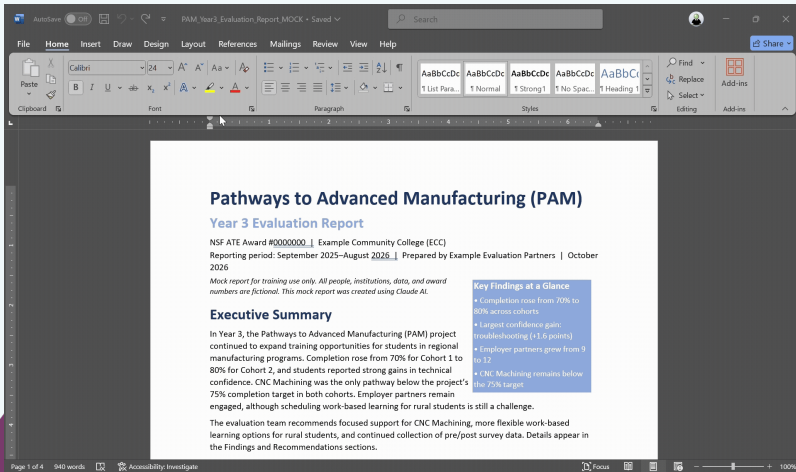
Styles Pane

In your Home menu ribbon

29

Heading Styles Aka Paragraph Styles

Home → Styles



Pathways to Advanced Manufacturing (PAM)
Year 3 Evaluation Report

NSF ATE Award #0000000 | Example Community College (ECC)
Reporting period: September 2025–August 2026 | Prepared by Example Evaluation Partners | October 2026

Mock report for training use only. All people, institutions, data, and award numbers are fictional. This mock report was created using Claude AI.

Executive Summary

In Year 3, the Pathways to Advanced Manufacturing (PAM) project continued to expand training opportunities for students in regional manufacturing programs. Completion rose from 70% for Cohort 1 to 80% for Cohort 2, and students reported strong gains in technical confidence. CNC Machining was the only pathway below the project's 75% completion target in both cohorts. Employer partners remain engaged, although scheduling work-based learning for rural students is still a challenge.

The evaluation team recommends focused support for CNC Machining, more flexible work-based learning options for rural students, and continued collection of pre/post survey data. Details appear in the Findings and Recommendations sections.

Key Findings at a Glance

- Completion rose from 70% to 80% across cohorts
- Largest confidence gain: troubleshooting (+3.6 points)
- Employer partners grew from 9 to 22
- CNC Machining remains below the 75% target

30

Heading Styles Aka Paragraph Styles

View → Navigation Pane → Headings

Pathways to Advanced Manufacturing (PAM)
Year 3 Evaluation Report
 NSF ATE Award #0000000 | Example Community College (ECC)
 Reporting period: September 2025–August 2026 | Prepared by Example Evaluation Partners | October 2026
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Key Findings at a Glance

Completion rose from 70% to 80% across cohorts
Largest confidence gain: troubleshooting (+1.8 points)
Employer partners grew from 9 to 12
CNC Machining remains below the 75% target

The evaluation team recommends focused support for CNC Machining, more flexible work-based learning options for rural students, and continued collection of age/post-secondary data. Data file: word_v3

31

Accessible Tables

Header rows, simple tables, and uniform structure

32

Table Do's and Don'ts

Do

✓ Use tables for data

Don't

✗ Use tables for formatting

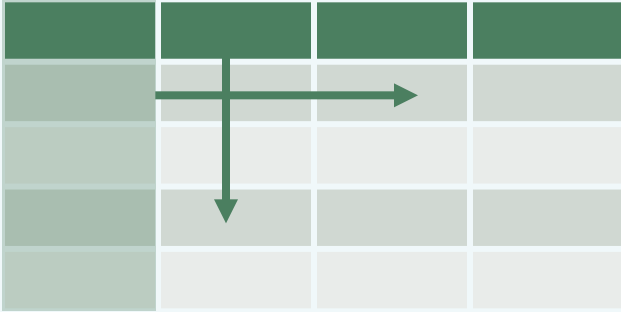
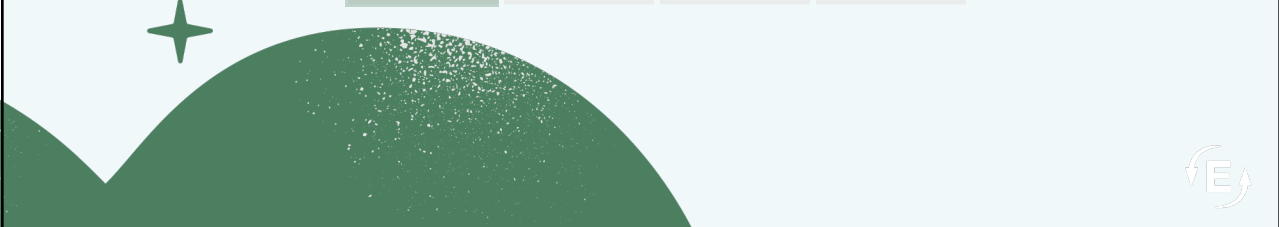
34

Use Tables for Data, Not Design

35

Use Tables for Data, Not Design

Content is a grid of related data

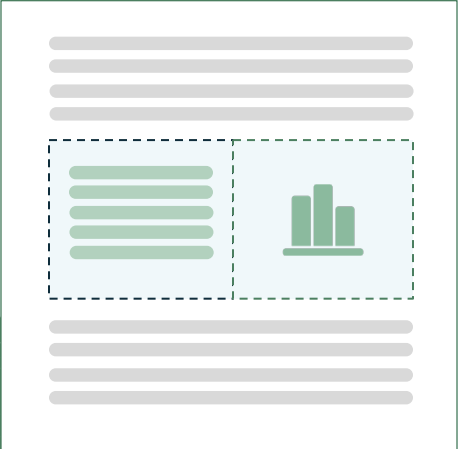
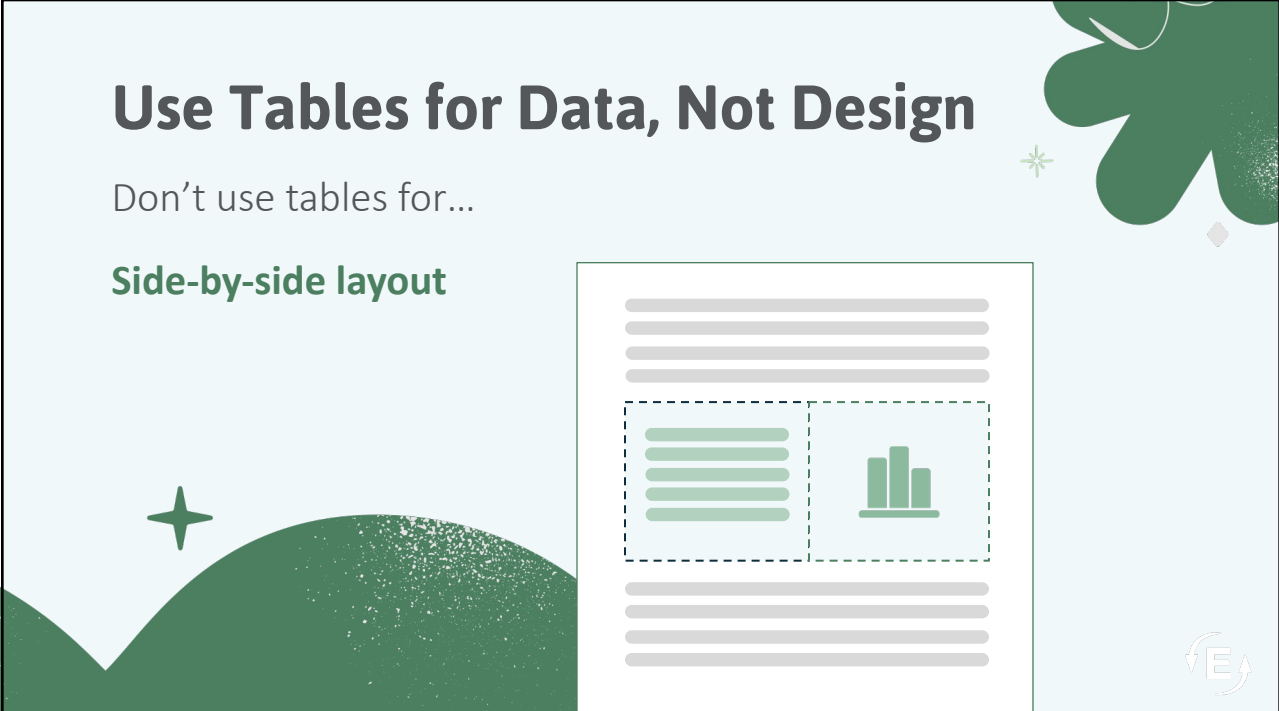



36

Use Tables for Data, Not Design

Don't use tables for...

Side-by-side layout

37

Use Tables for Data, Not Design

Don't use tables for...

Side-by-side layout
Sidebar callouts



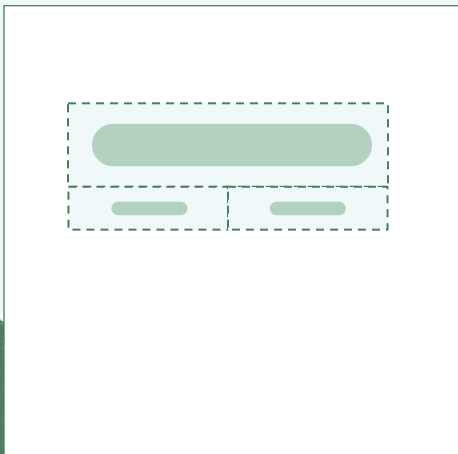
The diagram shows a white rectangular area representing a sidebar callout. It contains several horizontal grey bars representing text. On the right side of this area, there is a smaller dashed green box containing five horizontal green bars, representing a callout or sub-section within the sidebar.

38

Use Tables for Data, Not Design

Don't use tables for...

Side-by-side layout
Sidebar callouts
Title page or headers



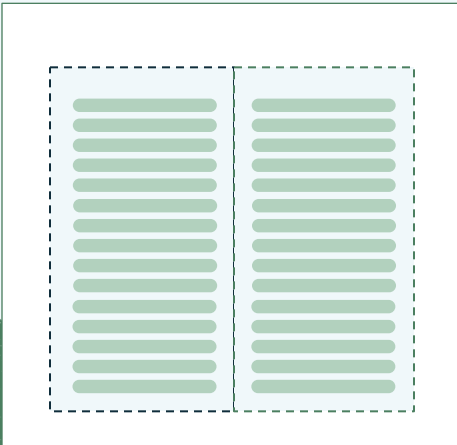
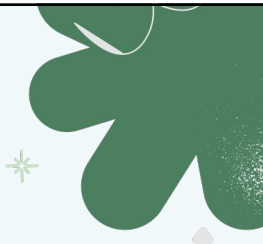
The diagram shows a white rectangular area representing a title page or header. It contains a dashed green box. Inside this box, there is a large green rounded rectangle at the top, and two smaller green rounded rectangles at the bottom, representing a header structure.

39

Use Tables for Data, Not Design

Don't use tables for...

- Side-by-side layout
- Sidebar callouts
- Title page or headers
- Two-column text**



40

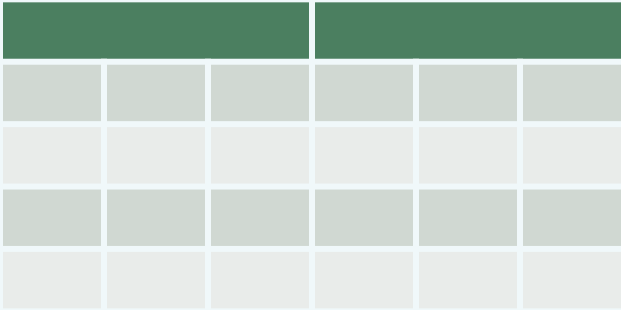
Table Do's and Don'ts

<u>Do</u>	<u>Don't</u>
✓ Use tables for data	✗ Use tables for formatting
✓ Use single cells	✗ Merge or split cells




41

Never Merge or Split Cells

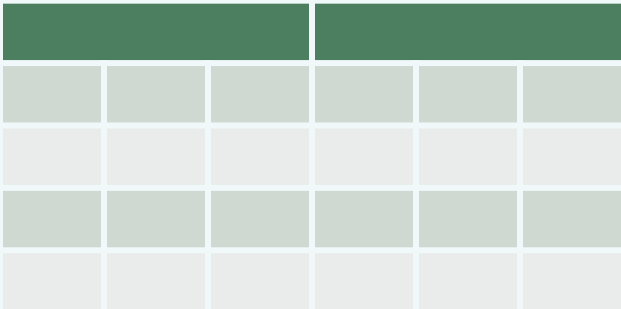


A 4x6 grid of cells with a green header row. The grid is decorated with green hills, a star, and a leaf in the background.

42

Never Merge or Split Cells

Use the same number of columns in every row

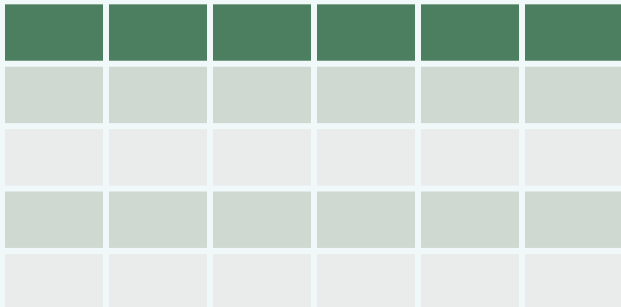
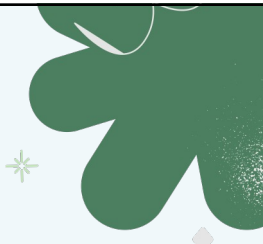
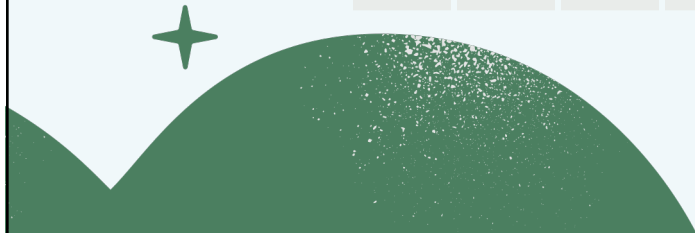


A 4x6 grid of cells with a green header row. An arrow points to the header row with the text "Use the same number of columns in every row". The grid is decorated with green hills, a star, and a leaf in the background.

43

Never Merge or Split Cells

Use the same number of columns in every row


44

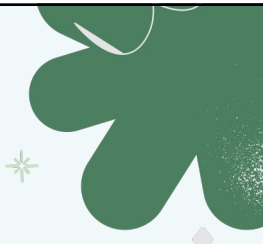
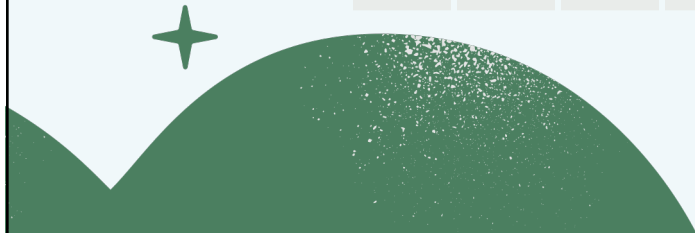
Table Do's and Don'ts

Do

- ✓ Use tables for data
- ✓ Use single cells
- ✓ Ensure all tables have a labeled header row

Don't

- ✗ Use tables for formatting
- ✗ Merge or split cells
- ✗ Stack multiple header rows


45

Table Do's and Don'ts

Do

- ✓ Use tables for data
- ✓ Use single cells
- ✓ Ensure all tables have a labeled header row
- ✓ Split complex tables into multiple simple tables

Don't

- ✗ Use tables for formatting
- ✗ Merge or split cells
- ✗ Stack multiple header rows
- ✗ Nest a table within a table

46

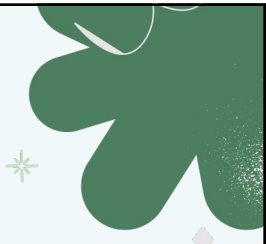
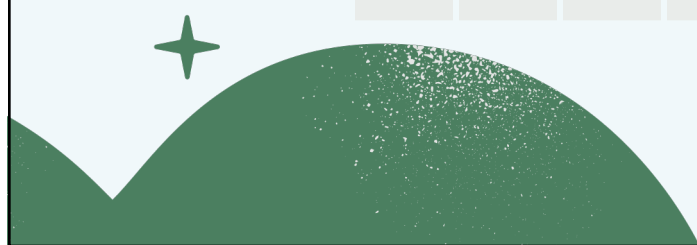
Keep One Header Row

47

Keep One Header Row

Split into multiple tables

Before			After		
A	B	C	A	B	C


48

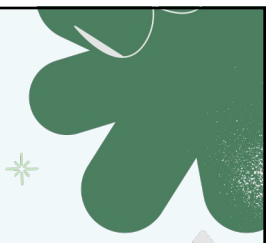
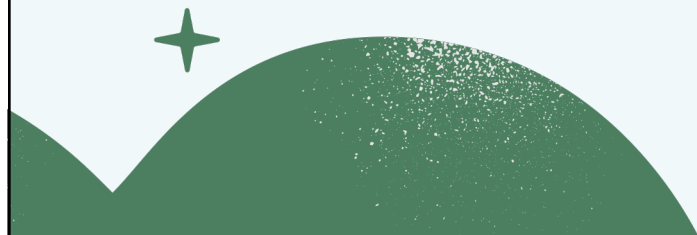
Keep One Header Row

Before

A	B	C

After

A	B	C


49

Assign Header Row

Click into table → Table Design → Header Row

Completion improved across cohorts. Of 94 students in Cohort 1, 66 completed (70%). Of 103 students in Cohort 2, 82 completed (80%). Table 1 shows results by pathway. The project target is a 75% completion rate for each pathway.

Table 1. Enrollment and Completion by Pathway and Cohort

Credential	Pathway	Cohort 1 (2024-25)		Cohort 2 (2025-26)	
		Enrolled	Completed	Enrolled	Completed
Certificate	Industrial Maintenance	24	19 (79%)	28	24 (86%)
	Welding Technology	22	15 (68%)	20	16 (80%)
Associate Degree	Mechatronics	30	21 (70%)	34	27 (79%)
	CNC Machining	18	11 (61%)	21	15 (71%)
Total		94	66 (70%)	103	82 (80%)

Note: Cells shaded green met the 75% completion target. Cells shaded red did not.

CNC Machining stayed below target in both cohorts. Faculty interviews suggest that conflicts with second-shift jobs contributed to withdrawals. Welding Technology and Mechatronics reached the target in Cohort 2 after the project added evening lab sections.

PAM Year 3 Evaluation Report (page 1) Page 2

50

Logic Models & Data Visualizations

Alt text, including bold, underline, color

51

Visualizations in Evaluation Reports



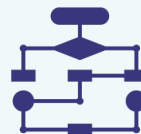
Logic
Models



Charts and
Graphs



Photographs



Flow
Charts

52

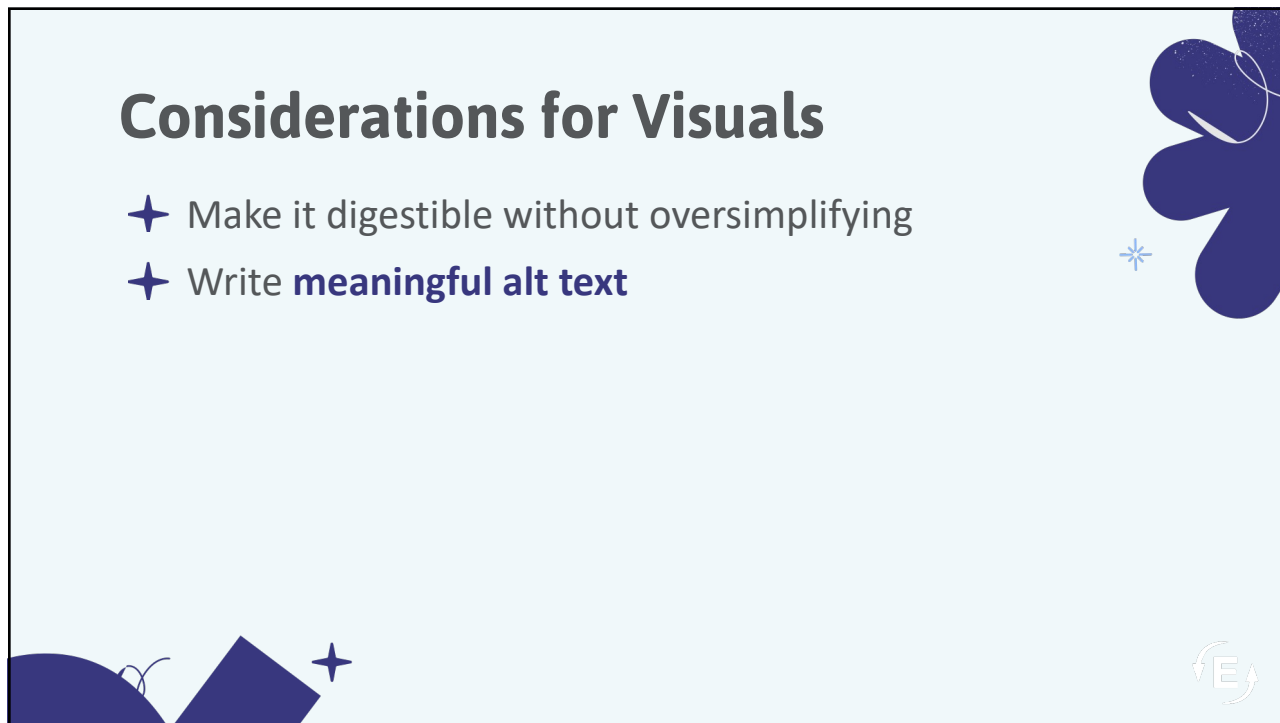
Considerations for Visuals

✦ **Make it digestible** without oversimplifying

54

Considerations for Visuals

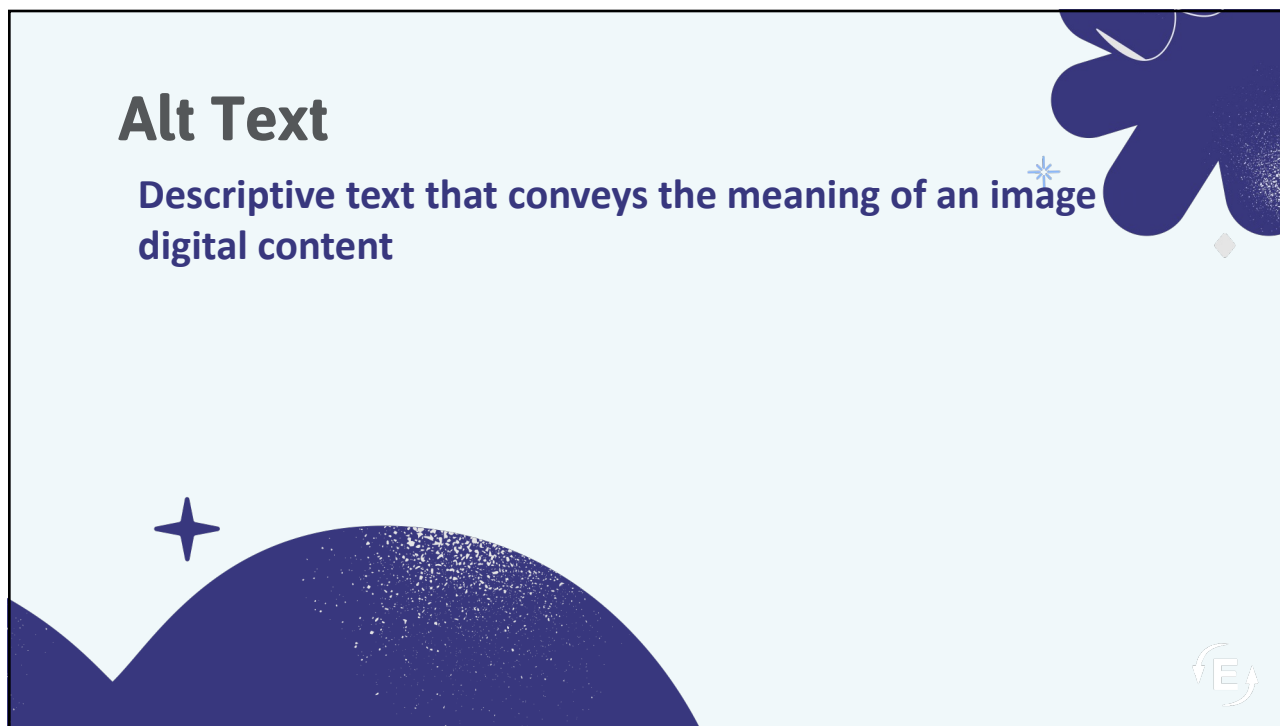
- ✦ Make it digestible without oversimplifying
- ✦ Write **meaningful alt text**



55

Alt Text

Descriptive text that conveys the meaning of an image
digital content



56

Alt Text

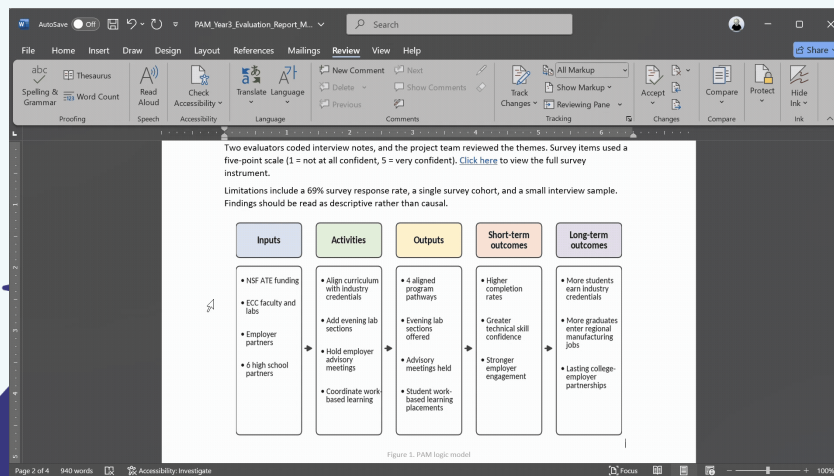
Descriptive text that conveys the meaning of an image
digital content

- ✓ Short and to the point
- ✓ Same information as the visual content
- ✓ Refer to relevant content
- ✓ Doesn't contain unnecessary information
- ✓ Doesn't repeat information already in text

57

Adding Alt Text

Right Click → View Alt Text



58

Marking Images as Decorative

Right Click → View Alt Text → Mark as Decorative

59

Considerations for Visuals

- ✦ Make it digestible without oversimplifying
- ✦ Write meaningful alt text
- ✦ Consider **long-form text alternatives**

61

Considerations for Visuals

- ✦ Make it digestible without oversimplifying
- ✦ Write meaningful alt text
- ✦ Consider long-form text alternatives
- ✦ Use a **structured table** as a backup

62

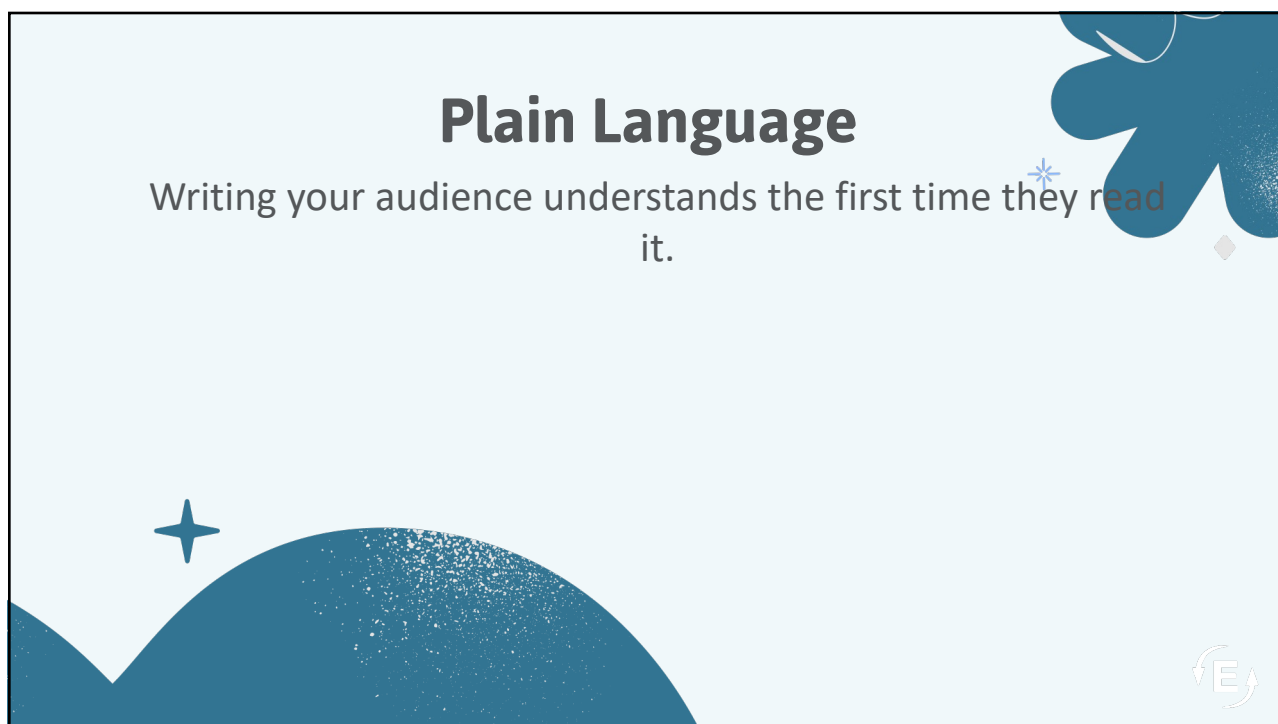
Considerations for Visuals

- ✦ Make it digestible without oversimplifying
- ✦ Write meaningful alt text
- ✦ Consider long-form text alternatives
- ✦ Use a structured table as a backup
- ✦ **Don't rely on color alone** to carry meaning

63



65



66

Who Benefits from Plain Language ✨



Readers
with ADHD



Readers with
dyslexia



Autistic
readers



Screen
reader user



Multilingual
readers



Everyone
under stress



67

Tips for Evaluation Reports ✨



Plain Language Tips for ATE Evaluators

Writing Clear and Understandable Evaluation Reports

Lissa Wilson Becho & Brianna Hooks Singletary | October 2026

Clear, accessible writing ensures that evaluation findings reach, and can be used by, the people they are meant to serve. These tips are for ATE evaluators or anyone communicating data-rich information when developing evaluation products, such as reports, summaries, data displays, and presentations. Plain language respects readers' time and expertise and broadens the range of readers who can understand and act on evaluation findings.

Before You Write

Planning your audience, purpose, and main message helps keep your report focused and relevant.

- ☐ **Name one specific audience.**
Make it specific. For example, "administrators at my community college". Not "interest holders."
- ☐ **Write one purpose statement.**
What should readers do, think, or feel afterward?
- ☐ **Write your main message in 1 to 3 sentences.**
This keeps your thinking focused and reduces unnecessary writing.

Organize to Serve the Audience

Organizing information around readers' needs makes key findings and recommendations easier to find and use.

- ☐ **Place the main message at or near the top.**
Make it stand out. Bold it, enlarge it, or shade it.
- ☐ **Lead with findings and recommendations.**
Put methods and background later or in an appendix. The project team and their NSF program officer already know this information.
- ☐ **Order remaining content by importance to the reader.**
You don't need to organize by the order of your evaluation work.
- ☐ **Keep titles to 8 words or fewer.**
Subtitles come in handy for long ATE project titles.
- ☐ **Add a heading for every 1 to 3 paragraphs.**
Keep headings to 8 words or fewer.
- ☐ **Write headings that state the message.**
For example, "Most Participants Finished the Program," not "Findings."



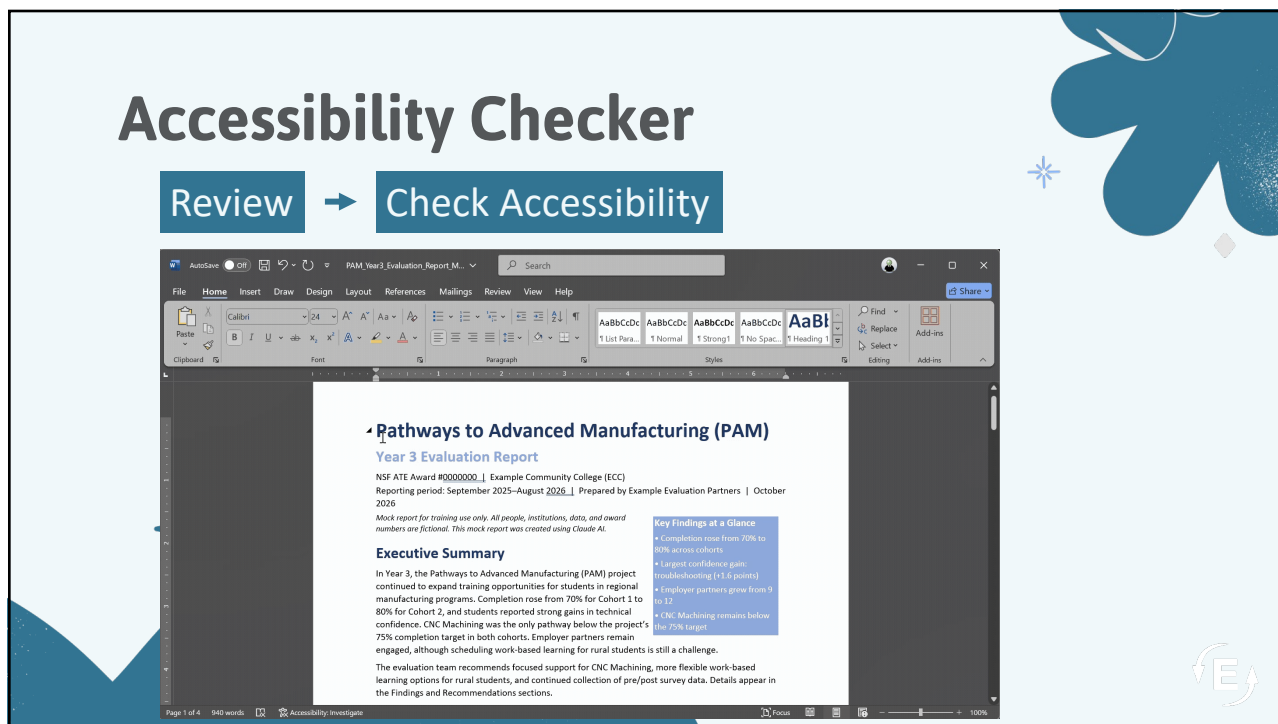
[evalu-ate.org/slide/
make-it-accessible](https://evalu-ate.org/slide/make-it-accessible)



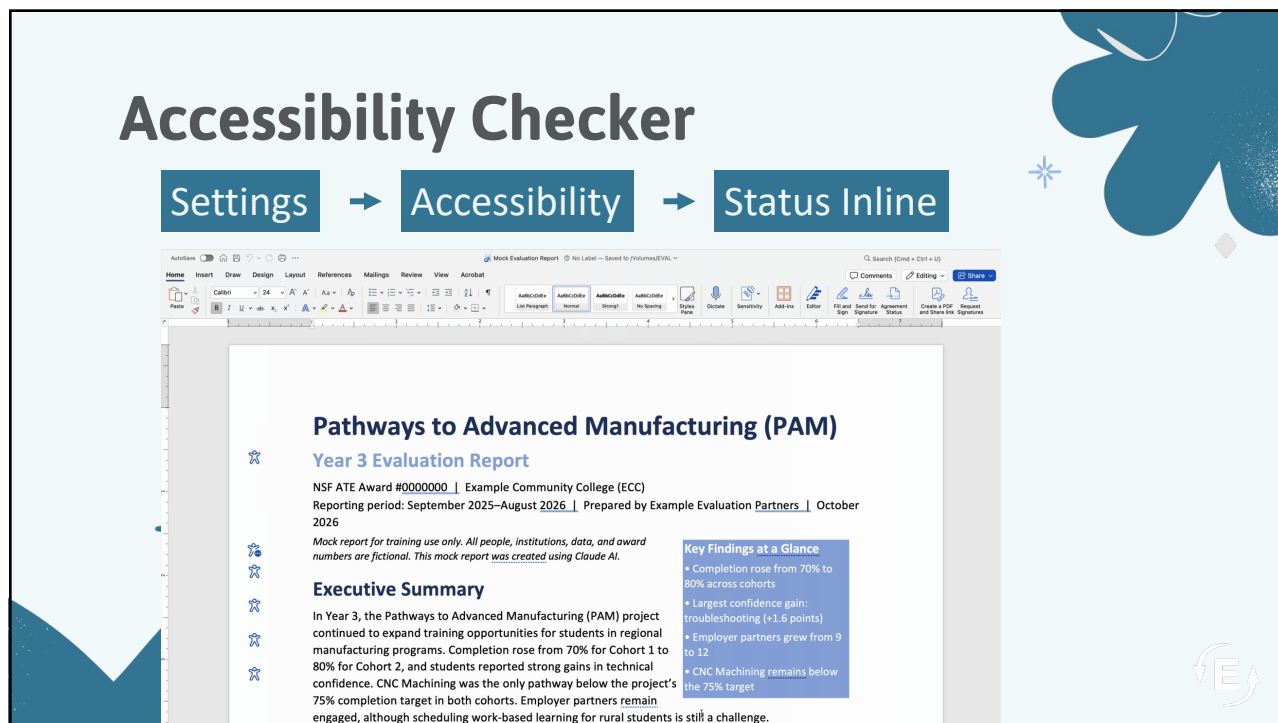
68



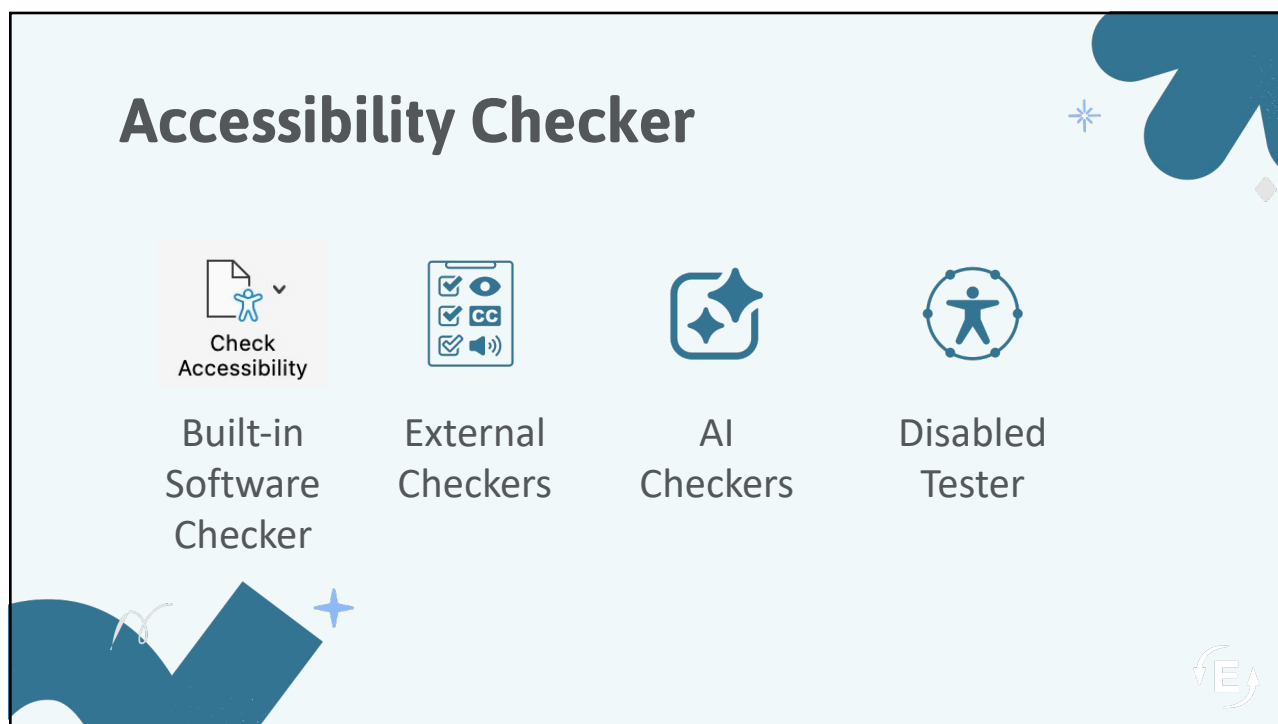
69



70



71



72

Exporting from Word

File → Export → PDF → Best for Electronic

The screenshot shows the Microsoft Word interface with the 'File' tab selected. The 'Export' option is highlighted in the left-hand menu. A preview of the resulting PDF is shown, titled 'Pathways to Advanced Manufacturing (PAM) Year 3 Evaluation Report'. The report includes a title, subtitle, reporting period, and an executive summary. A 'Key Findings at a Glance' box is also visible, listing several bullet points.

73

“Born Accessible” Workflow

The graphic features a large, dark blue, abstract shape that resembles a stylized letter 'P' or a large drop. A white star is positioned in the upper right corner of the shape. A white, curved line or swoosh is located in the lower left corner of the shape. The background is a light blue color.

74

Reflections	Commitments
✦ What's something that surprised you? ✦ What do you still have questions about?	

75

Reflections	Commitments
	Write down one specific strategy from the workshop you commit to integrating into your standard practice. Share it with a neighbor.

76



See what else
EvaluATE's up to at the
conference this year!



Thank you!

Brianna.HooksSingletary@wmich.edu
Lyssa.Becho@wmich.edu

77