



Building Sustainable Digital Accessibility Across Campus

Digital accessibility affects every part of the student experience, from registration and coursework to financial aid, healthcare, and campus services. Meeting ADA requirements across these experiences can be challenging, especially as institutions manage complex digital environments, decentralized teams, and continually changing content and technology. When accessibility barriers exist, students with disabilities may be unable to complete essential tasks independently, while institutions face increased compliance risk.

Higher education challenges

Limited insight across a complex digital environment.

Institutions manage hundreds or thousands of websites, departmental pages, portals, learning platforms, and administrative systems. Without centralized insight, barriers affecting registration, learning, financial aid, support services, and other parts of campus life can remain scattered across teams and be difficult to prioritize.

Automated scanning alone cannot validate WCAG 2.1 Level AA conformance.

Automated tools can identify many accessibility issues, but they cannot assess every requirement or demonstrate whether a student using assistive technology can complete an important task, such as registering for classes or applying for financial aid.

How Level Access helps

Institution-wide accessibility insight

Continuously monitor your main website, departmental sites, student portals, and learning platforms. Centralize findings, workflows, and reporting in one place so teams can prioritize the barriers impacting the student journeys that matter most and track remediation across campus.

Student and staff-focused accessibility testing

Combine continuous automated monitoring across thousands of campus pages with manual evaluation by our accessibility experts and testers who use assistive technology, confirming that students can complete critical journeys from start to finish. That evidence is what WCAG 2.1 Level AA conformance requires and what automated tools alone cannot produce.

New course content can introduce new accessibility barriers.

Faculty and staff continually create syllabi, PDFs, slide decks, videos, assessments, and other course materials. Without accessible authoring practices, new barriers can appear as quickly as older ones are remediated, directly affecting students' ability to participate in their courses.

Accessible course content at scale



Train faculty, instructional designers, and content creators in accessible authoring, give them checks that run as they build, and draw on our remediation support for the materials already in your courses, so students can access what they need the day it's published.

Decentralized ownership creates inconsistent accessibility practices.

Responsibility for digital accessibility spans IT, communications, academic departments, disability services, procurement, libraries, faculty, and other content owners. Without shared processes and clear ownership, accessibility can vary widely across campus.

Coordinated accountability across a decentralized campus



Define ownership for each property, establish one testing and remediation process that IT, academic departments, libraries, and disability services can all follow, and report at the department level so deans and unit leaders know where their own portfolio stands.

Third-party technology can introduce barriers into student experiences.

Institutions rely on third-party platforms for learning management, student information, admissions, financial aid, library services, healthcare, career development, research, and other campus services. Limited accessibility evidence can allow barriers to enter through procurement and remain embedded for years.

Vendor and procurement accessibility support for student and staff platforms



Evaluate third-party technologies, including review of completed Voluntary Product Accessibility Templates (VPAT®) / Accessibility Conformance Reports (ACR), with ongoing monitoring of third-party technologies, including learning management, student information, admissions, and library systems, to help institutions make informed procurement decisions.

Legacy documents and course materials create remediation backlogs.

Institutions may hold years of PDFs, forms, research materials, course content, and student-facing resources with unresolved accessibility barriers. At this scale, teams need to know which content students rely on most and where remediation will have the greatest impact.

Document accessibility services



Identify, prioritize, and remediate your PDFs, forms, and course materials. Establish processes for maintaining accessible digital documents and forms over time.

Leaders need proof that student access is improving.

Boards, cabinets, and general counsel need confidence that students can access institutional technology, compliance risks are being addressed, and accessibility work is producing measurable progress.

Executive reporting and program maturity



Use dashboards, risk tracking, program metrics, and strategic guidance to demonstrate progress, strengthen accountability, and support an inclusive student experience.

Accessibility needs to be sustained as campus technology changes.

Institutions continually publish content, update courses and systems, adopt new platforms, and introduce new digital services. Without ongoing monitoring, testing, training, and governance, new barriers can emerge and previously addressed issues can return.

Continuous accessibility management and expert support



Monitor continuously and catch regressions as your teams publish content, refresh courses, and adopt new platforms, so you always have a current, ranked list of what to address next, rather than one audit a year.

Achieve and sustain compliance across campus

Level Access helps public colleges and universities address ADA Title II requirements and supports private institutions with their ongoing ADA Title III obligations.

[Talk to an accessibility expert](#) about your institution's accessibility needs.

