Universal Design for Evaluation Checklist (4th ed.)
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The purpose of this checklist is to provide support for program evaluators who design, develop, implement, and disseminate evaluations. This checklist is designed to assist the evaluator to include all individuals in the evaluation process; people of all ages and all abilities. To do this, evaluators are encouraged to use the seven principles of Universal Design[1]. "Universal design asks from the outset how to make the design work beautifully and seamlessly for as many people as possible. It seeks to consider the breadth of human diversity across the lifespan to create design solutions that work for all users". This checklist is best implemented during the planning phase of the evaluation project in order to ensure full participation for all populations.

Principle One: Equitable Use *The design is useful and marketable to people with diverse abilities.*

☐ To the greatest extent possible, the evaluation plan represents the participant population, known or anticipated, as staff, advisers, and/or co-researchers[2].

☐ Evaluation plan prepares for locating diverse study participants and providing accessible recruitment materials.

☐ Informed consent materials are simple and accessible with alternate forms available[3].

☐ Informed consent materials allow participants to understand the plan for data use and dissemination.

☐ Evaluation plan is transparent with all steps understood; including proper procedures for publishing for community, cultural, and tribal participants.

☐ Evaluation plan is grounded in context with consideration for community and cultural appropriateness of methods used for gathering information.

☐ Evaluation plan follows all IRB processes including community, cultural, and tribal protocols.

Principle Two: Flexibility in Use *The design accommodates a wide range of individual preferences and abilities.*

Evaluation plan shows evidence of preparation to:

☐ Communicate with participants of diverse abilities, communication styles, and cultural backgrounds.

☐ Quickly solve problems in regards to individual needs[4].

☐ Include a variety of data collection tools to accommodate communication preferences or needs[5].

☐ Include extra time for participants with slower cognition or language barriers.

☐ Include extra time to observe cultural practices.

Principle Three: Simple and Intuitive *Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.*

Data collection instruments and materials:

☐ Provide for different communication preferences or needs[6].

☐ Are available to people with a variety of reading levels and backgrounds[7].

☐ Use simple language, concrete questions, and show cultural competency[8].

☐ Meet low vision and color blind requirements[9].

☐ Are free from acronyms, jargon, slang, and colloquial terms.

Principle Four: Perceptible Information *The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.*

☐ Sensory issues are addressed[10].

☐ Multiple media options are used to present information[11].

☐ All printed publications are available immediately or in a timely manner in alternate formats[3].

☐ A statement is included in all materials about procedures for requesting accommodations or assistance.

☐ Online materials adhere to web accessibility standards *(see: www.w3.org/WAI/)*.

Principle Five: Tolerance for Error *The design minimizes hazards and the adverse consequences of accidental or unintended actions.*

Instruments and protocols:

☐ Are pilot tested with participants who resemble your target audience.

☐ Are easy to understand and responses intuitive, even if people don't read the instructions[11].

☐ Avoid "skipping" *(e.g. "if you answer no please skip to number 17")*.

☐ Avoid lengthy instructions keeping them to 12 words or less.

☐ Avoid confusing instructions.

☐ Allow different response options for different reading and/or cognitive levels[12].

☐ Allow verbal or written responses outside the standard instrument.

☐ Include optional probes or explanations to make questions accessible to a wider audience.

☐ Online options provide a long time out period for those with dexterity and processing challenges.

☐ Online options are available to save and return later.

Principle Six: Low Physical Effort *The design can be used efficiently and comfortably, and with a minimum of fatigue.*

Location and meetings:

☐ Are accessible on a bus line, in a central location, close to building with parking, ramps, and elevators allowing access to wheelchairs.

☐ Are held at times and locations of the participants' choosing.

☐ Provide comfortable seating options

☐ Allow for break time, shortened time, or multiple sessions.

☐ Include options for collecting data, communicating, and/or sharing information online.

Principle Seven: Size and Space for Approach and Use *Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.*

Site:

☐ Ensures accessibility for interviews, focus groups, meetings, presentations, or other project-related gatherings

☐ Has accessible restrooms, the room is quiet, the space is well-lit, and provides enough space for sign language interpreters, readers, or personal assistants.

☐ Allows transportation accessibility, with event timed around transportation availability[13].

☐ Allows for on-site accommodation (e.g., adding a reader or interpreter)

1. Story, M.F., Mueller, J.L., & Mace, R.L. (1998). *Designing for people of all ages and abilities.* The Center for Universal Design.
2. all ages, gender, ethnicity, culture and ability
3. other languages, in Braille, at lower reading levels, large print, verbal, pictorial, electronic, and audio format
4. second language interpreters, sign language interpreters, readers, large text, and Braille.
5. interviews, focus groups, observations
6. choice of in-person, telephone, and online venues; written, drawn, or oral responses, and use of smart tools (smart phones, iPad, tablets)
7. having multiple versions for different respondent types, or having optional explanations or probe questions
8. types of scales, number of units, probes or explanations, keeping questionnaires short and simple, questions with cultural competency
9. provided in simple high contrast black on white or white on black, 12 point font or greater, with font chosen being evenly spaced, having high crossbars and consistent width, distinct under slinging, and avoids the use of cursive, italics, and colored text and backgrounds
10. lower lighting, no flickering florescent lights, minimal noise, seating away from doors and windows, quiet 'fidget' toys -think stress ball
11. Likert-like responses increase from left to right in an intuitive manner and are consistent throughout the survey
12. three-point Likert-like scale instead of five- or seven-point scale, pictorial responses such as smiles or frowns for younger or non-readers
13. bus or cab fare, buses that provide transportation from homes may only run at prearranged times during the day, personal drivers