

# Web Audit Checklist

Due to the comprehensive nature of this checklist, people with the following skill sets should be included on the team doing the self-audit:

- Web editing
- Web development
- Visual design
- Usability
- Accessibility
- Marketing communications

The audit includes a 1 – 3 scale:

- 1: Requires immediate fix
- 2: Acceptable - meets basic standards
- 3: Wonderful - exceeds standards

The scale is simply a tool to help evaluate each item. A tally at the end of the audit is not needed – there is no scale based on total score to determine health of a site.

For additional information on this audit, or to use the online version, visit [commguide.asu.edu](http://commguide.asu.edu).

## I. Overall

Elements	Scoring	Notes
None of the content of the site is redundant to the university core content system; core content elements of the site (directory, news, students) are connected to the university system.		
Read more on the purpose of Webpage content The content fills a need or a purpose and is appropriate for online presentation.		
Content creates a positive, professional impression that supports or enhances the university's brand and reputation.		
Read more on horizontal scrolling The design avoids horizontal scrolling at 1024 pixels.		

Write standards compliant code so that the site will work for all standards compliant browsers regardless of operating system. Do not code specifically for one type of user agent device.		
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## II. Logos

Elements	Scoring	Notes
One (and only one) official university logo is used on a page.		
Sparky is used in accordance with university guidelines.		

## III. Colors

Elements	Scoring	Notes
Colors from the ASU color palette.		
Foreground and background color combinations provide sufficient contrast (particularly for images).		
All information conveyed with color is also available without color.		

## IV. Text and Content

Elements	Scoring	Notes
Text is presented in sans-serif fonts only. Allison, if used, is only on graphic elements.		
The communications tone and style is appropriate for the audience.		
Writing follows the ASU Style guide.		
Content is concise, accurate, and up-to-date.		
Changes in the natural language of a document's text and any text equivalents (e.g., footnotes) are clearly		

identified.		
Written content is free of spelling or grammatical errors.		

## V. Structure

Elements	Scoring	Notes
All top-level sections, or major parts, of the site are accessible from the homepage.		
The layout is clear, with content well organized and structured for scanning.		
Header elements are used to convey document structure.		
Unique and descriptive headings, lists, and typographical emphasis are used for words or sections the unit wishes to highlight.		
Important items are placed above the 'fold.'		
Navigation menus are consistently placed.		
Clear category labels are used.		
There is a logical tab order through links, form controls, and objects, and tabs work within forms.		
Pages use print CSS statements to enable proper printing.		
Documents are organized so they may be read without style sheets, and information can still be accessed if the user changes the text and background colors.		
Tables are not used for layout unless the table makes sense when linearized.		
Row and column headers are identified in data tables.		
If frames are used, they are titled with text that facilitates frame identification		

and navigation.		
If frames are used, meaningful, useful noframes content is provided.		

## VI. Links

Elements	Scoring	Notes
Links are easy to locate/identify; consistent and accessible colors/style are used for links and visited links.		
There is a clear indication of the current location (e.g., breadcrumbs).		
Clickable target areas are not small.		
Pop-ups or other windows do not appear, and the current window is not changed without informing the user.		
Users are not directed into pages that have no navigational options.		
Links correspond to headings of the pages to which they refer.		
Text, rather than a graphic, is used for links, and the same link text format is provided on the same page.		
Links point directly to the information requested (i.e., specific information is not linked to broad information that then requires the user to relocate the specific information on the linked page).		
Error messages are easy to notice and provide a suggested remedy.		
Users are informed of download file size and format (e.g., 65KB, PDF).		
If information is provided in PDF format, the same information is provided in an alternative, accessible format (e.g. HTML or text) and/or links to the Access Adobe website are offered.		
Pages are usable when scripts, applets, or other programmatic objects are		

turned off or not supported (amongst other things, this means not relying on JavaScript).		
There are no broken or missing links, images, elements or email addresses.		
The target element of each link is clearly identified.		
All links are updated to reflect the most current URL, with any redirects implemented on the server-side.		

## VII. Photography and Images

Elements	Scoring	Notes
If imagery/photography is used, dynamic, action-oriented images that are of a professional quality and follow university photography guidelines are selected, where possible.		
HTML allows two types of image maps: client-side (the user's browser processes a URI) and server-side (the server processes click coordinates). If possible, client-side image maps are provided instead of server-side image maps. If img is used to insert the image, an alternative list of links is provided after it, indicating the existence and location of the alternative list (via the alt tag attribute).		
Provide text links for each active region of an image map.		
A text equivalent is provided for every non-text element (i.e., alt tag, or description of image/multimedia).		
Auditory descriptions of the important information in the visual tracks of multimedia presentations are provided.		
Multimedia elements contain equivalent alternatives (e.g. captions or auditory descriptions of the visual track) that are		

synchronized with the presentation.		
Equivalents for dynamic content are updated when the dynamic content changes.		

## VIII. Coding Issues

Elements	Scoring	Notes
Page download time is minimal (preferably < 100K); images and tables are optimized.		
Validate HTML using <a href="http://validator.w3.org">http://validator.w3.org</a>		
Validate CSS using <a href="http://jigsaw.w3.org/css-validator/">http://jigsaw.w3.org/css-validator/</a>		
DOCTYPE statement is the first line of the (X)HTML.		
Search results are usable, and clear, descriptive and unique page titles are provided to aid users in orienting themselves within the site.		
Relative (ems) rather than absolute units (points or pixels) are used in markup language; information can still be accessed if the user changes the font size.		
Periodically auto-refreshing pages (meta-refresh) are not used.		
The label is properly positioned for all form controls with implicitly associated labels.		
The screen is not coded to flicker (blink and marquee). A flickering or flashing screen may cause seizures in users with photosensitive epilepsy.		

## IX. Security

<b>Elements</b>	<b>Scoring (3 for yes, 1 for no)</b>	<b>Notes</b>
The web site's Data Classification has been determined and documented.		(Developer should indicate their Data Classification)
The web site's Criticality has been determined and documented.		(Developer should indicate their Criticality rating)
Threat Modeling and Security Testing has been performed at the levels required for the site's Data Classification and Criticality.		
The web site has been tested for security vulnerabilities, and any vulnerabilities found have been addressed appropriately.		
The web site has been developed according to ASU's Secure Web Development Standard.		
ASU's Software Development Life Cycle Standard has been followed throughout the development of this site.		
The server hosting the web site is maintained according to ASU's Patch Management Standard.		
Write standards compliant code so that the site will work for all standards compliant browsers regardless of operating system. Do not code specifically for one type of user agent device.		