

Accessibility

Evaluating Accessibility Reports

Introduction

The Office of Technology Services runs automated accessibility reports on TU websites once per quarter. In the event that accessibility issues are identified within a TU site, the appropriate website owners will receive a website accessibility report via email. This report will highlight any accessibility issues with the content on sites they are responsible for. This self-help document will walk you through the steps on how to interpret the results of the report and how to fix some of the more common accessibility issues found on websites.

Items to be Ignored

Please ignore the following issues if you have them on your report. OTS will fix these code level issues for you. If you see any specific issue that is unique to your site and is not included in this document, please submit a [techhelp](#) service request regarding clarification of the issue.

- All FIELDSET elements should be labeled with LEGEND elements.
- Each a element must contain text or an IMG with an ALT attribute.
- No TITLE attribute found for the frames on these pages.
- Some pages have the same title, so the title cannot be used to distinguish pages.
- This form control has no programmatically determined name.
- This form has fields without LABEL elements or TITLE attributes.
- This LABEL refers to a non-existent control.
- LABEL elements should not be blank.
- This form control has a blank label.
- All fields in a group of input fields (for example phone numbers) need a label.
- Use the LANG attribute to identify the language of the page.
- LABEL elements should be attached to the controls they label.
- Form field labels should be unique on a page, or enclosed in a FIELDSET with a LEGEND that makes the label unique.
- Ensure that foreground/text and background colors have enough contrast.
- Element a not allowed as child element in this context.
- Element button not allowed as child element in this context
- Element form not allowed as child element in this context.
- Element p not allowed as child element in this context.
- Element style not allowed as child element in this context.
- All onclick handlers should have an equivalent onkeypress handler.
- Start tag body/button/etc. seen but an element of the same type was already open.
- Stray end tag head/button.
- Stray end tag noscript.
- Radio buttons with very generic labels need to be enclosed in a FIELDSET with a LEGEND explaining the label.
- End tag a violates nesting rules
- The element h3/h4/etc. must not appear as a descendant of the th element.

How to Read the Report

1. You will receive an email with a link to the report. Click the link and the report will open
2. The accessibility report opens on the main summary page. This gives you an overview of your site section accessibility issues. To see more detailed view, please click on the **Issues** tab.

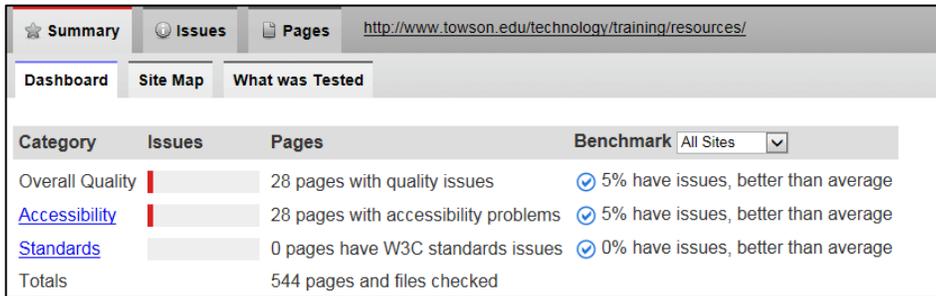


Figure 1

3. The detailed issue report appears. Please focus on Level A issues first, then move on to Level AA. OTS Accessibility is available to help clarify any issues or discrepancies.

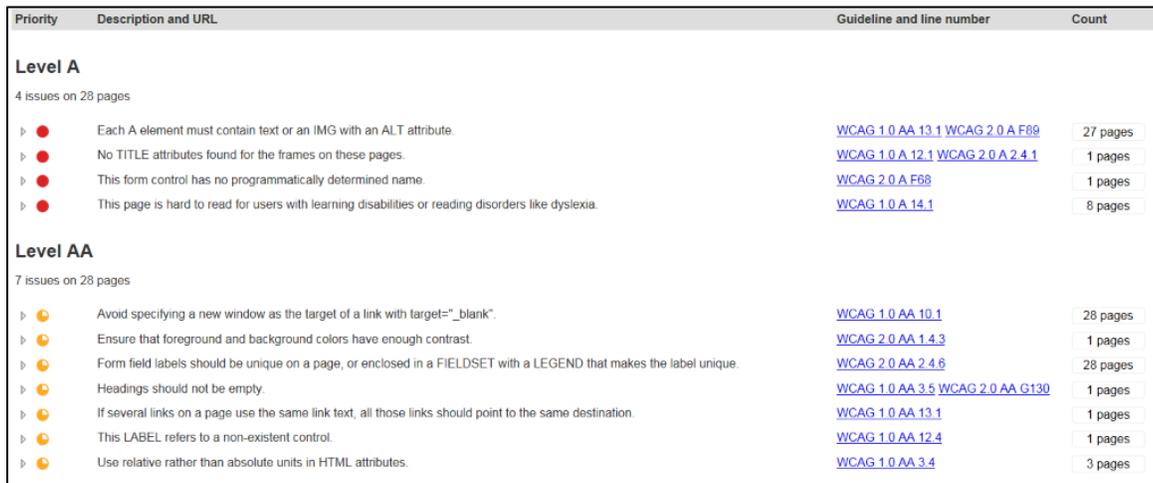


Figure 2

4. You can click on the left arrow next to each issue to expand the accordion that shows the pages that have that particular issue and a detailed explanation on how to fix it.

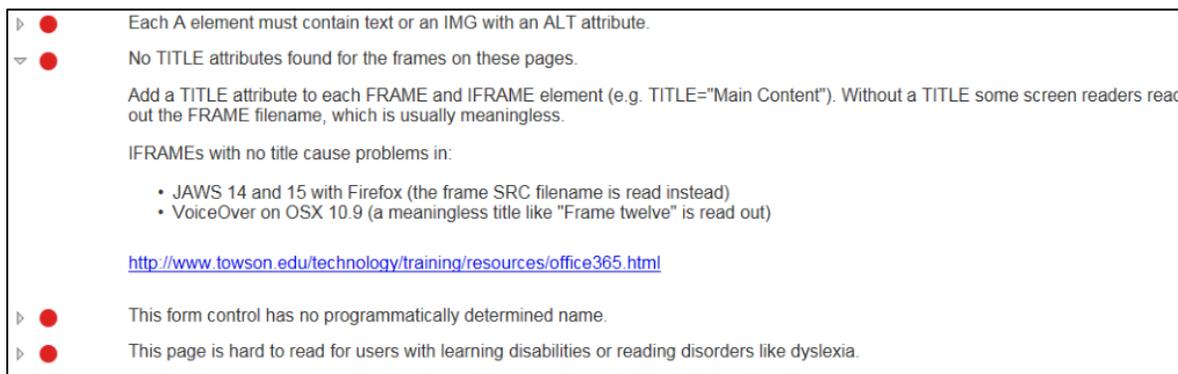


Figure 3

5. Once you identify the issue, and the page the issue belongs on, you will need to enter OU Campus and edit your page to make the repairs. The most common issues appear on the following page.

Note: Links are not clickable on the report. You will have to locate the link manually.

Common Issues to Fix

The following items are the most common that appear on reports. Each item has steps on how to repair the accessibility violation.

This page is hard to read for users with learning disabilities or reading disorders like dyslexia.

HOW TO SOLVE: Please make sure your content is well written and easily understood. Here are some points that may be helpful:

- Make sure the information is well organized.
- Keep content short and simple.
- Break the information up into small chunks - with one key idea per paragraph.
- Present related points in a list format rather than a long paragraph.
- Use meaningful headings and subheadings.
- Make sure there are no spelling or grammatical mistakes.
- Provide definitions/explanations of technical terms, abbreviations and acronyms.

Identify row and column headers in data tables using TH elements, and mark layout tables with role = 'presentation'

HOW TO SOLVE: Please make sure to add row and column headers when creating a table.

Defining the Header Row

Your table is not complete until the header row has been defined using the steps below. **Note:** When adding text to the top row, all text will need to be in upper case.

1. Highlight the top row and right-click.
2. Hover over **Cell** and then click on **Cell Properties**.
3. On the **General** tab beside **Cell type**, click the drop-down arrow and choose **Header Cell**.
4. Click **OK**.
5. You will need to repeat this process one more time but this time define the header row in the header row properties.
6. Highlight the top row again.
7. Right-click and select **Row** and then select **Row Properties** from the menu.
8. Under the **Row type** drop-down, select **Header**.
9. Click **OK**. Your header row is now defined. Add the data as you would normally.

Note: All table snippets have this properly built-in and campus editors are encouraged to use the snippets over the JustEdit toolbar tables. Please reference the [OU Campus: Creating Tables](#) document created by OTS Training for additional guidelines.

For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells

HOW TO SOLVE: In general, try to keep the table as simple as possible and keep the table headers to one level. If more than one level of headers is required for your content, another solution other than tables should be considered. Please contact the [Digital Strategy Team](#) for guidance and suggestions.

This page uses nested tables, which do not make sense when read in a screen reader

HOW TO SOLVE: Nested tables are strongly discouraged because it is very confusing for people using assistive technology to read through the information. We suggest you to talk to Digital Strategy Team for alternatives.

IMG ALT text must not be the same as the image file name

HOW TO SOLVE: Change the ALT text to the description of the image instead of using the image file name.

1. Place your page into edit mode and place your cursor at the spot in which you want your image.
2. From the **Just Edit** toolbar, click **Insert**.
3. From the **Insert/Edit Image** dialog box, be sure to add a **Description**. This is the Alt Text which is required for accessibility purposes.
4. Click **OK**.

Note: Your picture will not appear until the page is published.

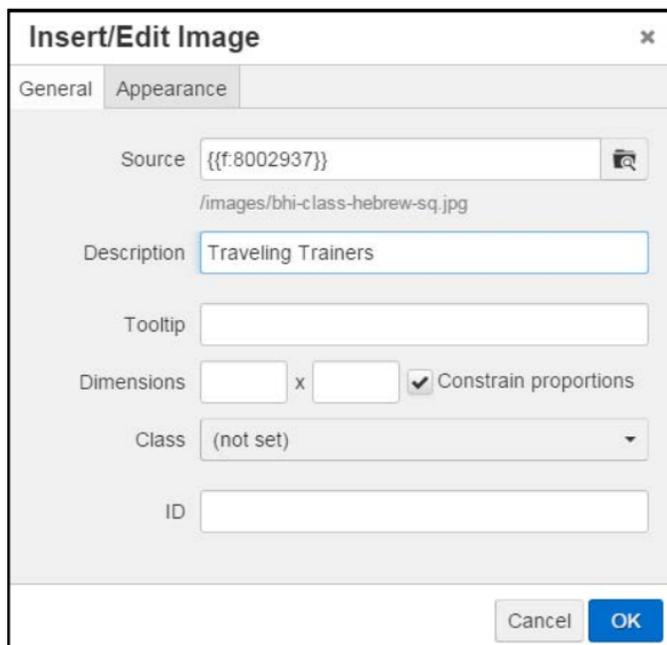


Figure 4

This link uses general text like “Click Here” and has no surrounding text to make the context clear

HOW TO SOLVE: Screen readers read text around links to help understand what the link does. If there's no surrounding text and the link text is very general there's no way to work out what the link does. Try to avoid linking to general text such as **Click Here**. It's best to explain what you are linking to as specific as possible by using concrete and proper nouns. This gives the user a better idea of what to expect when they click on the link.