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Gladys Johnson Ritchie Public Library

Website Accessibility Report

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Services

Gladys Johnson Ritchie Public Library

Executive Summary

The Gladys Johnson Ritchie Public Library website – <http://www.jacksboro.lib.tx.us/> -- is a dated website and, because no one has been able to update it, it has many accessibility issues. During the on-site meeting, the director discussed creating a new website, possibly using Plinkit, a content management system provided by the Texas State Library and Archives Commission. As a result, the recommendations in this report will not be taken, but they could be used as a reference for their next website.

Gladys Johnson Ritchie Public Library

Website Accessibility Report

In fiscal year 2010, the North Texas Regional Library System moved into the second year of their *Expanding Accessibility in Libraries* pilot program. In 2009, eight libraries voluntarily studied the accessibility needs of their communities and used funding available in the program to purchase items that would extend library services and programs to this population.

In 2010, each of the original eight libraries hosted an accessibility fair for their communities and eight libraries (two which were part of the original group) had their websites analyzed for accessibility issues. This report deals with this last project.

Between May 11th and May 20th, each library was visited to discuss the draft accessibility report for their website. After this discussion, each report was finalized and emailed both to the library contact and to the North Texas Regional Library System. Questions concerning the content of this report should be directed to:

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Christine Peterson is a Continuing Education Librarian for Amigos Library Services, a member-based non-profit organization that helps its members obtain affordable services and share library resources and knowledge. In her capacity as a Continuing Education Librarian, Peterson trains and consults in the area of library technology, which includes website accessibility, website authoring and design, technology planning, and web-based social software. She has trained and consulted in the area of library technology for eighteen years, working for both Amigos Library Services and the Texas State Library and Archives Commission. Before that, she was the system administrator for two academic libraries, e.g., San Antonio College of the Alamo Colleges, Florida Institute of Technology.

Accessibility Defined

An accessible website is one in which any person can perceive, understand, navigate and interact with that site. Disabilities are categorized in the following ways:

- Visual – those that are blind, partially blind, have low vision or color blindness.
- Hearing – those that are deaf or hard of hearing.
- Physical – those that have muscle weakness, missing limbs, joint problems, limitations of sensation, or cannot control muscles.
- Speech – those that have difficulty in producing speech that is recognizable.
- Cognitive/neurological – this includes learning disabilities such as dyslexia, attention deficit disorder, memory impairments, and seizures.

It is possible and, as we age, normal to have multiple disabilities. One of the largest generations is now starting to retire – the Baby Boomer generation. As the first generation to retire that has used the Internet both at work and at home, they can be expected to continue using the Internet through retirement.

Accessibility Guidelines

To help web authors create websites that are as accessible as possible, the World Wide Web Consortium (home of an international community that creates standards to ensure the long-term growth of the Web) created an effort called the Web Accessibility Initiative. Within this initiative, they have provided twelve guidelines, called the Web Accessibility Content Guidelines, which include conformance levels of website accessibility – A, AA, and AAA.

For example, one guideline deals with the ability for users to distinguish foreground and background elements, both visually and auditorially. There are three levels of compliance, starting from a basic level of accessibility at Level A to a higher level of accessibility at Level AAA. This report for the library's website is based on Level A.

In this report, each of the twelve guidelines is listed with a discussion of changes to be considered for the library's website to come into conformance at Level A. Requirements for Levels AA and AAA can be found at <http://www.w3.org/WAI/WCAG20/quickref/> by submitting the form with the desired levels checked.

Text Alternatives

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols or simpler language.

The purpose of this guideline is to ensure that all non-text content is also available in text.

- Each image must have alternative text so that visually-impaired users understand what the image is trying to portray. In this site, there are no alternative text attributes. When a user with a screen reader finds an image, they will hear “image,” but nothing that helps them understand what the image is.

Time-Based Media

Provide alternatives for time-based media.

The purpose of this guideline is to provide access to audio and video files.

- No issues were found pertaining to this guideline.

Adaptable

Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

The purpose of this guideline is to ensure that all information is available in a form that can be perceived by all users, for example, spoken aloud, or presented in a simpler visual layout.

- ID attributes must be unique within the document; if used more than once, this can cause problems with screen readers as well as readers on mobile devices. This only happens on three pages and is easily fixed:
 - <http://www.jacksboro.lib.tx.us/about.asp>
 - <http://www.jacksboro.lib.tx.us/board.asp>
 - <http://www.jacksboro.lib.tx.us/founder.asp>
- There are 6 levels of headings, <h1> being the most important heading on the page and <h6> being the least important. These should be used in order from <h1> to <h6>.
 - On the board web page, the <h5> is the only heading used on the page and is used in the footer area.
 - On the FAQ and links web pages, the <h5> is used for text that is not a heading, e.g., “Back to Top.”

Distinguishable

Make it easier for users to see and hear content including separating foreground from background.

The purpose of this guideline is to ensure that the default presentation is as easy to perceive as possible to people with disabilities.

- The background purple color and the blue link color do not provide enough contrast to easily see the links. After having visited the links, the contrast between the two decreases.

Keyboard Accessible

Make all functionality available from a keyboard.

The purpose of this guideline is to ensure that all functionality can be achieved using the keyboard.

- This site uses the “hover” functionality with the links in the primary navigation, e.g., Home, About Us, Services, Search, and Links. Hovering requires the use of a mouse; for those without a mouse, there must be a keyboard-based alternative. In this case, another set of styles should be added using the “focus” functionality.

For example, this style is currently on each web page:

```
div#nav li:hover {background: #EBB;}
```

To make it accessible, an additional style would need to be added, e.g.,

```
div#nav li:hover, div#nav li:focus {background: #EBB;}
```

Enough Time

Provide users enough time to read and use content.

This guideline focuses on ensuring that users are able to complete the tasks required by the content with their own individual response times.

- No issues were found pertaining to this guideline.

Seizures

Do not design content in a way that is known to cause seizures.

The objective of this guideline is to ensure that content that is marked as conforming to WCAG 2.0 avoids the types of flash that are most likely to cause seizure when viewed even for a second or two.

- No issues were found pertaining to this guideline.

Navigable

Provide ways to help users navigate, find content and determine where they are.

The intent of this guideline is to help users find the content they need and allow them to keep track of their location.

- Each page of this website has the same title – “Gladys Ritchie Johnson Public Library.” The title should be unique so that each page can be identified easily, e.g., “About Us, Gladys Johnson Ritchie Public Library.”
- The name and title of the website are different. I see both “Gladys Ritchie Johnson” and “Gladys Johnson Ritchie.”
- In the code, there is a sub-menu system that includes links to staff and volunteers, board of directors, and ask a librarian pages. However, the code states that these links should be hidden, so they do not display:

```
div#nav ul ul {position: absolute; width: 7em; display: none;}
```

Readable

Make text content readable and understandable.

The intent of this guideline is to allow text content to be read by users and by assistive technology, and to ensure that information necessary for understanding it is available.

- The language used on a website should be identified either at the site level, the page level, or the element level so that screen readers can pronounce words correctly. For example, if the entire page is in English, then it should state so at the top of the page. This web page does not have a language encoded.
- Using the about page as an example, the web site has a 6th grade reading level.

Predictable

Make Web pages appear and operate in predictable ways.

The intent of this Success Criterion is to help users with disabilities by presenting content in a predictable order from Web page to Web page and by making the behavior of functional and interactive components predictable.

- No issues were found pertaining to this guideline.

Input Assistance

Help users avoid and correct mistakes.

This guideline seeks to reduce the number of serious or irreversible errors that are made, increase the likelihood that all errors will be noticed by the user, and help users understand what they should do to correct an error.

- No issues were found pertaining to this guideline.

Compatible

Maximize compatibility with current and future user agents, including assistive technologies.

The purpose of this guideline is to support compatibility with current and future user agents, especially assistive technologies (AT).

- This web site does not validate to HTML 4.0 Transitional, which is stated at the top of the document. There are many closing tags that do not have a corresponding opening tag. Unmatched tags can cause problems with screen readers understanding the structure of the web page.