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ABSTRACT
This article outlines an exploratory case study to determine how to best serve functionally diverse patrons in a digital landscape through usable and accessible LibGuides at the University of Mississippi Libraries. The literature was reviewed to explore what best practices are implemented when crafting accessible LibGuides. A best practices LibGuide was then created as a resource for librarians to utilize in creating accessible and usable guides. A small sample of the most viewed LibGuides from the University of Mississippi Libraries was then evaluated for accessibility with WebAIM's WAVE Accessibility Evaluation Tool along with a manual rubric created by Stitz and Blundell (2018). This article builds upon the literature concerning LibGuide accessibility and usability. Further research is recommended to include a wider range of LibGuides and creators, a deeper look into overall accessibility issues that are trending, the voices of those who identify as functionally diverse, and to partner with community stakeholders who could add to these findings.

KEYWORDS
accessibility, LibGuides, academic libraries, functionally diverse patrons, usability

INTRODUCTION

The Americans with Disabilities Act of 1990 secured greater checks and balances to uphold the belief of a library as a third place for all individuals regardless of race, gender, age, ability, and more. Today, the number of American adults alone who identify as functionally diverse has reached an upwards of 61 million, according to the Centers for Disease Control and Prevention (2019). However, library digital landscapes are still working to provide inclusive spaces for all who attempt to use them. Libraries continue to focus on digital resource accessibility as they attempt to understand how functionally diverse patrons use databases, LibGuides, and websites.

This case study began as an independent study project in the course of obtaining a Masters of Library and Information Studies degree, and incorporates three goals that guided the coursework: 1) Increase knowledge of how libraries are working to serve patrons with disabilities, 2) Produce a tangible resource for patrons with disabilities, and 3) Review the University of Mississippi LibGuides for accessibility and provide recommendations based on knowledge gained.

The author analyzed Mississippi academic library websites to establish the presence of Springshare LibGuides as a preferred web design tool. After becoming familiar with these institutions, the author then conducted a literature search to determine what other academic libraries have done to create usable and accessible LibGuides at their institutions. Using a mix of recommendations from the literature and best practices LibGuides, a best practices guide was created for the University of Mississippi Libraries. Once the guide was completed, the author assessed a small sample of the library's most-viewed guides. The guides were evaluated using WebAIM's WAVE Accessibility Evaluation Tool (wave.webaim.org), criteria created by Stitz and Blundell (2018) and adapted for usability recommendations made by Ouellette (2011). The goal of this paper is to report this case study's findings in the literature and in guide assessments as a means of serving functionally diverse patrons in academic libraries.

Definition of Functionally Diverse

For the purposes of this exploratory case study, the term for individuals with disabilities will be referred to as those who are functionally diverse, as described by Pionke (2017). The literature concern-

ing accessibility has many opinions as to the terms to use for this diverse group of library users. This study adopts functionally diverse as a term in recognition that the phrase 'individuals with disabilities' encompasses a large group of individuals who may have multiple disabilities, physical disabilities, or mental disabilities.

LITERATURE REVIEW

Accessibility in Libraries

Literature concerning library accessibility has ranged from a focus on physical aspects to e-resources, such as how a specific database is used or how functionally diverse patrons approach the library's web presence in its entirety. The University of Mississippi Libraries crafted its own disability policy after issues were found with signage, library service procedures, and a lack of direction as to who functionally diverse patrons should consult within the library for questions or concerns (Stephan, 2005). The library partnered with its Office of Student Disabilities, since renamed, to align policies and procedures to best help functionally diverse students navigate the library, and added Proxy card privileges for these students.

As exhibited in previous literature reviews, assisting functionally diverse patrons with library procedures has been the central motive for research. Hill (2013) analyzed the content of 198 articles published between 2000 and 2010 and coded them for common themes. Twenty-five percent of articles focused on accessibility to electronic resources, while services to functionally diverse patrons only accounted for 12 percent of the literature. Hill noted that more functionally diverse individuals need to be included in research so as to prevent "the token accessibility found in physical and virtual environments" (p. 141).

Blummer and Kenton (2018) analyzed 100 articles, chapters, dissertations, etc., from 2000 to the present. The authors designated five common themes seen throughout the literature. Evaluating electronic resources and services for the functionally diverse included assessments of databases, screen reading software, and attempts to improve accessibility within libraries. The second, third, and fourth themes of the literature focused on research about the digital divide and access in countries with limited resources; analyzing access to library collections and services; and increasing access to resources and services, respectively. The smallest and fifth theme of the literature focused on utilizing tools to promote access to resources and services and noted findings that indicated how important navigation indicators are for LibGuide users. Additional guidelines made specifically for online spaces, such as the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), have served to muddy the waters even further as to how libraries can serve the functionally diverse in the virtual landscape.

Kazuye Kimura (2018) reviewed 95 articles in the literature written since 2010 that were related to the accessibility of digital resources. The review highlighted problems that arose with the implementation of the WCAG 2.0, as well as caveats that come with making web pages accessible but not actually usable. Reacting to the swath of incorporating accessible techniques after creating online services, Kazuye Kimura advocates for user-testing and discusses the claim of "undue burden" and criticizes libraries for using cost, time, and a lack of understanding as excuses for continuing to retrofit buildings and services (p. 432). Whether a page is accessible and usable at the same time is an issue that plagues LibGuide creators and users alike. For example, an accessible LibGuide page may be complete with alternative text, beneficial heading usage, straightforward font and text alignment, etc., but still may not be usable if it is loaded down with content that is overwhelming to even the most veteran users.

Accessible LibGuides

Naturally, accessibility in libraries directly affects the library's virtual presence as well. Once libraries begin to think about how their physical spaces are being used or underutilized, the look at the virtual library is a logical next step. To further understand how libraries work with the functionally diverse, as well as to begin the process of creating a resource for functionally diverse patrons, the author searched the literature for accessibility research with specific relation to the LibGuides by Springshare

software.

Ouellette (2011) provides insights via qualitative research into how students use LibGuides, though there is no direct correlation to the functionally diverse within the article. Ouellette reports that students commented that the tab navigation made the guides feel dated and said they would have looked at the guides had their professors recommended them (but only then because the professor was grading them), communicating the importance of collaboration between libraries and various academic departments. Perhaps the most striking finding was that "students would prefer to not use subject guides and will only use them if they absolutely have to" (p.443).

Sonsteby and DeJonghe (2013) created a 'Best Practices' LibGuide after conducting a usability study that found students, alumni, and community patrons were becoming overwhelmed with guides and couldn't navigate basic search box functions. After a second usability test that was deemed unsuccessful, the study included findings such as focusing on user needs instead of information types, creating guides with as few pages as possible, and more. A trend becomes evident in that guides are created before the needs of users are considered leading to a host of accessibility and usability errors.

Castro Gessner, Chandler, and Wilcox (2015) analyzed browser search terms from Springshare log files and interviewed 11 authors of 20 different guides to determine how local users are finding, accessing, and engaging with LibGuides. The LibGuide authors revealed little afterthought about how user groups may interact with the guides, emphasizing the need for librarians to think about LibGuides from a student's perspective of desiring a product of research over a librarian mental model that "lead[s] them to create a container of resources that emulates the stages of the information search process…[whereas] students' mental models focus less on the process and more on the product of research" (p. 493). The authors note that while librarians have the mentality that guides should be created to promote sustainable research skills, students consume content differently. They want to get to the information quickly for the assignment with the looming due date, and aren't necessarily always thinking of developing critical thinking skills while trying to complete assigned tasks. The authors explain that guide creators should consider that while the "librarian's approach is informed by their generous understanding of the complete research cycle," students are not considering a cycle at all and any hindrance to completing coursework only becomes a usability issue (p. 493).

Pionke and Manson (2018) created 22 accessible LibGuides using Springshare LibGuides 2.0 software that center on disabilities, disability theory, and assistive technology and utilized a WebTools accessible survey to receive feedback on the guides. Springshare's built-in features that have already been implemented were discussed, as well as current (to 2017) inaccessible features such as the gallery and polls widgets. The authors also reviewed their accessibility testing of their guides through WebAIM's WAVE Accessibility Evaluation Tool. The study highlights Springshare's Accessibility Archives and reports on feedback that was useful to determine changes that needed to be made to wording and conceptualization of disabilities.

Stitz and Blundell (2018) specifically evaluated 18 LibGuides through Springshare for ADA compliance using a manual rubric with 12 criteria from the WCAG 2.0, a criterion from Section 508, and a criterion related to universal design. Best practices recommendations included reducing hover text, providing more self-explanatory tab names, providing link texts for hyperlinks, contrast edits, and more. The authors also created a manual rubric to supplement online accessibility checkers that emphasizes the importance of the human element of accessibility and usability testing.

RESULTS

Creating a Best Practices LibGuide

To understand the landscape of public institutions and their academic library offerings, a brief review of Mississippi public institutions was conducted. Only institutions listed on the Mississippi Public Universities website, www.mississippi.edu, were investigated. All universities except one provided easily accessible research guides. Of the seven universities that provided research guides, six utilized LibGuides by Springshare software (see Appendix A).

Once the LibGuide landscape of public academic institutions was reviewed, creation of a Best Practices LibGuide began. In addition to applying the literature, several Best Practices Guides from various institutions were consulted. The University of Wyoming's "LibGuides - The Basics" provided access to "Making LibGuides Accessible" (University of Wyoming Libraries, n.d.). "Making LibGuides Accessible" is a Springshare webinar that walks users through Springshare's own LibGuides and Accessibility guide. A guide at the University of Pennsylvania provided insight into resources that, when linked, code to 'target = blank,' and why they should be removed from LibGuides (Cronin-Kardon, n.d.). Iowa State University's "Accessibility and Library Materials" guide provided background about utilizing HTML5 in guides, creating accessible Microsoft Word documents, accessible streaming, and more (García. S. A. V., n.d.).

Further resources for checking accessibility were included in a guide from the University of Illinois Library, such as color contrast and caption checking (Office of Information Literacy, n.d.). An accessibility update to Gallery Boxes within LibGuides and the alternative text to accompany photos provided information about using the features; whereas they were previously unusable (Richards, T., n.d.). Finally, the "LibGuides Standards and Best Practices: Accessibility" guide from Boston College supplemented information about utilizing tables within guides and best methods for copying and pasting (Martinez, J., n.d.).

In addition to the Best Practices Guides, Springshare Training's "Best Practices for Building Guides & Accessibility Tips Session Video" (n.d.) webinar was viewed to thoroughly understand accessible LibGuide creation. The webinar included in-depth information about what screen readers read when scanning a guide, reviewed the WebAIM Color Contrast Checker (https://webaim.org/resources/contrastchecker), and more. Following the review of these resources, a LibGuide Framework was created to provide a rough idea of how the guide would be laid out for guide creators at the University of Mississippi Libraries (see Appendix B). This guide was modified after review to model the left-side navigation that was recommended after LibGuide accessibility assessments.

Assessing LibGuides for Accessibility

The final goal for the independent study course work was to assess a small sample of LibGuides at the University of Mississippi for accessibility based on the knowledge gained. Four LibGuides were assessed using a mix of qualitative research findings from the literature. The four guides assessed were the University of Mississippi Libraries "Accounting," "Advertising," "Marketing," and "Statistical and Data Resources" guides. The selection of these guides was based on guide views as well as the way guides are categorized within the library's site. A combination of the WebAIM WAVE Accessibility Evaluation Tool (https://wave.webaim.org), Stitz and Blundell's (2018) accessibility rubric, and Ouellette's (2011) usability findings were used to check each LibGuide for accessible features.

Stitz and Blundell's (2018) rubric consists of criteria from WCAG 2.0, Section 508, and universal design. The rubric evaluates accessibility for an Optimum Accessibility Level indicated by AAA, an Improved Accessibility Level indicated by AA, a Minimum Accessibility Level indicated by A, or Does Not Pass (pp. 73-79). Criteria from Stitz and Blundell (2018) include:

1. Text Alternatives: alternative text is provided for content within the webpage.
2. Time-Based Media: accessible alternatives are provided.
3. Adaptable: content can be presented in different ways.
4. Distinguishable: content is easy for users to hear and see.
5. Keyboard Accessible: functionality is completely available from a keyboard.
6. Enough Time: users have time to read and use content provided.
7. Seizures: content does not cause seizures.
8. Navigable: there are clear ways to assist users with navigating content on each webpage.
9. Readable: text content is readable and understandable.
10. Predictable: web pages appear and operate predictably.
11. Input Assistance: users are provided with assistance to avoid and correct mistakes.

12. Compatible: content is compatible with current and future assistive technologies.
13. Usable: hyperlinks to software required to interpret content are provided if necessary.
14. Web Design Best Practices: this section was modified by this case study author to include criteria taken from Ouellette (2011): navigation is tabbed, contact information is provided, and guide is tailored to discipline and sub-discipline (see Appendix C).

The "Accounting" guide passed all criteria with minimum accessibility, except for criterion 11, due to WebAIM's WAVE Accessibility Evaluation Tool flagging the interlibrary loan login widget that was embedded in the guide. Further recommendations for this specific guide included editing alternative text for better accessibility, spelling out acronyms, and editing guide destination URLs (see Appendix D).

More issues were found in the "Advertising" guide, with criteria 1, 5, and 12 failing to meet basic accessibility levels. An alternative text update was needed, hover text needed to be eliminated due to inaccessibility, and bullet points were present with no content. Recommendations also included spelling out acronyms, moving contact information to the left side of the guide if possible, and changing from tabbed navigation to placing navigation on the left-hand side of the guide (see Appendix E).

The "Marketing" guide did not meet accessibility criteria 1 and 12 due to the presence of hover text. Acronyms also needed spelling out, as well as editing to shorten the guide so users would not be overwhelmed by the content presented (see Appendix F). Finally, the "Statistical and Data Resources" guide did not pass criterion 1 due to the need for alternative text for an image. In addition to alternative text, left-justifying text was suggested so as to not confuse screen readers, as well as the addition of headings and special containers within the guide to make the guide easier to navigate (see Appendix G).

DISCUSSION

The LibGuides at the University of Mississippi Libraries were generally accessible, with common mistakes that occurred across the board. While the guides were created by various authors, a lack of awareness of alternative text practices and the inaccessibility of LibGuide hover text seemed to be the largest factors that prevented the guides from being more accessible to users. Alternative text was often used in the guides to restate a piece of content instead of further elaborating on what the content actually was. This practice was flagged as redundant by the WebAIM WAVE Accessibility Evaluation Tool, making room for changes to the way alternative text was approached by guide authors. Hover text was being utilized, in this author's estimation, to keep guides short by describing links to databases in a neat and tidy manner. However, hover text in LibGuides cannot be read by screen readers, making it inaccessible and leading to the recommendation that any hover text be converted to regular text within the guide.

Like most libraries, the guides were using tabbed navigation. With Ouellette's (2011) findings that students found this format outdated, left-side navigation was encouraged for all guides. The hope for this recommendation was to add uniformity to all guides within the library's site, as there were few common features that all of the guides shared.

Another feature of the guides confirmed findings that guide authors have a tendency to start from the viewpoint of creating a container of information instead of thinking about how students, community patrons, etc. would approach the guide to complete coursework or to find a quick article instead of entering a research cycle (Castro Gessner, Chandler, & Wilcox, 2015). Of the four guides assessed, two were recommended for edits to shorten the guides and make them less overwhelming for users to approach. Users want succinct information quickly and become frustrated by too much content in a guide. Reducing the amount of information to what is vital is one answer to this frustration.

The overall accessibility of the four guides provided an insight into both the usability and accessibility recommendations that needed to be made based on the literature. For the most part, the guides were clearly delineated and easy to understand to the naked eye. However, accessibility focuses on more than what the eye of an able-bodied user can see. Using the WebAIM Wave Accessibility Evaluation Tool was eye opening in that it identified many issues that still had room for improvement with the overall guides' accessibility. In addition, Stitz and Blundell's (2018) rubric incorporated the human element of the manual rubric of WCAG 2.0 criteria that made further accessibility tweaks easier to understand and actually make. Ouellete's (2011) best web practices usability findings greatly influenced recommenda-

tions to shift navigation styles and work towards creating accessible guides not just for the functionally diverse, but for all students.

Limitations

The limitations of this exploratory case study include the fact that while Springshare's LibGuide service is used by many, it does exclude a look at libraries that utilize different web services. It only reviewed Springshare LibGuide usage by institutions listed on www.mississippi.edu to become knowledgeable about LibGuides usage in the state, but did not include any other institutions. This case study also does not feature a perspective of an individual who is functionally diverse, limiting the reach of the measures taken to create an accessible tool for functionally diverse patrons. It also narrows a focus on accessible measures especially for those with blindness or sight disabilities and does not fully address what could be done for patrons who are functionally diverse in other ways. Furthermore, only four LibGuides at the University of Mississippi Libraries were assessed for accessibility due to time constraints of the author's semester.

CONCLUSION

Accessibility in libraries has come a long way, but it is still on its journey to becoming fully realized. It is evident with the literature reviewed for this exploratory case study that elevators and websites that only consider site layout and features for better usability and accessibility are not enough, and only serve as a band-aid for larger issues that still need to be addressed. While physical spaces may be more accessible than digital ones, it is imperative that this issue be remedied now as more library users are accessing the library in the digital landscape. A full understanding of Springshare's LibGuides software is required to create an accessible guide, and even then, color contrast checkers still may have an issue with a university's color scheme – something completely out of the hands of the library.

However, there are simple best web practices recommended in the literature that can be implemented without accessibility testing of any kind. These can be done before delving further into how to create an accessible resource for patrons who are functionally diverse that will help all users navigate the guides in a manner that quickly leads them to the information they need. In exchange, the library's resources are not deemed outdated or bogged down with unnecessary or too much information.

Once the library does begin checking resources for accessibility, only the hours required to run tests with software that is freely available to the public would begin to reveal any inconsistencies in guides and inaccessible features. Guide assessments in this study revealed a need for change that led to more accessible digital spaces by eliminating features such as hover text, inaccessible alternative text for images, and more. Assessment of these spaces begins the path to a more accessible digital library and an opportunity for partnering with campus stakeholders to carry the work further. For example, beyond usability testing, the library may collaborate with the institution's office for disabilities to determine what students, alumni, community patrons, etc. are looking to gain from the library. This method of approach would encourage LibGuides to be written to the needs of the students, community patrons, stakeholders, etc., so that they may be as concise and easy to use as possible.

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APPENDIX A
Institutions that use LibGuides by Springshare in Mississippi from www.mississippi.edu.

Institution Name/Library Name	Does the institution have research guides?
Alcorn University JD Boyd Library	Awaiting email response, unable to find on website
Delta State University Roberts-LaForge Library and Instructional Resources Center (IRC)	Yes
Jackson State University H.T. Sampson Library	Yes (two locations)
Mississippi State University MS Libraries	Yes
Mississippi University for Women John C. Fant Memorial Library	Yes
Mississippi Valley State University James H. White Library	Yes
University of Mississippi J.D. Williams Library	Yes
University of Southern Mississippi University Libraries	Yes

APPENDIX B
Rough Outline of Best practices Guide for the University of Mississippi Libraries.

HOME PAGE	TEXT TAB	IMAGES TAB	ADDITIONAL GUIDES TAB
Top: Introductory box explaining the guide's purpose & navigation.	Top right: Best practices for text in LibGuides, linking methods, LibGuide links, etc.	Top: Recommendations for considering images for mobile users	Top: further topics covered through Springshare training Middle: further resources covered by Springshare training
Top right: Quick Tips for Accessible LibGuides	Bottom right: examples of what not to do with text (no hard-to-read colors, hover icons, etc.)	Top right: Best practices for images in LibGuides, creating alt text and naming	Top right: LibGuides recommended by Springshare on best practices and accessibility
Bottom right: news from Springshare on LibGuides & Accessibility	Left bottom: WebAIM Contrast Checker tool	Bottom right: Best practices for gallery boxes	Bottom right: Additional guides, further reading
		Bottom left: Link to Springshare Training resources	Bottom left: link Springshare's Best Practices & Accessibility Webinar

APPENDIX C
Rubric from Stitz and Blundell (2018) with modification by Ouellette(2011).

Criteria	Optimum Accessibility Level (AAA)	Improved Accessibility Level (AA)	Minimum Accessibility Level (A)	Does Not Pass
1 Text Alternatives: Provide for non-text content within web pages so content can be changed into other forms that people need (1.1.1).	N/A	N/A	All non-text content has text alternatives except for the specific conditions in WCAG 2.0 Criteria 1.1.1.	All non-text content doesn't have text alternatives except for the specific conditions in WCAG 2.0 Criteria 1.1.1.
2 Time-based Media: Provide various accessible alternatives (1.2.1-1.2.9).	1. All pre-recorded audio in synchronized media has sign language (1.2.6). 2. All pre-recorded video in synchronized media provides extended audio descriptions when needed (1.2.7). 3. All pre-recorded media have a text alternative (1.2.8). 4. All live audio-only uses a caption service (1.2.9).	1. All live audio in synchronized media have captions (1.2.4). 2. All pre-recorded video in synchronized media have audio descriptions when needed (1.2.5).	1. All pre-recorded media have an alternative content format (1.2.1, 1.2.3). 2. All pre-recorded synchronized media have captions (1.2.2).	Doesn't meet level A
3 Adaptable: Create content that can be presented in different ways	N/A	N/A	1. All content preserves structure and relationships regardless of presentation (1.3.1). 2. All content has a logical reading order, which is preserved regardless of presentation (1.3.2). 3. All instructions don't require use of the senses alone (1.3.3).	Doesn't meet level A

4 Distinguishable: Easier for users to see and hear content (1.4.1-1.4.9).	1. All text and images of text have a contrast ratio of at least 7:1 except for the specific conditions in WCAG 2.0 Criteria 1.4.6.* 2. All pre-recorded audio speeches have at least 20 dB between the speech and background audio or the ability to turn the background audio off (1.4.7). 3. All blocks of text are formatted to meet the five conditions of WCAG 2.0 Criteria 1.4.8.** 4. Use text instead of an image unless it is pure decoration or essential, such as a logo (1.4.9).	1. All text and images of text have a contrast ratio of at least 4:5:1 except for the specific conditions in WCAG 2.0 Criteria 1.4.3.*** 2. All text, excluding captions and images of text, can be resized up to 200% with equal content quality without using assistive technologies. 3. Use text instead of image when possible except for the specific conditions in WCAG 2.0 Criteria 1.4.5.****	1. No content uses color alone to distinguish an element (1.4.1). 2. No audio plays longer than three seconds automatically without the typical user controls being provided for it (1.4.2).	Doesn't meet level A
5 Keyboard Accessible: All functionality available from a keyboard (2.1.1-2.1.3)	1. All functionality is keyboard accessible and doesn't trap focus without exception (2.1.3).	N/A	1. All functionality is keyboard accessible except for the specific conditions in WCAG 2.0 Criteria 2.1.1.* 2. No keyboard trap. If there is a need to use non-standard keys to move focus, the user is notified (1.2.2).	All content doesn't meet level A
6 Enough Time: To read and use content (2.2.1-2.2.5).	1. Timing isn't essential except in the case of interactive synchronized media and real-time events (2.2.3). 2. All interruptions can be postponed except in emergency situations (2.2.4). 3. Likely, authentication isn't necessary for LibGuides, so the WCAG 2.0 Criteria 2.2.5 isn't applicable.	N/A	1. Likely there aren't time limits, so WCAG 2.0 Criteria 2.2.1 isn't applicable. 2. Users can pause, stop, or hide all non-essential content that blinks, moves, or scrolls for more than five seconds, or updates automatically unless the user can control the frequency of the update.	All content doesn't meet level A

7 Seizures: Don't design content known to cause seizures (2.3.1-2.3.2).	1. Doesn't contain anything that flashes more than three times a second (2.3.2).	N/A	1. Doesn't contain anything that flashes more than three times a second or falls below the general and red flash thresholds (2.3.1)	Contains items that flash more than three times a second and doesn't fall below the general and red flash thresholds.
8 Navigable: Ways to help users navigate, find content, and determine where they are on each web page, are provided (2.4.1-2.4.10).	1. Users are provided with information about their location within the website, such as the provision of a breadcrumb trail. 2. The purpose of all links can be determined by its text alone (2.4.9). 3. All content is organized by section headings (2.4.10).	1. Multiple ways to locate web pages are provided except when each page represents a step in a process (2.4.5). 2. Headings and labels decribe their content or purpose (2.4.6). 3. There is a visual cue that indicates a component has focus (2.4.7).	1. Can skip blocks of repetitive content on multiple web pages (2.4.1). 2. Web page titles describe their purpose (2.4.2). 3. Components receive focus in an order that preserves their meaning (2.4.3). 4. Hyperlink purpose can be determined from the link text in context (2.4.4).	All content doesn't meet level A
9 Readable: Text content is readable and understandable (3.1.1-3.1.6)	1. All specialized words are defined. If none, not applicable (3.1.3). 2. All acronyms are defined. If none, not applicable (3.1.4). 3. All content is available in a secondary education reading level (3.1.5). 4. A mechanism to pronounce words is available when it is needed for meaning (3.1.6).	1. All content that differs from the default language is indicated except for the specific condition in WCAG 2.0 Criteria 3.1.2.*	1. All web pages have a default human language (3.1.1).	All webpages don't have a default human language.
10 Predictable: web pages appear and operate predictably (3.2.1-3.2.5).	1. Any change of context is user initiated only or they can turn the feature off (3.2.5).	1. Navigation that appears on multiple web pages occurs in the same relative order unless the user changes it (3.2.3). 2. All components with the same functionality are consistently identified (3.2.4).	1. No presented content changes the context automatically when it receives focus (3.2.1). 2. Context doesn't change automatically when the user changes settings, unless they are advised prior to changing it (3.2.2).	All content doesn't meet level A

11 Input Assistance: Users are provided with assistance to avoid and correct mistakes (3.3.1-3.3.6).	1. Context-sensitive help is provided (3.3.5). 2. Likely, web forms aren't on course or subject LibGuides, so WCAG 2.0 Criteria 3.3.6 isn't applicable	1. User input suggestions to correct the error are described unless it would jeopardize security or purpose of content (3.3.3). 2. Legal and financial data wouldn't be entered on course or subject LibGuides, so WCAG 2.0 Criteria 3.3.4 isn't applicable.	1. All user input errors are described and identified (3.3.1). 2. All user input controls have labels or instructions (3.3.2).	All content doesn't meet level A
12 Compatible: With current and future user agents, including assistive technologies (4.1.1-4.1.2).	N/A	N/A	1. No code validation errors (4.1.1). 2. All user interface components have names, roles, and are available to user agents (4.1.2).	All content doesn't meet level A
13 Usable: Provide a hyperlink to software required to interpret content	N/A	N/A	There are hyperlinks to software the web page user needs.	Missing hyperlinks
14 Web Design Best Practices	1. Navigation is left-sided instead of tabbed 2. All pertinent information such as contact information is on the left-hand side of the guide. 3. Guide requires minimal scrolling. 4. Preferably, guide is tailored to discipline and sub-disciplines. (Taken from Ouellette, 2011)	1. Guide is not overwhelmed with information, providing the most concise and relevant resources on the homepage. 2. Redudancies are eliminated wherever possible and no links are duplicated across tabs. 3. Tab label conventions provide a clear picture of what can be found on the page. (Taken from Ouellette, 2011)	1. Guide provides subject specific information relevant to a variety of sub-disciplines. 2. LibGuide presents an overall clean and simple layout that will not be overwhelming for users. 3. Guide presents clear language free of library jargon. (Taken from Ouellette, 2011)	Does Not Pass

APPENDIX D
Accountancy Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
A	N/A	A	AAA	AAA	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AA	AA	AAA	Does not pass	A	A	AA

WebAIM Results:
There is no alt text for Ole Miss webpage logo at top left, which is not applicable.
On the guide's Library Essentials tab, the ILL login widget results in a WebAIM alert that the login form has the potential to confuse keyboard tabbing functions.
The RefWorks Log In link was alerted for redundant link text, meaning the alt text is the same as the link text. It should be changed to something such as "Ref Works Log In link."
The "click here" link is also flagged for inaccessibility, as WebAIM text views it as suspicious, since "here" does not say much about where the user will be going. Recommend to change to something like "The RefWorks Webpage provides more information for RefWorks" with the linked text "The RefWorks Webpage."
Contrast issues have to do with Ole Miss website, and are not applicable.

Recommendations:
1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Remove "Online Encyclopedias and Handbooks" box from the Encyclopedias and Handbooks tab
5. Remove the Digital Accounting Collection tab
6. Spell out all acronyms
7. Provide more memorable and user-friendly links for the tabs instead of guides.lib.olemiss.edu/#####

APPENDIX E
Advertising Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Does not pass. See alt text issues in WebAIM Results	N/A	A	AAA	Does not pass. See hover text issues in WebAIM Results	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AA	AA Acronym not defined on Articles & Data-bases page	AAA	AAA	Does not pass See hover text issues in WebAIM Results	A	AA

WebAIM Results:
Articles & Databases: Remove empty bullet points, add alt text to "Book Now" icon if possible.
Demographics & Lifestyle: Provide alt text for book cover images if possible.
Websites, Blogs, & Newsfeeds: change alt text for Digital Public Library of America, as it was flagged to be redundant.
Finding & Using: Images, Videos, and more: provide alt text for Creative Commons image
Remove all hover text and replace in rich text/HTML editor, as hover text is not ADA compliant.

Recommendations:
1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Delete empty bullet points
5. Spell out all acronyms
6. Provide more memorable and user-friendly links for all tabs instead of guides.lib.olemiss.edu/#####

APPENDIX F
Marketing Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Does not pass. See alt text issues in WebAIM Results	N/A	A	AAA	A	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AAA	AA Acronym not defined on multiple tabs	AAA	AAA	Does not pass See hover text issues in WebAIM Results	A	AA

WebAIM Results:
Convert all hover text to text in HTML/rich text box.
Articles & Databases: provide alt text for "Book Now" icon if possible.
Demographics & Lifestyle: provide alt text for book cover images if possible and make contact information consistent with rest of guide.

Recommendations
1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Spell out all acronyms
5. Provide more memorable and user-friendly links for all tabs instead of guides.lib.olemiss.edu/####
6. Consider shortening guide by removing any lesser-used resources

APPENDIX G
Statistical and Data Resources Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Does not pass. See alt text issues in WebAIM Results	N/A	A	AAA	AAA	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AAA	AAA	AAA	AAA	A	A	A

WebAIM Results:
Statistical & Interdisciplinary Data: provide alt text for License image and left-justify text in "How to Use This Guide" box, as the currently fully justified text has the potential to confuse screen readers.

Recommendations:
1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Provide more memorable and user-friendly links for all tabs instead of guides.lib.olemiss.edu/#####
5. Use headings or special containers for links/bullet points so that screen readers can skip links if needed, instead of being forced to read out entire boxes of links
6. Consider shortening guide by removing any lesser-used resources