



# Liaison International Accessibility Conformance Report WCAG Edition

(Based on VPAT® Version 2.5)

**Name of Product/Version: Outcomes**

**Report Date: January 4, 2024**

## **Product Description:**

Outcomes University Portal provides admissions users with visibility to manage the transfer student pipeline and the ability to create focused marketing campaigns to transfer students.

## **Contact Information:**

Kevin Butts, VP Product Management, [kbutts@liaisonedu.com](mailto:kbutts@liaisonedu.com)

## **Notes:**

This report was created by Deque Systems Inc. upon completion of an accessibility evaluation completed on January 4, 2024

## Evaluation Methods Used:

- Chrome browser and pertinent add-ons
- NVDA screen reader
- Automated testing using axe-core rules
- Manual testing and keyboard-only navigation testing

## Scope of Evaluation

The scope of this VPAT includes the following functionalities in Outcomes.

1. Application wide – date picker, left navigation, top toolbar
2. Contacts Grid
3. Contacts: Student Information (includes Files, Messaging, All Properties, General Education, Standardized Tests, Transfer Programs, Transfer Success Pathway, Tasks, Academics, Activity, Comments)
4. Create and Edit Campaign
5. Dashboard and Edit Dashboard
6. Email Message
7. Users
8. Settings (includes Setting left navigation, Settings Contacts Export)

# Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A (Yes) Level AA (Yes) Level AAA No
<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A (Yes) Level AA (Yes) Level AAA No

## Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG Level AAA criteria.

# WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, the criteria are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.1 Conformance Requirements](#).

**Table 1: Success Criteria, Level A**

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	Partially Supports	<p>Most non-text content has text alternatives or a text alternate that serves an equivalent purpose. The following exceptions exist:</p> <ul style="list-style-type: none"><li>• Some images do not have a text alternative, so people who are blind and/or use a screen reader will not be able to access the information available in the image and if it is an active image, will not understand its function. This occurs on the following pages: Information: 'Transfer Programs', 'Individual User', 'Information: General Education'.</li><li>• Some decorative images are not hidden from screen readers, so people who are blind and/or use a screen reader will have to navigate through unnecessary and duplicative text. This occurs on the following pages: 'Dashboard', 'Activity', 'Edit Dashboard', 'Academics'.</li><li>• An image has a text alternative that is different than what the image represents, so people who are blind and/or use a screen reader will be given different information than sighted users. This occurs on the following page: 'Settings Left Nav'.</li><li>• A complex image does not have a text alternative, so people who are blind and/or use a screen reader will not be able to understand the information available in the image. This occurs on the following page: 'Dashboard'.</li></ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	Not Applicable	Prerecorded audio-only files are not present.
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	Not Applicable	Prerecorded videos are not present.
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	Not Applicable	Prerecorded videos are not present, so audio description is not required.

**1.3.1 Info and Relationships** (Level A)

Partially Supports

Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The following exceptions exist:

- Some groups of form controls are not programmatically associated with their group label, so the purpose of individual controls in each group cannot be understood people who are blind and/or use a screen reader. This occurs on the following page: 'Edit Dashboard'.
- A set of radio buttons is not programmatically grouped, so the group label for the set of radio buttons will not be conveyed to people who are blind and/or use a screen reader and they will not understand the purpose of the individual radio buttons. This occurs on the following page: 'Email Message and Modal'.
- A heading level is out of order, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page: Settings.
- Some content that is visually presented as a list is not properly marked up as a list, so the structures of those lists are not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: 'Left nav bar', 'Contacts Grid Column'.
- Some blocks of text are marked up as headings but are not headings, so the structure of the content is misrepresented to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: 'Dashboard', 'Edit Campaign Track', 'Date Picker'.
- Some text that visually functions as a heading is not marked up as a heading, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: 'Top toolbar', 'Left nav bar', 'Contacts; Activity', 'Users', 'Contacts Grid Column', 'Academics', 'Student Profile',

Criteria	Conformance Level	Remarks and Explanations
		<p>'Information: Standardized Tests', 'Information: Transfer Success Pathway'.</p> <ul style="list-style-type: none"> <li>• Some content that is visually presented as multiple lists is not marked up as a list, so the presence and structure of each list are not conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: 'Left nav bar', 'Information: Standardized Tests'.</li> <li>• Content that does not visually function as a list is marked up as a list, so the structure of the page is misrepresented to and people who are blind and/or use a screen reader or other assistive technology. This occurs on the following pages: 'Information: General Education', 'Academics', 'Student Profile', 'Information: Transfer Success Pathway'.</li> <li>• One or more data cells is incorrectly marked up as a header cell in a table, so the table structure and the header/data relationship between the cell(s) and other cells in the table will be incorrectly conveyed to people who are blind and/or use a screen reader. This occurs on the following page: 'Contacts'.</li> <li>• A nested list is not marked up properly, so the structure of the list is not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page: 'Settings Left Nav'.</li> <li>• Some information, structure, and/or relationships are only presented visually but not conveyed programmatically, so context provided to sighted users is not available to people who are blind. This occurs on the following page: 'Create Campaign'.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.3.2 Meaningful Sequence</a> (Level A)	Partially Supports	<p>The reading and navigation order of most content is logical and intuitive. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• Some visually hidden content is announced by a screen reader, so people who are blind and/or use a screen reader may be misled or confused when hearing content that is not intended to be part of the reading order on the page. This occurs on the following pages: 'Student Profile', 'App Wide'.</li> <li>• Screen reader focus does not follow the visual focus order or does not move to the intended target, so the reading order for people who are blind and/or use a screen reader may not follow the visual organization of the page. This occurs on the following pages: 'Users', 'Date Picker'.</li> <li>• The screen reader skips and does not announce informative static content (text or images), so the intended meaning of that content will be lost or changed for people who are blind and/or use a screen reader. This occurs on the following pages: 'Top toolbar', 'Incoming Messages'.</li> <li>• Screen reader focus is lost or misplaced due to user interaction or content update, making navigation difficult or impossible for people who are blind and/or use a screen reader or other assistive technology. This occurs on the following page: 'Contacts Grid Column'.</li> </ul>
<a href="#">1.3.3 Sensory Characteristics</a> (Level A)	Supports	<p>Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, visual location.</p>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.4.1 Use of Color</a> (Level A)	Partially Supports	<p>For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• Color is used as the only method to convey information, so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs on the following pages: 'Dashboard', 'Email Mess and Modal', 'Edit Dashboard'.</li> <li>• Color is the only visual method used to identify a link, and the contrast ratio of some links' text with the color of the surrounding text is less than 3:1, so people who are colorblind or have low vision may not be able to identify those links. This occurs on the following pages: 'Individual User', 'Create Campaign', 'Activity'.</li> <li>• Links must be distinguishable without relying on color. This occurs on the following page: 'Email Message and Modal'.</li> </ul>
<a href="#">1.4.2 Audio Control</a> (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
<a href="#">2.1.1 Keyboard</a> (Level A)	Partially Supports	<p>On most pages, all functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard). If shortcut keys and access keys present, some may conflict with existing browser and screen reader shortcuts, and some functionality based on custom gestures may not be available when a screen reader is turned on. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• An action cannot be performed when using a screen reader is turned on, so people who use a screen reader cannot perform this action. This occurs on the following page: 'Student Profile'.</li> <li>• Drag and drop feature is not keyboard accessible. This occurs on the following page: 'Contacts Grid Column'.</li> <li>• Scrollable region must have keyboard access. This occurs on the following pages: 'Dashboard', 'Edit Dashboard'.</li> </ul>
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user is able to navigate to and from all navigable elements using only a keyboard.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.1.4 Character Key Shortcuts</a> (Level A 2.1)	Supports	If a single character key shortcut exists, then the single character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	Supports	Moving, blinking, scrolling, or auto-updating information can be paused, stopped, hidden, or otherwise controlled by the user.
<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	Not Applicable	The tested application does not contain flashing content.
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
<a href="#">2.4.2 Page Titled</a> (Level A)	Partially Supports	<p>Most pages have descriptive and informative titles. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• The page's programmatic title does not identify the purpose of the page, so people who use a screen reader will not know the purpose of the page without reading its content. This occurs on the following page: 'App Wide'.</li> </ul>

### 2.4.3 Focus Order (Level A)

Partially Supports

The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exceptions exist:

- Keyboard focus or touch screen swiping goes to an element that is hidden or empty, so people who use the keyboard to navigate content (including screen reader users) may become disoriented or confused. This occurs on the following page: 'Information: General Education'.
- Keyboard focus does not follow the visual focus order, or it does not move to the intended target, so people who use the keyboard to navigate content (including screen reader users) may become disoriented on the page. This occurs on the following pages: 'Settings: Contact Tabular Export', 'Student Profile Left Nav'.
- Keyboard focus is lost or misplaced as a result of user interaction or content update or refresh, so people who use the keyboard to navigate content (including screen reader users) will become disoriented. This occurs on the following pages: 'Top toolbar', 'Tasks', 'Create Campaign', 'Email Message and Modal', 'Comments', 'Contacts', 'Activity', 'Edit Dashboard', 'Incoming Messages', 'Student Profile', 'Contacts Map', 'Information: All Properties'.
- For multiple modals, keyboard focus is not moved to the modal when the modal opens, so people who use the keyboard to navigate content (including screen reader users) may not be able to use each modal and in some cases may not know it is present on the page. This occurs on the following pages: 'Contacts Types', 'Tasks', 'Edit Dashboard', 'Student Profile Left Nav', 'Academics', 'Incoming Messages'.
- Keyboard focus order is not logical. This occurs on the following pages: 'Information: Transfer Programs', 'Top toolbar', 'Tasks', 'Create Campaign', 'Left nav bar', 'Contacts', 'Activity', 'Edit Dashboard', 'Users', 'Student Profile Left Nav', 'Files', 'Student Profile'.
- When a modal closes, keyboard focus is not returned to the control that opened the modal or to another logical location, so people who use the keyboard to navigate

Criteria	Conformance Level	Remarks and Explanations
		<p>content (including screen reader users) may become disoriented on the page. This occurs on the following pages: 'Contacts Types', 'Edit Campaign Track', 'Tasks', 'Create Campaign', 'Settings: Contact Tabular Export', 'Comments', 'Contacts', 'Activity', 'Edit Dashboard', 'Student Profile Left Nav', 'Academics', 'Contacts Map'.</p>
<p><a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)</p>	<p>Partially Supports</p>	<p>The purpose of most links can be determined from the link text alone or from the link text and its programmatic context. However, exceptions exist:</p> <ul style="list-style-type: none"> <li>Multiple links have identical link text but different destinations, and the context provided by the content that immediately surrounds each link does not provide any clarification, so people who are blind and/or use a screen reader will not know or may be confused about where each link goes. This occurs on the following pages: 'Edit Campaign Track', 'Settings: Contact Tabular Export', 'Comments', 'Edit Dashboard', 'Student Profile Left Nav'.</li> <li>The purpose of multiple links is not made clear by each link's text or the context provided by the content that immediately surrounds it, so people who are blind and/or use a screen reader will not know where each link goes. This occurs on the following pages: 'Information: Transfer Programs', 'Edit Campaign Track', 'Create Campaign', 'Information: General Education', 'Left nav bar', 'Edit Dashboard', 'Information: Standardized Tests', 'Information: Transfer Success Pathway'.</li> </ul>
<p><a href="#">2.5.1 Pointer Gestures</a> (Level A 2.1)</p>	<p>Supports</p>	<p>All functionality that can be operated with a pointer can be operated with single-point actions.</p>
<p><a href="#">2.5.2 Pointer Cancellation</a> (Level A 2.1)</p>	<p>Supports</p>	<p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> <li>- The action is not triggered on the down event.</li> <li>- The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion.</li> <li>- The up-event reverses any outcome of the preceding down-event.</li> <li>- Completing the function on the down-event is essential.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.5.3 Label in Name</a> (Level A 2.1)	Partially Supports	<p>For most user interface components that include visible text labels, the accessible name matches (or includes) the visible text in the label. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• The accessible name of multiple interactive elements (such as links, buttons, or form inputs) does not contain the visible label, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs on the following pages: 'Information: Transfer Programs', 'Contacts Types', 'Top toolbar', 'Edit Campaign Track', 'Tasks', 'Individual User', 'Create Campaign', 'Information: General Education', 'Settings: Contact Tabular Export', 'Email Message and Modal', 'Left nav bar', 'Contacts', 'Activity', 'Users', 'Incoming Messages', 'Information: Standardized Tests' 'Information: Transfer Success Pathway'.</li> <li>• Multiple interactive elements (such as links, buttons, or form inputs) do not have an accessible name because their visible labels are not programmatically associated with the elements, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs on the following page: 'Edit Campaign Track'.</li> </ul>
<a href="#">2.5.4 Motion Actuation</a> (Level A 2.1)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.
<a href="#">3.1.1 Language of Page</a> (Level A)	Supports	The language of each page is correct and can be determined programmatically.
<a href="#">3.2.1 On Focus</a> (Level A)	Supports	When an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur.
<a href="#">3.2.2 On Input</a> (Level A)	Supports	When a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user unless the user is informed about the change ahead of time.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">3.3.1 Error Identification</a> (Level A)	Partially Supports	<p>For most form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• A form field with an error is not identified in the text error message or a text alternative for an image, and the error message with the field name is not programmatically associated with the form field (so it's announced when a screen reader user navigates to the field), so people who are blind and/or use a screen reader will not be able to identify in which form field the error occurred. This occurs on the following page: 'Create Campaign'.</li> <li>• An error for a form input (such as a text input field, radio button, select dropdown, or checkbox) is not identified with a text error message or a text alternative for an image, so people who are blind and/or use a screen reader will not be made aware that an error has occurred. This occurs on the following page: 'Edit Dashboard'.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	Partially Supports	<p>For most form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• The labels for some form fields are missing, so each field's purpose is not clear. This occurs on the following pages): 'Settings: Contact Tabular Export', 'Activity'.</li> <li>• Some required fields are not identified as required by each field's labels, in its form's general instructions, or by an error message that indicates that the field is not completed, so people cannot determine that each field is required. This occurs on the following page: 'Email Message and Modal'.</li> <li>• Some visible Instructions for a form input field are not available for people who use assistive technology. This occurs on the following pages: 'Settings: Contact Tabular Export', 'Edit Dashboard'.</li> <li>• Some Instructions for a form input field are provided for sighted users, but they are inaccurate or incomplete for people who use assistive technology. This occurs on the following page: 'Email Message and Modal'.</li> </ul>
<a href="#">4.1.1 Parsing</a> (Level A)	Supports	<p>For WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata.</p>

[4.1.2 Name, Role, Value](#) (Level A)

Partially Supports

The name, role, state, and value of most user interface components can be programmatically determined. The following exceptions exist:

- A control that expands or collapses an accordion (to show or hide its content) is missing one or more attributes in its HTML code that provides its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or current state of the control or how to interact with it. This occurs on the following page: 'Academics'.
- A button does not have a programmatic role, so its role (usually button, but sometimes link or something else) is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page: 'Date Picker'.
- When a button is pressed, its pressed state is not conveyed programmatically, so people who are blind and/or use a screen reader or other assistive technology will not be informed that the button is pressed. This occurs on the following page: 'Incoming Messages'.
- A custom checkbox element does not have a programmatic role and/or its current state (checked or not checked) is not conveyed programmatically, so people who are blind and/or use a screen reader or other assistive technology will not be aware that the element is a checkbox or if the checkbox is checked. This occurs on the following page: 'Email Message and Modal'.
- Multiple elements that appear and function like a combobox do not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of each element or how to interact with it. This occurs on the following pages: 'Edit Campaign Track', 'Create Campaign', 'Users'.

		<ul style="list-style-type: none"><li>• Elements must only use allowed ARIA attributes. This occurs on the following page: 'Edit Campaign Track'.</li><li>• Select element must have an accessible name. This occurs on the following page: 'Date Picker'.</li><li>• State: Expand/collapse state of the element is missing or incorrect. This occurs on the following pages: 'Top toolbar', 'Edit Campaign Track', 'Create Campaign', 'Settings Left Nav', 'Left nav bar', 'Activity', 'Edit Dashboard', 'Student Profile Left Nav', 'Files'.</li><li>• For some elements that allow a user either to select or not select a single option (like a checkbox or radio buttons) or to select from among 2 or more options (like a select dropdown), the state (such as checked/unchecked or selected/not selected) is not conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of each element, the options available, and whether the element or an option is currently checked. This occurs on the following pages: 'Settings Left Nav', 'Email Message and Modal', 'Left nav bar', 'Contacts', 'Edit Dashboard', 'Users', 'Student Profile Left Nav'.</li><li>• In a table that can be sorted by column the sorted state (ascending/descending) of the table's columns is not conveyed to assistive technology or the state conveyed is incorrect, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the order in which the table's content is presents and whether that order is meaningful when interpreting the data's meaning. This occurs on the following pages: 'Tasks', 'Email Message and Modal', 'Contacts', 'Users', 'Information: All Properties'.</li><li>• Multiple links do not have a programmatic role, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose and function of each link or how to interact with it. This occurs on the following pages: 'Dashboard', 'Student Profile Left Nav'.</li></ul>
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## Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.4 Captions (Live)</a> (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	Not Applicable	Prerecorded multimedia files are not present, so audio descriptions are not required.
<a href="#">1.3.4 Orientation</a> (Level AA 2.1)	Partially Supports	<p>The orientation of most of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>Content or functionality is lost when the page or screen is displayed in a particular orientation (portrait or landscape), so people who require a particular display orientation may not be able to access that content or functionality. This occurs on the following page: 'Contacts Types'.</li> </ul>
<a href="#">1.3.5 Identify Input Purpose</a> (Level AA 2.1)	Supports	The purpose for each input field that collects an individual's personal data is programmatically defined based on the WCAG list of Input Purposes for User Interface Components.

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.4.3 Contrast (Minimum)</a> (Level AA)</p>	<p>Partially Supports</p>	<p>Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• The color contrast ratios on hover or focus between the text labels of some controls and their background are less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of each control. This occurs on the following pages: 'Edit Dashboard', 'Date Picker'.</li> <li>• The color contrast ratio between placeholder text in multiple inputs and each input's background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the placeholder text. This occurs on the following pages: 'Top toolbar', 'Edit Campaign Track', 'Tasks', 'Individual User', 'Create Campaign', 'Settings Left Nav', 'Settings: Contact Tabular Export', 'Email Message and Modal', 'Comments', 'Contacts', 'Users', 'Student Profile Left Nav', 'Contacts Grid Column'.</li> <li>• The color contrast ratio between text and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following pages: 'Dashboard', 'Settings: Contact Tabular Export', 'Left nav bar', 'Edit Dashboard', 'Student Profile Left Nav'.</li> <li>• The color contrast ratio between large text and its background is less than 3:1, so people who are colorblind or have low vision may have difficulty reading the text. Large text is text over 18 points (24 pixels) or 14 points (19 pixels) if bold. This occurs on the following pages: 'Dashboard', 'Edit Dashboard'.</li> <li>• Elements must meet minimum color contrast ratio thresholds. This occurs on the following pages: 'Files', 'Date Picker'.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.4.4 Resize text</a> (Level AA)	Partially Supports	<p>Most content is readable and functional when browser zoom is set to 200% of its initial size. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>Content is lost, clipped, or obscured when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to that content. This occurs on the following pages: 'Tasks', 'Information: General Education', 'Email Message and Modal', 'Contacts', 'Edit Dashboard', 'Incoming Messages', 'Student Profile', 'Information: Transfer Success Pathway'.</li> </ul>
<a href="#">1.4.5 Images of Text</a> (Level AA)	Partially Supports	<p>On most pages, when content can be presented visually using only text, an image of text is not used to present that text. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>Text on the page is text embedded in an image instead of actual text. An image of text is difficult to zoom or otherwise modify, so people who have low vision and need to enlarge text to read it may not be able to read the text. People with other disabilities that need to otherwise modify text to read it also may not be able to read this text. This occurs on the following pages: 'Dashboard', 'Edit Dashboard'.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.4.10 Reflow</a> (Level AA 2.1)</p>	<p>Partially Supports</p>	<p>The content of most pages is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content overlaps and cannot be seen or understood, so the overlapping content is not available to people with low vision who increase the size of text and other content using the browser zoom. This occurs on the following pages: 'Tasks', 'Contacts', 'Edit Dashboard', 'Contacts Map'.</li> <li>• When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content does not fit horizontally, so it cannot be viewed without scrolling. People with low vision who increase the size of text and other content using the browser zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following pages: 'Information: Transfer Programs', 'Edit Campaign Track', 'Individual User', 'Settings', 'Create Campaign', 'Information: General Education', 'Settings: Contact Tabular Export', 'Email Message and Modal', 'Comments', 'Left nav bar', 'Activity', 'Users', 'Student Profile Left Nav', 'Files', 'Academics', 'Student Profile', 'Information: Standardized Tests', 'Information: Transfer Success Pathway'.</li> <li>• When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content or functionality becomes unavailable, so people with low vision who increase the size of text and other content using the browser zoom will not be able to access all of the page's content and/or functionality. This occurs on the following pages: 'Dashboard', 'Tasks', 'Create Campaign', 'Activity', 'Contacts Grid Column', 'Academics', 'Incoming Messages'.</li> </ul>

**1.4.11 Non-text Contrast** (Level AA 2.1)

Partially Supports

Most of the boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content have a 3:1 color contrast ratio with adjacent color(s) or their background. The following exceptions exist:

- The visual boundaries of some interactive elements (like a radio button or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving the boundaries of the interactive element. This occurs on the following pages: 'Dashboard', 'Top toolbar', 'Tasks', 'Individual User', 'Create Campaign', 'Settings: Contact Tabular Export', 'Email Message and Modal', 'Comments', 'Contacts', 'Activity', 'Edit Dashboard', 'Contacts Grid Column', 'Academics', 'Incoming Messages', 'Student Profile', 'App Wide', 'Contacts Map'.
- Some icons (or parts of an icon required to understand its content) do not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able to understand the information presented by each icon. This occurs on the following pages: 'Top toolbar', 'Left nav bar', 'Information: All Properties'.
- The indicators for the state of some interactive elements (like checkboxes or radio buttons) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving the state of the interactive elements. This occurs on the following pages: 'Top toolbar', 'Tasks', 'Contacts Grid Column', 'App Wide', 'Date Picker'.
- An image or graphic (like a chart) or part of the image/graphic required to understand its content does not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able to understand the information presented by the image/graphic. This occurs on the following page: 'Activity'.
- The focus indicator of an interactive element (like a button or input field) does not have a 3:1 color contrast

Criteria	Conformance Level	Remarks and Explanations
		ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving when the interactive element is receiving focus. This occurs on the following page: 'App Wide'.
<a href="#">1.4.12 Text Spacing</a> (Level AA 2.1)	Partially Supports	<p>For most content, the spacing between letters, words, lines of text and paragraphs can be adjusted with no loss of content or functionality. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• When text spacing is adjusted to help people with vision, reading and cognitive disabilities, some content cannot be seen because it is cut off. This occurs on the following pages: 'Dashboard', 'Tasks', 'Left nav bar', 'Edit Dashboard', 'Student Profile', 'Information: Transfer Success Pathway'.</li> <li>• When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, the spacing for some or all text on the page does not adjust. This occurs on the following page: 'Information: Transfer Programs'.</li> </ul>
<a href="#">1.4.13 Content on Hover or Focus</a> (Level AA 2.1)	Partially Supports	<p>In most cases when additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• Content that appears on mouse hover or keyboard focus (such as tooltips, drop-down menus, or popups) is not dismissible, so it obscures all or part of the original content on the page. This occurs on the following pages: 'Left nav bar', 'Student Profile'.</li> <li>• Content that appears on mouse hover (such as tooltips, drop-down menus, or popups) disappears when the mouse pointer is moved over that content, meaning people with disabilities, especially people with low vision who need to magnify text, may not be able to read the additional content. This occurs on the following page: 'Dashboard'.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.4.5 Multiple Ways</a> (Level AA)	Partially Supports	<p>Most pages have multiple ways to find other pages on the site. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• Fewer than two ways to find other pages on the website are provided, so some people with disabilities may not be able to locate content on the site. 'App Wide'.</li> </ul>
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	Partially Supports	<p>Most headings and labels for form and interactive controls are informative. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• Multiple buttons have identical programmatic labels but different functionality, and there is no programmatic context, so people who are blind and/or use a screen reader will not know or may be confused or misled about what each button does. This occurs on the following page: 'Contacts Grid Column'.</li> <li>• A label for a control or form input field does not convey the purpose of the control or input, so users may not understand what the control does or what data to enter, especially people with cognitive or learning disabilities and people who are blind and/or use a screen reader. This occurs on the following page: 'Edit Dashboard'.</li> <li>• Multiple programmatic labels for controls or form input fields do not convey the purpose of the control or input, so people who are blind and/or use a screen reader may not understand what a control does or what data to enter. This occurs on the following pages: 'Top toolbar', 'Edit Campaign Track', 'Tasks', 'Create Campaign', 'Email Message and Modal', 'Contacts', 'Academics', 'Student Profile'.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.4.7 Focus Visible</a> (Level AA)	Partially Supports	<p>In most cases, it is visually apparent which page element is currently receiving keyboard focus. The following issues exist:</p> <ul style="list-style-type: none"> <li>• Multiple interactive elements (such as links, buttons, or form inputs) do not have a visual focus indicator, so sighted people who use a keyboard to navigate content will not know when those elements are receiving focus. This occurs on the following pages: 'Edit Campaign Track, 'Create Campaign'.</li> <li>• The visual focus indicator for multiple interactive elements (such as a links, buttons, or form inputs) are not visible, so sighted people who use a keyboard to navigate content will not know when those elements is receiving focus. This occurs on the following pages: 'Email Message and Modal', 'Student Profile Left Nav', 'Student Profile'.</li> </ul>
<a href="#">3.1.2 Language of Parts</a> (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.
<a href="#">3.2.3 Consistent Navigation</a> (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	Supports	Labels, names, and text alternatives for content that have the same functionality across multiple web pages are consistently identified.
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
<a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">4.1.3 Status Messages</a> (Level AA 2.1)	Partially Supports	<p>In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>Some status messages are not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss the status messages or they may not hear them in a timely fashion. This occurs on the following pages: 'Edit Campaign Track', 'Tasks', 'Individual User', 'Create Campaign', 'Settings Left Nav', 'Settings: Contact Tabular Export', 'Email Message and Modal', 'Left nav bar', 'Contacts', 'Users', 'Student Profile Left Nav', 'Incoming Messages'.</li> </ul>

## Revised Section 508 Report

Notes:

### Chapter 3: Functional Performance Criteria (FPC)

Notes:

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Supports	Outcomes supports modes of operation that do not require user vision.
302.2 With Limited Vision	Partially Supports	Most content is readable and functional when browser zoom is set to 200% of its initial size. There are exceptions on the following pages which have content lost, clipped, or obscured at 200%: 'Tasks', 'Information: General Education', 'Email Message and Modal', 'Contacts', 'Edit Dashboard', 'Incoming Messages', 'Student Profile', 'Information: Transfer Success Pathway'.
302.3 Without Perception of Color	Partially Supports	For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist:

		<ul style="list-style-type: none"> <li>• Color is the only method to convey information on the ‘Dashboard’, ‘Email Message and Modal’, ‘Edit Dashboard’</li> <li>• Color is the only visual method used to identify a link on ‘Individual User’, ‘Create Campaign’, ‘Activity’.</li> <li>• Links must be distinguishable without relying on color. This occurs on the following page: ‘Email Message and Modal’.</li> </ul>
302.4 Without Hearing	Not applicable	Outcomes does not rely on any auditory modes of operation.
302.5 With Limited Hearing	Not applicable	Outcomes does not rely on any auditory modes of operation and has no mode which improves clarity, reduces background noise, or allows user control of volume.
302.6 Without Speech	Not applicable	No mode of operation is provided. ICT shall provide at least one mode of operation that does not require user speech on the Liaison product.
302.7 With Limited Manipulation	Partially Supports	<p>On most pages, all functionality is available using only the keyboard. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• Drag and drop feature on ‘Contacts Grid Column’ is not keyboard accessible</li> <li>• Scrollable region on ‘Dashboard’ and ‘Edit Dashboard’ must have keyboard access.</li> </ul>
302.8 With Limited Reach and Strength	Supports	All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	Outcomes provides features which are simpler and easier to use by individuals with limited cognitive, language, and learning abilities.

## Chapter 4: Hardware

Notes: Hardware is not applicable for this product and hence, hardware table is removed

## Chapter 5: Software

Notes:

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope – Incorporation of WCAG 2.0 AA	See WCAG 2.x section	See information in WCAG 2.x section
<b><u>502 Interoperability with Assistive Technology</u></b>	Heading cell – no response required	Heading cell – no response required
502.2.1 User Control of Accessibility Features	Not applicable	
502.2.2 No Disruption of Accessibility Features	Not applicable	
<b>502.3 Accessibility Services</b>	Heading cell – no response required	Heading cell – no response required
502.3.1 Object Information	Not applicable	
502.3.2 Modification of Object Information	Not applicable	
502.3.3 Row, Column, and Headers	Not applicable	
502.3.4 Values	Not applicable	
502.3.5 Modification of Values	Not applicable	
502.3.6 Label Relationships	Not applicable	
502.3.7 Hierarchical Relationships	Not applicable	
502.3.8 Text	Not applicable	
502.3.9 Modification of Text	Not applicable	
502.3.10 List of Actions	Not applicable	
502.3.11 Actions on Objects	Not applicable	
502.3.12 Focus Cursor	Not applicable	
502.3.13 Modification of Focus Cursor	Not applicable	
502.3.14 Event Notification	Not applicable	
502.4 Platform Accessibility Features	Not applicable	
<b><u>503 Applications</u></b>	Heading cell – no response required	Heading cell – no response required
503.2 User Preferences	Not applicable	
503.3 Alternative User Interfaces	Not applicable	
<b>503.4 User Controls for Captions and Audio Description</b>	Heading cell – no response required	Heading cell – no response required
503.4.1 Caption Controls	Not applicable	
503.4.2 Audio Description Controls	Not applicable	
<b><u>504 Authoring Tools</u></b>	Heading cell – no response required	Heading cell – no response required
504.2 Content Creation or Editing (if not authoring tool, enter “not applicable”)	See <a href="#">WCAG 2.x</a> section	See information in WCAG 2.x section
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion	Not applicable	
504.2.2 PDF Export	Not applicable	

504.3 Prompts	Not applicable	
504.4 Templates	Not applicable	

## Chapter 6: Support Documentation and Services

Notes:

Criteria	Conformance Level	Remarks and Explanations
<b>601.1 Scope</b>	Heading cell – no response required	Heading cell – no response required
<b><u>602 Support Documentation</u></b>	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	Outcomes provides an electronic version of the support documentation on the use of the portal – End users with disabilities can request additional product support documentation by contacting our support center at <a href="mailto:csutransferplanneradm@liaisonedu.com">csutransferplanneradm@liaisonedu.com</a>
602.3 Electronic Support Documentation	See <a href="#">WCAG 2.x</a> section	See information in WCAG 2.x section
602.4 Alternate Formats for Non-Electronic Support Documentation	Supports	End-users with disabilities can request additional product support documentation by contacting our support center at <a href="mailto:csutransferplanneradm@liaisonedu.com">csutransferplanneradm@liaisonedu.com</a>
<b><u>603 Support Services</u></b>	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	Outcomes provides an electronic version of the support documentation on the use of the portal – End users with disabilities can request additional product support documentation by contacting our support center at <a href="mailto:csutransferplanneradm@liaisonedu.com">csutransferplanneradm@liaisonedu.com</a>
603.3 Accommodation of Communication Needs	Supports	Support service related to Outcomes can be found at the Outcomes help website. Currently, telephone communication

		provision does not support TTY or relay services. Users with disabilities can open support request directly at <a href="mailto:csutransferplanneradm@liaisonedu.com">csutransferplanneradm@liaisonedu.com</a>
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## Legal Disclaimer (Company)

*Include your company legal disclaimer here, if needed*