

## VPAT Summary Report—ArcGIS Online

This report is a summary of the Voluntary Product Accessibility Template (VPAT) for a specific product. It is intended to offer a quick view of the technical information in the VPAT and offer guidance for the product’s use in compliance with WCAG 2.1 level AA, for those less familiar with WCAG.

### About

**Reviewed by unit:** Digital Learning Innovations (DLI)

**Report Date (from VPAT):** 6/24/2024

**Date Reviewed:** 4/3/2026

**Highest Standard Used:** WCAG 2.2

**Access Type:** Published on vendor website

**Application Name:** ArcGIS Online

### **Description and Primary Purpose or Most Common Use Case of Application:**

ArcGIS Online is a cloud-based mapping and analysis solution used to create maps, analyze data, and to share and collaborate. The ArcGIS Online organization website allows members of an organization to create, find and manage content, as well as to work together in groups. It also allows administrators to manage members and content in the organization.

### Compliance Scope:

Application is accessed by end user directly (e.g. D2L, Banner, etc.): **Yes**

Application produces content accessed by end user through other platforms (e.g. Adobe InDesign, etc.) **No**

### Overview and Recommendation

According to the VPAT, this is how many criteria are supported, partially supported, or not supported in the A and AA tables.

Supports: **36**

Partially Supports: **18**

Does Not Support: **2**

Not Applicable: **0 (see initial concerns and recommendation)**

### **Initial Concerns and Recommendation:**

At first glance there are quite a few partially supports and notations are thorough, but often listing examples indicates information is incomplete. It does appear that most, if not all, accessibility gaps are inherent and may not be able to be remediated by faculty. That said, this does appear to be an industry-standard application and, as such, an argument may be made that it is a necessary one.

Also, many of the “Supports” should probably be marked as “Not Applicable,” such as 1.2.2 Captions prerecorded. It is marked as “Supports,” but the notation says it does not contain pre-recorded content requiring captions. This would typically be marked NA. There are several instances of this which may inflate the “Supports” count.

Recommendation (See [term definitions](#)): **Use cautiously with workarounds**

## **Workarounds and Compliant Use Options**

### **In order to maintain WCAG compliance, we recommend the following:**

Most of the compliance issues listed on the VPAT do not appear to have a remediation workaround. We recommend being aware of them to assist students who may not have access and to be aware exactly what kinds of problems they may run into. It is recommended to contact Esri for more detail on the gaps and possible workarounds and to ask for a timeline when many of these issues may be fixed.

- There are some pages with images which are not sufficiently described and some decorative images are not hidden from assistive technology.
- Some students may not know which buttons to click on because image buttons are not sufficiently described.
- Some students will be shown content that is intended to be hidden from sighted readers but which will be read by students using screen readers.
- Some students will be shown decorative icons that have not been marked decorative.
- Some background icons which convey status will not be indicated to users who use assistive technology.

### **Some of the following annotations *may be* primarily applicable only to people who create or manage content or users.**

- Some heading structures are not programmed to match their visual levels. A few examples: “Customize default username format,” “manage lockout settings,” and “edit email address.”

- Some content that uses a heading markup does not function as a heading. A few examples, “Add GPS metadata fields,” “Enable Z-values,” “Enable M-values.”
- Form controls are labeled visually but not labeled programmatically. Some students will not know what the form field is asking, such as “First Name,” “Last Name,” and “Email address” on the “Edit Member page.”
- Some elements use redundant labels, meaning users may hear the same label for different elements.
- On the “User type” column, there is an “Invalid type” error message that uses color alone to visually indicate errors. VPAT also indicates there are other errors that lack secondary visual indicator.
- Texts on “Global Search,” “Edit Member,” and “Review and fix” pages do not meet required minimum color contrasts. VPAT also indicates there are other text elements with insufficient color contrast.
- Users who need to zoom in when viewing the “Edit member,” “Review and fix,” and “New member from a file pages” may find content is lost or overlaps other content and will not be able to access it. Content on these pages as well as “Categorize selected members,” and “Edit metadata” pages may end up requiring both vertical and horizontal scrolling.
- There are some focus indicators of interactive controls which fall below the 3:1 color contrast ratio. Some examples are “Enable metadata for your organization,” “Allow to your organization’s website.”
- “Items shared with this group” tooltip may disappear. Security page also has tooltips which may obscure other content and cannot be dismissed without moving focus.
- One “Choose file” control cannot be navigated to and operated with a keyboard. “User Type” combobox cannot be navigated to and operated with a keyboard alone if screen reader is running.
- Some controls are not part of the focus order and dialogs may not receive focus when opened; or focus may not be set explicitly when closed.
- “Gallery” page title does not sufficiently describe the page’s purpose.
- Users who filter the “unverified emails” page may not see focus content that is revealed.
- There are links that have identical labels but navigate to different locations. Examples include “View details,” “Open in scene viewer,” and “Download” on the “Search groups” and “Gallery” pages. There are also links without accessible names.
- There are buttons with non-descriptive accessible names on the “Search Results” page, such as “More options” and “level access.”
- Buttons with identical and non-descriptive names are present, such as “Edit,” “Edit email address.”

- X (close) button by search input field does not have a visible keyboard focus indicator. Some students may not be able to close that field.
- Some students may not be able to focus on the search results on the “Global search” page.
- VPAT lists more form and input controls which do not have programmatic labels. Some have already been listed in the summary, but other examples are “Date” and “Time” on the following pages: “Edit metadata,” “Create new feature layer,” and “Step 1, New member defaults.”
- Some users may experience confusion when using the “Last login” and “filter” buttons because the context will change upon clicking.
- No text explains that asterisks indicate required fields.
- Inline errors, such as “First name may not be blank,” may not be associated with the proper field, which can cause confusion for a student using assistive technology.
- Some form controls are visually grouped but not programmatically grouped.
- Multiple inputs use same name.
- **Most user interface components do not convey their name, role, or value to assistive technology.** Where students need to interface, they will have difficulty if they use assistive technology.
- Search results may not appear to students using screen readers.
- Checkboxes will not indicate that they are checked or unchecked to students using a screen reader.
- Password strength information is not rendered to screen readers.

## Recommendation term definitions

- **Recommend find alternative:** The VPAT reveals accessibility gaps that are so numerous or severe that the application would be difficult or impossible to be used in a compliant manner.
- **Use cautiously with workarounds:** Minor accessibility gaps may be present but are limited to certain features. Avoiding using those features or modifying use of the application may help maintain compliance.
- **Use workarounds and accessibility features:** Minor accessibility gaps may be present but are limited to certain features. Avoiding using those features or modifying use of the application may help maintain compliance. Tool must be configured properly for compliance or contains accessibility features that must be used correctly to ensure compliant product.

- **Use accessibility features:** Tool must be configured properly for compliance or contains accessibility features that must be used correctly to ensure compliant product.
- **No concerns. Application is ready:** The tool has no accessibility concerns and should produce accessible content with minimal effort.