

ATI Instructional Materials Report Worksheet 2015/16

Campus Name: CSU Stanislaus

Please refer to the report instructions before completing this form. The instructions were sent as a separate attachment and they are also posted on the [ATI Annual Reports: Instructions and Reporting Tools](#). The success indicators that have been removed are marked with an asterisk, and the row has been greyed out. New and/or changed success indicators have also been marked with an asterisk.

1.0 Timely Adoption

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.	Defined	<p>ATI Coordinator worked with the Library to develop an accessibility webpage within the library site at http://libguides.csustan.edu/accessibility</p> <p>ATI Coordinator worked with library faculty and the OIT Instructional Designer on an Affordable Learning Solutions (AL\$)/Open Educational Resources (OER) online workshop for faculty (Blackboard)</p> <p>ATI Coordinator the online faculty workshop included a module on accessibility and lesson on early adoption</p> <p>ATI Coordinator participated as a presenter to faculty on ATI, including early adoption</p> <p>Created an academic calendar with textbook ordering and reporting deadlines</p>	<p>Request Deans/Chairs send notifications to instructors with deadlines, and collect dates and details of materials ordered</p> <p>ATI Steering Committee distribute memo to academic departments with ordering deadlines</p> <p>Email by bookstore with ordering deadlines, cc'd to department head</p> <p>Contact the Bookstore manager for textbook adoption reports and compare to previous years</p>
Comments	<ul style="list-style-type: none"> • Due to the departure of the Bookstore manager and ongoing staffing issues in the Bookstore, we were unable to continue our collaboration to collect data on ordering dates of textbooks and instructional materials. • Adoption guidelines still vary by department 		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
1.1 Campus has formally documented (e.g. Policy, Resolution or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials. [Commitment]	Established	2007	Yes	Yes	We do not yet have a mature, documented process in place to measure timely adoption. There is a draft process for using the bookstore measurement for this success indicator. SP: Procedure for Early Adoption of Textbooks and Reporting
1.2 Campus has developed capacity (e.g. established practices, specified staff time, educational/training resources, and/or technology) to achieve compliance with timely adoption. [Ability]	Defined	2007	Yes	Yes	Training for faculty is improving via the OER workshop, but there are a limited number of participants and funding. http://libguides.csustan.edu/affordablelearning/2016Workshop We don't yet have staffing levels needed to coordinate early adoption across all colleges and coordinate with the bookstore.
1.3 * Removed					
1.4 * Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM by established campus deadline. [Measurement]	Established	2014	Yes	Yes	The ATI Coordinator and Bookstore Manager developed a timeline and reporting process for the collection of data on timely adoption of IM. Created an academic calendar with textbook ordering and reporting deadlines http://departments.csustan.edu/sites/OIT/Projects/ati/Shared%20Documents/ATI%20Instructional%20Materials/college-calendar-15-16%20With%20Textbook%20Dates.pdf
1.5 * Campus has established a process to distribute performance reports regarding timely adoptions to campus administration at least annually. [Measurement]	Defined	2014		Yes	Reporting processes are not yet in action but the method will be a report to the ATI Steering Committee and then distribution to senior leadership (Provost, Deans, Chair, Controller, Vice Presidents, and Director of ABS).

Area(s) of Requested Collaboration for Timely Adoption	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	1.5	Yes		Shared examples of reporting processes and documentation used to share results with senior managers.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	1.4		Yes	The timeline and reporting processes we are developing are available for any campus who wants to review them.

2.0 Identification of IM for Late-Hire Faculty

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.	Defined	<ul style="list-style-type: none"> Promote use of FacultyEnlight for textbook selection. Train staff on the use of FacultyEnlight for faculty support. 	<ul style="list-style-type: none"> Provide a list of the textbooks and instructional materials used in the previous semester to each Division/College for late hire faculty textbook assignments. Collaborate with Disability Resource Services (DRS) to publish a list of converted materials for faculty use. Collect data from academic departments indicating what materials were used, use that data to populate the 'missing textbook' field in the Bookstore's IM report, and provide the list of materials used to each academic department for reference and selection. Increase outreach to the Provosts Office, Deans, and Chair to promote awareness of this requirement Identify the core issues with this implementation, i.e., is it an issue of academic freedom or of limited time and staff resources
Comments	The ATI recommendation is that each department identify the IM last used for the course and select those materials for late-hire faculty. On hire, new faculty can submit a change-order to the bookstore if sufficient time and materials are provided to ensure accessibility for disabled students. However, when this recommendation was shared with faculty, concerns of academic freedom were raised.		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
2.1 All academic units have implemented specific procedures for late hire or adjunct faculty members for the timely adoption of curricular materials. [Ability]	Defined	2008		Yes	Procedures vary by department and it is difficult to reach into academic department processes given our staffing levels and campus culture
2.2 * Removed					
2.3 * Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM for late-hire adoptions.[Measurement]	Not Started			Yes	We may be able to collect this information from the Bookstore with data from Faculty Affairs on late-hire faculty.

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
2.4 * Campus has established a process to distribute performance reports regarding timely, late-hire adoptions to campus administration at least annually.	Defined	2014	Yes	Yes	There is a draft process for using the bookstore measurements for other reporting processes. This information can be added to the report. SP: Procedure for Early Adoption of Textbooks and Reporting

Area(s) of Requested Collaboration for Identification of IM for Late-Hire Faculty	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	2.4	Yes		Shared examples of reporting processes and documentation used to share results with senior managers.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

3.0 Early Identification of Students with Disabilities

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a comprehensive plan to ensure that students with disabilities are identified and able to request alternate media materials in a timely manner.	Managed	<ul style="list-style-type: none"> • DRS has a system in place to track submission of requests for alternate media and timeliness of response. The reports are available from DRS • Bookstore staff refer all inquiries for accessible instructional materials to DRS 	<ul style="list-style-type: none"> • DRS participation in the OIT Tech Fair, offering information, infographics, resources, and a live demo of the DRS website. • Collaborate with DRS to revise their website • Include request forms on the DRS website to request alternate media materials and cross-link to the ATI website • Collaborate with DRS for promotional events such as Assistive Technology Fairs and National Disability Awareness Month • ATI and DRS will review these processes and consider ways to use online collaboration tools to track requests and responses
Comments		<ul style="list-style-type: none"> • DRS hired a new Director in July 2016 who brings excellent experience to the role. ATI and DRS will be collaborating throughout 2016/17 to meet the needs of disabled students and promote accessibility in textbook adoption practices. • The relationship between DRS and ATI needed to be clarified for the campus; ATI focuses on removing barriers caused by inaccessible technology for students as a whole, while DRS provides individual accommodations for registered students. This information was included in trainings and presentations to clarify the role of each office. • NOTE: Communication & Awareness campaigns led by ATI are likely to result in more students registering for services with DRS. This may impact workload, resources, and funding for DRS student services, and for ATI in support of faculty and staff. 	

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
3.1 Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	Managed	2008			DRS performs this function
3.2 Campus has implemented a system to track early registration usage by alternate media-eligible students (intended to provide alternate media programs with sufficient time to produce alternate media as well as to document student conformance with alternate media submissions procedures). [Measurement]	Managed	2008		Yes	ATI and Learning Services collaborated with DRS in 2015/16 to provide recordings of lectures for a student registered with DRS.
3.3 Campus has implemented a system that allows alternate media requests to be submitted without appearing in-person during regular business hours (e.g. web-based forms, integration with student registration portal). [Ability]	Managed	2008		Yes	These can be submitted by email to DRS
3.4 Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	Managed	2012		Yes	
3.5 Campus has developed specific measures of success for early identification of students with disabilities (e.g., percentage of eligible students who utilize early registration) and implemented a system to track these measures. [Measurement]	Defined	2012		Yes	

Area(s) of Requested Collaboration for Early Identification of Students with Disabilities	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff	3.1-3.4	Yes		It would be helpful to review the systems put in place by other campuses
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff				

4.0 Faculty Use of LMS (or non-LMS) Course Websites *

Goal	Goal Status	Key Accomplishments	Key Plans
<p>The campus has implemented policies and procedures to promote the posting of all required curricular and instructional resources (including print-based and multimedia materials) in a central, accessible electronic location.</p> <p>*While it is anticipated that most campuses will use the LMS to meet this goal, other structures (e.g. Web Content Management Systems or other online delivery methods) that provide similar functionality and are accessible, may serve as appropriate equivalents to the LMS.</p>	<p>Defined</p>	<ul style="list-style-type: none"> • OIT Learning Services continues to offer frequent workshops and provides services on request for posting accessible electronic materials. • ATI promoted accessibility in electronic materials in frequent workshops, department meetings, and promotional events, including a booth for ATI at the OIT Learning Services hosted its annual Tech Fair with a large number of IM and tech vendors. • The ATI website was revised with additional resources for LMS-related accessibility. • OIT Instructional Design Services offers support for various LMS platforms (Blackboard, Moodle) and they assist faculty with any LMS issue on request • The ATI Coordinator created an ATI webpage on the AFFORDABLE LEARNING SOLUTIONS (ALS) website 	<ul style="list-style-type: none"> • Provide training modules for faculty in video formats to be available on-demand. • Expand the annual OIT Tech Fair to include more vendors of products and services, including Voicethread, Mediasite, Blackboard, etc. • Expand the ATI website to include a specific page for captioning https://www.csustan.edu/accessible-technology-initiative/captioning
<p>Comments</p>	<ul style="list-style-type: none"> • The ATI Coordinator worked with the Library's faculty to create an ATI training module within the AFFORDABLE LEARNING SOLUTIONS (ALS) Blackboard course. This course is offered for faculty several times throughout the year and faculty who complete the course receive a stipend. The course promotes posting of accessibility materials into the LMS to meet the needs of all students • The ATI Steering Committee Instructional Materials Sub-Committee Chair retired in December 2016. The Instructional Designer, Dr. Glenn Pillsbury, accepted the role of IM Sub-Committee Chair. Faculty are very comfortable working with Dr. Pillsbury, and with the Blackboard Administrator, to use the LMS platforms in a manner that supports student learning. 		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
4.1 * Campus has formally documented (e.g., Policy, Resolution or Procedure) a process to promote or require the posting of instructional materials to a central, electronic location (e.g. LMS, lecture capture system, course website). [Commitment]	Defined	2007		Yes	The policy states “Office of Information Technology will continue to provide learning management systems support for face-to-face, hybrid, and on-line courses, including technical staff support and faculty training.” The policy may not sufficiently promote or require posting of IM to a central electronic location. SP: 11/AS/08/UEPC—Instructional Materials Accessibility Policy
4.2 * Removed					
4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS (or other central, electronic product). [Commitment]	Defined	2007		Yes	OIT Learning Services continues to offer frequent workshops and provides services on request for posting accessible electronic materials, but specific guidelines and procedures need to be reviewed and revised in 2016/17
4.4 Campus has implemented procedures to accelerate the delivery of alternate media materials to improve timeliness (e.g. electronic delivery via campus LMS or FTP). [Ability]	Established	2007	Yes	Yes	DRS coordinates with Learning Services for alternate media production as needed
4.5 Campus has implemented a procedure that provides alternate media production staff with timely access to instructional materials within the central electronic location. [Ability]	Managed	2007		Yes	DRS coordinates with Learning Services for alternate media production as needed
4.6 * Removed					
4.7 * Campus has established a process to review vendor documentation and/or conduct product testing to determine the accessibility support provided by the central, electronic location (e.g. LMS, lecture capture system, course website). [Measurement]	Initiated	2015	Yes	Yes	The Procurement Department Contracts Specialist, the ATI Coordinator, and the Instructional Designers review documentation and perform product testing, but processes are ad-hoc. This can be developed into a process for 2016/17.
4.8 * Campus has established a process to periodically request and review updated vendor documentation and/or conduct updated product testing for the central, electronic location. [Measurement]	Not Started				

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
4.9 * Campus has developed an Equally Effective Alternate Access Plan (EEAAP) that addresses how the campus will ensure equal access for individuals with disabilities to IM stored within the central, electronic location. [Measurement]	Initiated	2016		Yes	ATI and DRS are discussing use of an online collaboration platform (Basecamp) to use as workspace and repository of accessible materials.
4.10 * Campus has established a process to measure the extent to which IM are posted to the central, electronic location. [Measurement]	Not Started			Yes	

Area(s) of Requested Collaboration for Faculty Use of LMS (or non-LMS) Course Websites	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	4.9	Yes		What EEAAP processes are in use at other campuses? Will these be shared as templates to the Communities of Practice?
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	4.10	Yes		How do other campuses measure the extent of IM posting to LMS platforms?

5.0 Accessibility Requirements for Multimedia

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimedia-based instructional resources.	Defined	<ul style="list-style-type: none"> OIT Learning Services continued to expand workshops for faculty in UDL, accessibility, and legal compliance for ADA. ATI presented information on timely adoption and accessibility. Participants include ATI, Affordable Learning Solutions (ALS), Quality Online Learning and Teaching (QOLT), Library, Bookstore, Office of Information Technology (OIT), Disability Resource Services (DRS), and Faculty Development Center (FDC). 	<ul style="list-style-type: none"> The procurement process for EIT is under review to create a compliant review and selection process for all multimedia-based instructional resources. The Chancellor's Office has published resources for this success indicator, and the ATI website has been revised to include new resources. ATI and OIT will collaborate with EIT Procurement to develop a review process for the adoption of multimedia-based instructional resources.

Goal	Goal Status	Key Accomplishments	Key Plans
		<ul style="list-style-type: none"> Captioning and Transcripts for Multimedia module is included in the AL\$ / OER Faculty Workshop (available via Merlot) 	
Comments	<p>This success indicator was previously reported as Established, however we do not have policies and procedures in place to meet the standard of Established. The current policy, 11/AS/08/UEPC—Instructional Materials Accessibility Policy, does not specifically address this indicator. We lack staffing resources for addressing many of these success indicators. OIT Learning and Instructional Services provide outstanding service to the staff and faculty but we struggle to record all activities and document the processes for annual reporting.</p>		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
5.1 Campus has developed and implemented accessibility requirements for selecting and adopting multimedia curricular materials (e.g. requirements for captions, transcripts, audio description, and accessible web players). [Commitment]	Initiated	2007	Yes	Yes	
5.2 Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]	Initiated	2007		Yes	OIT provides assistance to the campus with instructional materials receiving highest priority. Prioritization guidelines are posted to the ATI Captioning website: https://www.csustan.edu/accessible-technology-initiative/captioning
5.3 * Campus has established a process to inventory existing multimedia content including usage data. [Measurement]	Defined	2012			Mediasite stores multi-media IM and records usage data. Documentation is not present.
5.4 * Removed					
5.5 * Removed					
5.6 * Campus has specified staff for addressing the accessibility of existing and planned multimedia content. [Ability]	Established	2014			Procurement, Learning Services, DRS, and the ATI Coordinator are the staff who would address this but documentation needs to be completed
5.7 * Campus has acquired tools for addressing the accessibility of existing and planned multimedia content. [Ability]	Managed	2014			Learning Services and Instructional Design provide this service on request

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
5.8 * Campus has established work space for addressing the accessibility of existing and planned multimedia content. [Ability]	Optimizing	2014			OIT is the primary contact point for staff and faculty. DRS is the primary contact point for students. We don't have a dedicated hub offering accessibility services.
5.9 * Campus has specified staff to coordinate with post-production captioning/transcription vendors and/or campus personnel that provide this service. [Measurement]	Established	2014	Yes	Yes	OIT Instructional Design Services and Learning Services are the specified staff
5.10 * Campus has specified staff to coordinate with real-time captioning/transcription vendors and/or campus personnel that provide this service. [Measurement]	Optimizing	2014	Yes	Yes	DRS coordinate staff for real-time captioning services. Learning Services and Instructional Services provide services to campus for captioning an instructional materials.

Area(s) of Requested Collaboration for Accessibility Requirements for Multimedia	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

6.0 Accessibility Requirements for Curricular Review and Approval

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.	Defined	<ul style="list-style-type: none"> Created a poster for faculty with legal requirements, resources, contact information, and syllabus information https://www.csustan.edu/sites/default/files/u16476/ati_classroom_poster_for_faculty.pdf The New and Revised Course Proposal Form was revised to include an accessibility review. 	<ul style="list-style-type: none"> Revise the AL\$/OER Faculty Workshop to include curricular review and approval guidelines, accessible syllabus, etc. Develop and distribute an accessible syllabus that includes a disability statement Develop training materials for faculty to use when creating a syllabus, a course, and posting materials to an LMS

Goal	Goal Status	Key Accomplishments	Key Plans
		<ul style="list-style-type: none"> Began training with Procurement staff on review and approval of VPAT for E&IT procurement 	<ul style="list-style-type: none"> Expand membership in ATI Steering Committee to include Deans/Chairs, faculty who are champions of accessibility Develop a Course Availability Checklist process for distribution prior to the start of semester, including deadlines for ordering course materials
Comments		<ul style="list-style-type: none"> The new syllabus policy does not include a statement on accessibility/disability statements. The information is listed as a required component on the web page "Develop Your Syllabus". Current Policy: 2/AS/14/UEPC – Syllabus Requirements. A worksheet is in development to track requests for review. 	

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
6.1 * Removed					
6.2 * Campus has established accessibility standards or guidelines for selecting, authoring, and procuring curricular materials (e.g. documents, videos, web/mobile applications). Example: Course Accessibility Checklist.	Established	2014		Yes	Develop a Course Availability Checklist process for distribution prior to the start of semester, including deadlines for ordering course materials
6.3 * Removed					
6.4 * Campus has established a process to allow for the review of the accessibility of online courses before posting. [Measurement]	Defined	2014		Yes	Revised the IM New and Revised Course Review form to include an accessibility review http://departments.csustan.edu/sites/OIT/Projects/ati/Shared%20Documents/ATI%20Instructional%20Materials/IM%20New%20and%20Revised%20Course%20Review.xls
6.5 * Campus has established a process for faculty and/or instructional staff to incorporate accessibility at time of course redesign. [Measurement] ¹	Defined	2014	Yes	Yes	Revised the IM New and Revised Course Review form to include an accessibility review http://departments.csustan.edu/sites/OIT/Projects/ati/Shared%20Documents/ATI%20Instructional%20Materials/IM%20New%20and%20Revised%20Course%20Review.xls
6.6 * Campus has established a process to track courses that have been reviewed/revised for accessibility support. [Measurement]	Initiated	2014		Yes	In development

¹ Success Indicators 6.5/6.6 only address the existence of processes that supports incorporating accessibility into the course design process (6.5) and tracking the courses for which this has occurred (6.6). They are not prescriptive regarding the implementation details (e.g. timing, frequency, or scope of these activities) as these should be determined by the campus.

Area(s) of Requested Collaboration for Accessibility Requirements for Curricular Review and Approval	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	6.6	Yes		How do other campuses track courses that have been reviewed/ revised for accessibility support?
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

7.0 Supporting Faculty Creation of Accessible IM

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.	Managed	<ul style="list-style-type: none"> • OIT continues to offer frequent and regularly scheduled workshops in creating accessible instructional materials, content authoring, use of LMS, and principles of UDL. • The ATI Faculty and UDL webpages were revised to add additional resources. • ATI developed an ATI web page in the Affordable Learning Solutions (ALS) website, with resources for faculty in creating and adopting accessible IM. • ATI and OIT Learning Services worked with the Library to create accessibility training modules for faculty in the ALS/OER faculty workshop on Blackboard. 	<ul style="list-style-type: none"> • Identify automated solutions for conversion of inaccessible PDFs to accessible formats • Work with OIT Instructional Design, Learning Services, and DRS to develop policies and procedures for faculty support • Provide training to support staff in academic departments in accessibility so they can support faculty selection, authoring, and delivery of accessible IM
Comments	The 11/AS/08/UEPC—Instructional Materials Accessibility Policy states “Office of Information Technology will continue to provide learning management systems support for face-to-face, hybrid, and on-line courses, including technical staff support and faculty training.” The policy may not sufficiently promote or require faculty to select, author, and deliver accessible IM.		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
7.1 Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials. [Commitment]	Established	2007		Yes	<ul style="list-style-type: none"> • 11/AS/08/UEPC—Instructional Materials Accessibility Policy
7.2 * Removed					

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
7.3 * Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]	Established	2007	Yes	Yes	<ul style="list-style-type: none"> The ATI Faculty and UDL webpages were revised to include additional resources for creating accessible IM. The ATI website was revised to add a page for Captioning ATI developed an ATI web page in the Affordable Learning Solutions (AL\$) website, with resources for faculty in creating and adopting accessible IM.
7.4 * Removed					
7.5 * Campus has established a procedure and provided associated tools to allow faculty and/or instructional staff to verify the accessibility of curricular content. [Ability]	Established	2014	Yes	Yes	The New and Revised Course Approval Form was revised to include an accessibility review, but the procedures for conducting the review are in development.
7.6 * Removed					
7.7 * Campus provides access to technology to support faculty creation of accessible instructional materials (e.g. workstations, software, scanners) [Ability]	Established	2007	Yes	Yes	ATI, OIT Instructional Design, and Learning Services continue to provide support to faculty in these success indicators.
7.8 * Campus provides personnel resources (e.g. instructional designers, lab technicians, and student assistants) necessary to support faculty creation of accessible instructional materials. [Ability] ²	Established	2008	Yes	Yes	We have an Instructional Designer and a Learning Services department. The ATI Coordinator is a half-time position. We lack available staff to provide direct support to faculty in creation or conversion of accessible IM. Fresno State has a Hub in the library staffed by student assistants providing this level of support and it's a model we could follow if funding were available.
7.9 * Campus has established a process to provide digital copies of course readers to alternate media production staff upon request. [Ability]	Not Started			Yes	We will coordinate this with DRS
7.10 * Campus has established a process to provide digital copies of library electronic reserves to alternate media production staff upon request. [Ability]	Not Started			Yes	

² The intent of Success Indicators 7.9 and 7.10 is to eliminate the redundant digitization of instructional materials by alternate media staff by capturing a digital copy of paper-based source materials including course readers (7.9) and library electronic reserves material (7.10) at the time they're produced. This eliminates the need for alternate media staff to re-scan/digitize this material.

Area(s) of Requested Collaboration for Supporting Faculty Creation of Accessible IM	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	7.9	Yes		Please offer examples of these processes.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	7.10	Yes		Please offer examples of these processes.

8.0 Communication Process and Training Plan

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.	Defined	<ul style="list-style-type: none"> ATI Coordinator met with faculty, department content creators, and administrators, and continues to serve as a presenter at QOLT workshops ATI gave an ATI presentation to Academic Senate ATI created a flowchart of the DRS conversion process for distribution to faculty The Provost issues a Fall Book Order Announcement Create a Blackboard ATI IM training module in the Library's new Affordable Learning Solutions (AL\$) course for faculty. 	<ul style="list-style-type: none"> Posters for faculty will be distributed to academic offices for posting in break rooms and work areas. Work with DRS, Learning Services, and Instructional Design Services to create modules for face to face, electronic, and video training in accessibility Revise the AL\$/OER faculty workshop to include more training in accessibility issues Develop a stand-alone accessibility training module in Blackboard and Moodle Revise the ATI website to include specific pages on creating digital content
Comments	<ul style="list-style-type: none"> Faculty training is not well attended. Participation to be sporadic and does not lead to measurable changes in accessible Instructional Materials success indicators. Most success in ATI awareness for faculty has been through participation in faculty workshops such as Affordable Learning Solutions (AL\$) and Quality Online Learning Techniques (QOLT). The Annual OIT Tech Fair has been an excellent method of reaching faculty, staff, students, and administrators with information about accessible technology. Accessibility training is not part of the overall campus training plan. In order for training to succeed, it needs to integrate with the training done by HR ATI Coordinator will ask to be added to the Bookstore Innovation Group Explore existing faculty workshops and collaborate to include an ATI module in the program. 		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Defined	2012	Yes	Yes	An ATI Communication and Awareness Plan has been created. SP: ATI Communications and Awareness Plan
8.2 * Removed					
8.3 * Campus has developed and disseminated a variety of training materials, both in content and modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, procuring, and distributing accessible instructional materials. [Ability]	Initiated	2015	Yes	Yes	The ATI website was revised to add a training page https://www.csustan.edu/accessible-technology-initiative/resources-training-accessible-documents
8.4 * Removed					
8.5 Campus is tracking participation in training activities and usage of training materials for accessible authoring, conversion, and delivery of curricular materials (e.g. number of workshop attendees, number of users who download templates, or watch training videos) . [Measurement]	Defined	2008	Yes	Yes	OIT Learning Services offers group and one-on-one training for faculty, and the ATI Coordinator also trains staff and presents to faculty. Attendance is recorded but a formal reporting process is not in place.
8.6 * Removed					
8.7 * Campus provides personnel necessary to support the awareness campaign. [Ability]	Defined	2012	Yes	Yes	ATI Coordinator develops awareness materials SP: Communication & Awareness
8.8 * Campus provides resources necessary to support the development of awareness campaign. [Ability]	Defined	2012	Yes	Yes	We don't have online training modules for accessibility like those available in Skillport.
8.9 * Campus provides personnel necessary to support the training activities. [Ability]	Defined	2012	Yes	Yes	This is a challenge given staffing levels and portion of staff time devoted to ATI
8.10 * Campus provides resources necessary to support the development and delivery of training activities. [Ability]	Defined	2012	Yes	Yes	It would be very helpful to have training modules like Skillport for assigning, tracking, and assessing accessibility training.
8.11 * Campus has integrated accessibility into faculty orientations [Measurement]	Not Started				We need to work with HR and Faculty Affairs to introduce ATI to new faculty

Area(s) of Requested Collaboration for Communication Process and Training Plan	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

9.0 Process Indicators

Goal	Goal Status	Key Accomplishments	Key Plans
Campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.	Established	<ul style="list-style-type: none"> The ATI Steering Committee met regularly to receive updates on campus activities and to provide oversight for accessibility awareness and implementation. 	<ul style="list-style-type: none"> ATI website will include various presentations for the use of committee members. Expand committee membership to include collaboration partners. Expand ad-hoc committees to include as needed assistance.
Comments	The ad hoc subcommittees of the ATI Steering Committee may or may not meet frequently, depending on availability. Achieving the goals of ATI is hampered by limited staff time to address these issues.		

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
9.1 * Campus IMAP committee membership consists of stakeholders from all key units (Student Affairs, Academic Senate, Curriculum Committee, Academic Technology, Library) as well as faculty, staff and students. [Commitment]	Defined	2012	Yes	Yes	ATI Steering Committee membership was strong in 2015/16 and the group met quarterly Meeting agendas and notes are stored on Sharepoint
9.2 * Removed					

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Evidence/Comments
9.3 * Campus has established a process to review and revise the campus ATI Instructional Materials plan on an annual basis. [Measurement]	Initiated	2012	Yes	Yes	Summary IM Plan is posted to the ATI Plans & Management website Full IM plan will be updated in 2016/17
9.4 * Removed					

Area(s) of Requested Collaboration for Process Indicators	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

Contributors

This information will be used for follow up questions and collaboration.

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