



CALIFORNIA STATE UNIVERSITY,
FULLERTON

ACCESSIBLE TECHNOLOGY INITIATIVE (ATI)
PLAN 2020 - 2023

This is a comprehensive plan covering Instructional Materials, ICT Procurement, and Web Accessibility Priority Areas reportable on the ATI Annual Report to the CSU Chancellor's Office

Authored by the ATI Steering Committee Members for the Academic
Year of 2019-2023

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Background

In 1973, Congress adopted the Rehabilitation Act, prohibiting discrimination based on disability and ensuring equal opportunity for people with disabilities at any federal agency, including any program or institution that receives federal funds. Section 504 of the Rehabilitation Act ensures certain civil rights for people with disabilities, including access to federally funded programs or activities. In June 1977, the federal government issued regulations implementing Section 504, and in response, California State University (CSU) campuses prepared self-evaluations identifying the steps that would ensure that students with disabilities had equal access to educational opportunities.

In 1990, the federal government enacted the Americans with Disabilities Act (ADA), which reaffirmed Section 504 of the Rehabilitation Act of 1973 and extended the discrimination prohibition to businesses and organizations that do not receive federal funds. The ADA also detailed additional criteria in the areas of employment, new construction or renovation, transportation, and telecommunications; and for public entities that employ 50 or more people; it required the appointment of an ADA coordinator, a self-evaluation, and a transition plan to itemize compliance steps.

In August 1998, President Bill Clinton signed into law the Rehabilitation Act Amendments of 1998. Among other things, the law requires federally funded programs and services to provide people with disabilities access to electronic and information technology. It also strengthened Section 508 of the Rehabilitation Act, which was enacted to eliminate barriers in information technology, make new opportunities available for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all federal agencies, which must ensure that any electronic and information technology that is developed, procured, maintained, or used is accessible to employees and members of the public with disabilities. Section 508 also describes various means for disseminating information, including computers, software, and electronic office equipment. It applies to, but is not solely focused on, federal web pages on the Internet. The law does not apply to private industry or state and local government, but those entities must comply with the law if they are receiving federal funds or under contract with a federal agency. Government Code §11135 requires the CSU and other state governmental entities to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended.

In 2004, the CSU implemented Executive Order 926 *Policy on Disability Support and Accommodations*, to make information technology resources and services accessible to all CSU students, faculty, and staff, as well as the general public. Concurrently, the CSU developed the Center for Accessible Media to help expedite the delivery of electronic instructional texts to eligible CSU students with disabilities. In January 2006, the CSU launched its Accessible Technology Initiative (ATI) in order to develop the work plan, guidance, and resources to assist campuses in carrying out the accessible technology (AT) provisions of its revised *Policy on Disability Support and Accommodations*. CSU ATI plans are continuously developing and were revised and extended through policy every year starting from 2007 based on experiences reported by the campuses and the understanding that ATI requirements and milestones should be flexible, allowing campuses to follow different plans for accomplishing them. It is anticipated that the ATI will continue to evolve as new needs are identified.

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In January 2013, the CSU issued Coded memorandum Academic Affairs 2013-3, *Accessible Technology Initiative*, to provide campuses with guidance for implementing AT. The memorandum establishes responsibilities and outlines overall governance, specified project planning, and established implementation timelines.

In 2018 the Chancellor's Office released an updated Executive Order 1111, Policy on Disability Support and Accommodations, which supersedes Executive Order 926.

Accessible Technology Initiative at CSU, Fullerton

California State University, Fullerton (CSUF) is committed to providing an inclusive environment that ensures campus information technology and resources are accessible to *all students, faculty, staff, and the general public*, regardless of disability. This is a shared responsibility that cuts across the campus and requires ongoing, overall institutional attention and commitment for its success.

The Accessible Technology Initiative (ATI) at CSUF adheres to the California State University (CSU) system wide mandate to provide access, which is articulated in Executive Order 926 and 1111, the CSU Board of Trustees Policy on Disability Support and Accommodations and supported by CSU coded memorandums AA- 2007-04 and AA-2013-03.

Successful implementation of the ATI at CSUF requires collaboration among faculty, the disability resource center, the bookstore, academic and student service departments, academic technology and other institutional staff, and students with disabilities. Oversight for ATI implementation is the responsibility of the ATI Executive Sponsor and the ATI Steering Committee.

Roles and Responsibilities

ATI Executive Sponsor

The campus Executive Sponsor [or delegate], working with the campus ATI Steering Committee, reviews and updates the ATI Campus Plan to guide its implementation. The Plan indicates the specific success indicators the campus will focus its efforts on across the 3 priority areas [instructional materials, web, and procurement]. The executive sponsor communicates recommendations from the ATI Steering Committee to the University President.

The executive sponsor also leads the ATI implementation effort through the following activities:

Conduct regular ATI Steering Committee meetings no less than twice per year.

Ensure that the Committee membership is comprised of all key stakeholder groups and includes members with appropriate experience and expertise to inform decision-making.

Engage in a periodic administrative review process with the Committee regarding challenges, milestones, resources, and document ongoing progress.

Monitor, leverage, and implement deliverables from system wide ATI activities that will advance campus efforts.

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Ensure that Committee members monitor, participate in, and contribute to “Community of Practice” activities.

Channel communications from the CSU Chancellor’s Office to appropriate parties on campus.

Act as the signature of authority on ATI policies.

ATI Steering Committee

The ATI Steering Committee oversees the ATI implementation including reviewing and revising the ATI Campus Plan, implementing projects and activities to meet ATI goals, and documenting progress toward these goals using the CSU ATI Annual Report process. The committee monitors compliance, is an advocate for the initiative, communicates the initiative to their respective areas, and makes recommendations to the Executive Sponsor. The Committee membership is comprised of all key stakeholder groups and includes members with appropriate experience and expertise to make informed decisions.

ATI Support Teams

The CSUF ATI Steering Committee includes three teams that work together with the campus community to accomplish goals in ATI priority areas:

- Instructional Materials team: provides resources, tools, training and expertise to faculty and staff to ensure that all documents and media are accessible to all.
- Procurement team: provides resources, tools, training and expertise to employees and vendors to ensure that all Information and Communication Technology (ICT) products and services purchased for the University are accessible to all.
- Web team: provides resources, tools, training and expertise to faculty and staff to ensure that all University and auxiliary websites are accessible to all.

Comprehensive Accessible Technology Initiative (ATI) Campus Plan Writing Process

The ATI Campus Plan, with the effective date of July 1st, 2020, is the continuation of rewriting outdated ATI Campus Plans (Instructional Materials, ICT Procurement, and Web Accessibility). As the ATI Steering Committee is responsible for reviewing and revising the ATI Campus Plan, the members were committed to reviewing the first pass of the updated plan in May, 2020, and defining Key Plans listed in this plan.

As this is a multiyear plan, the ATI Steering Committee will review this plan at the beginning of each academic year and publish any revisions to the plan with a current effective date. Upon reviewing this plan annually, the ATI Steering Committee will propose recommendations for implementation to the ATI Executive Sponsor. In academic year 2023-2024, the committee will establish a plan for the following four years.

This plan is developed in response to the ATI audit observation provided by the CSU Chancellor’s Office on February 24, 2020 (Audit Report 19-91). CSUF is hereby conforming to the requirements

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stated by Coded memorandum Academic Affairs (AA) 2013-03, Accessible Technology Initiative, and its amendment, AA-2015-22.

It is the intent of CSU Fullerton to maintain all success indicators at a minimum status level of no less than “Established”. In addition, the campus intends to increase status indicator levels to the maximum level of “Optimized” through implementation of continued strategic improvement.

The tasks listed for 2020 have been identified by the campus to maintain status indicators at their current status level of “Established”. Also, for 2020 tasks were designed to increase any below “Established” success indicators to at least the status level of “Established”.

The Campus ATI Plan will be updated at least once a year to address success indicators and goals depending on changes in requirements of success indicators and urgency. It is the goal of the campus to continually identify resources, best practices and solutions to continue to make progress in reaching higher success indicator levels. The overall goal for the Accessible Technology Initiative at CSU Fullerton is to raise the status level of all success indicators, in order to reach the highest level possible “Optimized”.

Plan Summary:

The initial plan for the upcoming year (2020-2021) is to focus on having a strong training and communication program for the campus, while also improving across all ATI goals in all three ATI focus areas.

The rationale being that more can be accomplished in other ATI goal areas if there is a knowledgeable and trained campus community. This requires a strong communication and training program in ATI that can achieve that shift in the organization’s culture to serve a diverse campus community and allow for a strong focus on other ATI goals for the rest of the review cycle (2021-2023).

During 2020-2021, the campus will provide and create new resources to improve communication and training in order to assist the campus community in creating and procuring accessible products and services. This progress will be assessed by the ATI Steering Committee in 2021 and a new focus will be established.

ATI Instructional Materials Accessibility Plan

1.0 Timely Adoption

Goal: The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicators 1.2 and 1.5.

Key Plans for Academic Years 2020-2021:

- Success Indicator 1.2: The ATI Team will work with campus stakeholders on creating a repeatable communication plan for early adoption for campus.
- Success Indicator 1.5: The ATI Team will work with the campus bookstore to streamline the transfer of measured data and collected communication to departments.

Key Plans for Academic Years 2021-2022:

- Success Indicator 1.1: The ATI Team will work with the campus bookstore to collect the department course material deadlines in a central location for reference.

Key Plans for Academic Years 2022-2023:

- Success Indicator 1.4: The ATI Team will review the process for improvement after evaluation of collected data for adoption of IM.

Success Indicator 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]

Process:

The campus has established practices and will continue current work. Textbook submission by deadlines have improved each term. This has been monitored by each department since 2007. Department Chairs and coordinator receive regular email reminders about the due dates of each term.

Measurement:

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The campus will monitor textbook submission by deadlines and will note any outliers to increase improvement.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 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]

Process:

Each academic department has established their own process for submitting adoptions, with most designating an academic support person within each department to be responsible for submitting adoptions.

Measurement:

The campus measures the number of faculty trained on accessibility and the regularity of communication about timely adoption. The more informed and trained faculty, the higher the compliance with timely adoption.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”

Success Indicator 1.3. Removed

Success Indicator 1.4

Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM by established campus deadline. [Measurement]

Process:

The data is currently being gathered by the Bookstore and campus departments can request that data by emailing the Bookstore. The data is also stored in the ATI Dropbox and the

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established campus deadlines are posted on the campus website.

Measurement:

The collected data shows the adoption rate by deadline.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”

Success Indicator 1.5

Campus has established a process to distribute performance reports regarding timely adoptions to campus administration at least annually. [Measurement]

Process:

The data is currently being gathered and campus departments can request that data by emailing the Bookstore. The data is in the ATI Dropbox and the established campus deadlines are posted on the campus website.

Measurement:

Tracked evidence of annual distribution of performance reports to departments by the Bookstore.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”

2.0 Identification of IM for Late-Hire Faculty

Goal: The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 2.3.

Key Plans for Academic Years 2020-2021:

- Success Indicator 2.3: The ATI Team will work with the bookstore to gather the data and evaluate the process to improve the collected data.

Key Plans for Academic Years 2021-2022:

- Success Indicator 2.4: The ATI Team will work with the bookstore and Academic Affairs to work on a formally scheduled process for distributing performance reports.

Key Plans for Academic Years 2022-2023:

- Success Indicator 2.4: The ATI Team will continue to work with the bookstore and Academic Affairs on the distribution of performance reports and to further recommend improvements of the process.

Success Indicator 2.1:

All academic units have implemented specific procedures for late hire or adjunct faculty members for the timely adoption of curricular materials. [Ability]

Process:

Optimize by developing a procedure to conduct an annual administrative review of success indicators to gauge their effectiveness and implement improvements. Varies by department. The memo regarding due dates from Academic Affairs indicates that the department chair is to select course material for those sections not yet assigned. Most will wait for the faculty to be assigned then have the faculty turn in their adoption.

Measurement:

Tracking of submission of curricular materials and their dates.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 2.2: Removed

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Success Indicator 2.3:

Campus has established a process to gather data (e.g. percentage and number) regarding adoption of IM for late-hire adoptions. [Measurement]

Process:

Currently the data for IM late-hire adoptions is available upon request and this process will be moved to a scheduled distribution. The data is currently located in Dropbox shared folder.

Measurement:

Improvement of data for IM late-hire adoption.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 2.4:

Campus has established a process to distribute performance reports regarding timely, late-hire adoptions to campus administration at least annually.

Process:

Performance reports regarding timely, late-hire adoptions are available upon request by emailing the Bookstore directly.

Measurement:

Performance Reports are available upon request but need to be moved to a centralized locations that sends out automated notifications.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

3.0 Early Identification of Students with Disabilities

Goal: The campus has implemented a comprehensive plan to ensure that students with

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disabilities are identified and able to request alternate media materials in a timely manner.

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Managed” with a commitment to work on success indicators 3.3.

Key Plans for Academic Years 2020-2021:

- Success Indicator 3.3: The ATI Team will work with DSS to collect the data on students using the system without appearing in-person during regular business hours.

Key Plans for Academic Years 2021-2022:

- Success Indicator 3.4: The ATI Team will work with DSS to evaluate and improve the tracking of the timeliness of alternate media requests.

Key Plans for Academic Years 2022-2023:

- Success Indicator 3.5: Using the collected data from previous years, the ATI Team will work with DSS to leverage methods in increasing percentage of eligible students who utilize early registration.

Success Indicator 3.1:

Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]

Process:

Students eligible for alternate media are provided a registration date approximately three weeks before any other student.

Within the student registration system, there are three student groups and appointment blocks for DSS, one of them being DSSR - Disabled Student Support Reader.

Measurement:

Data is being collected in CMS and a report is created specifically for this purpose every semester.

Annual Report:

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Managed”.

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Success Indicator 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]

Process:

A report is generated annually and being shared with the DSS and the IT (ATI Team) on the campus annually. The report is generated by Admission and Records Information Technology via queries on their database. Reports are being stored in the ATI Dropbox. CSUF had 237 eligible students Fall 2018 and 233 in Spring 2019.

Measurement:

Creation of reports on an annual basis.

Annual Report:

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Managed”.

Success Indicator 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]

Process:

DSS has implemented a system that allows alternate media request to be submitted without appearing in person.

Measurement:

Requests are being counted.

Annual Report:

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Managed” or reach “Optimized”.

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Success Indicator 3.4:

Campus has implemented a system to track the timeliness of alternate media requests.
[Measurement]

Process:

DSS has implemented a system that allows the tracking of the timeliness of alternate media requests.

Measurement:

DSS is in constant contact with students requesting alt-media to work with their timeline.

Annual Report:

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Managed”.

Success Indicator 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]

Process:

A report is generated annually and being shared with the DSS and the ATI Office on the campus annually. The report is generated by Admission and Records Information Technology via queries on their database. Reports are being stored in the ATI Dropbox.

Measurement:

Data is being collected in CMS and a report is created specifically for this purpose every semester.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

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

Goal: 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.

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.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 4.4.

Key Plans for Academic Years 2020-2021:

- Success Indicator 4.4: A schedule will be created to capture BB Ally data and track improvement in the acceleration of the delivery of alternate media materials.

Key Plans for Academic Years 2021-2022:

- Success Indicator 4.7: This process is currently part of the IT Procurement process and will be enhanced to track purchases specifically for vendors providing IM. The separation or granular identification of data related to vendors of IM can lead to better decision making for campus administration.

Key Plans for Academic Years 2022-2023:

- Success Indicator 4.9: The data of tracked EEAAPs will follow the separation of data process mentioned in Success Indicator 4.7 to enhance decision making for future processes.

Success Indicator 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]

Process:

The formally documented Resolution has been posted online for all faculty as a resource.

Measurement:

A resolution has been created and posted publicly

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Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.2: Removed

Success Indicator 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]

Process:

CSUF requires all courses to have course approval through an Academic Senate standing committee regarding courses (University Curriculum Committee, General Education Committee, and the Graduate Education Committee).

Measurement:

Guidelines are posted in the university policy statement.

Annual Report:

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Managed”.

Success Indicator 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]

Process:

For faculty information is available online. Alternate media materials to improve timeliness has also been improved since the implementation of BlackBoard (BB) Ally within the campus LMS. Students with disabilities can register with DSS and request alt-media there.

Measurement:

Usage data of BB Ally and number of students registered with DSS.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 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]

Process:

Alt-media production staff contacts the TitanShops (Campus Bookstore) Manager to request access to Verba Collect (A Website for Textbook Coordinators to interact with Bookstore). A personalized login link gets emailed to all requestors to have access to the necessary data.

Measurement:

Procedure is known to alternate media production staff.

Annual Report:

Academic Year 2019-2020: The status level reported was “Managed” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Managed”.

Success Indicator 4.6: Removed

Success Indicator 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]

Process:

Vendor documentation is reviewed in ATI Procurement Process and this process is part of the University Policy

Measurement:

Campus tracking of reviewed vendor documentation and/or conducted product testing needs is tracked.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 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]

Process:

IT Procurement Process includes this requirement and VPATs cannot be older than two years for review

Measurement:

All IT Procurements are tracked in the campus ticketing system Service-Now.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 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]

Process:

The IT Procurement Process for campus includes EEAAP process with is posted on the IT Purchasing website and which is communicated to everyone making an IT purchase.

Measurement:

All EEAAPs are tracked in the campus ticketing system Service-Now.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.10:

Campus has established a process to measure the extent to which IM are posted to the central,

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electronic location. [Measurement]

Process:

A report is available upon request by contacting LMSadmin@fullerton.edu. The past data is stored in a central electronic location.

Measurement:

The data is being collected via reports available by the LMS.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

5.0 Accessibility Requirements for Multimedia

Goal: 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.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 5.6.

Key Plans for Academic Years 2020-2021:

- Success Indicator 5.6: Staff responsibilities will be streamlined so that tickets created for addressing the accessibility of existing and planned multimedia content are created in a central location to improve the collection of data.

Key Plans for Academic Years 2021-2022:

- Success Indicator 5.9: A tracking system will be used to centrally measure the efforts of the assigned staff.

Key Plans for Academic Years 2022-2023:

- Success Indicator 5.7: The campus will expand on the list of tools available for addressing the accessibility of existing and planned multimedia content. The ATI Team will share update list of tools on the campus website.

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Success Indicator 5.1:

Campus has developed and implemented accessibility requirements for selecting and adopting multimedia curricular materials (e.g. requirements for captions, transcripts, audio description, accessible web players). [Commitment]

Process:

The Campus has developed and implemented a policy for accessibility requirements for selecting and adopting multimedia curricular materials.

Measurement:

The ATI Team reaches out to the campus community to educate and remind about this policy, which is posted on the campus website.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.2:

Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]

Process:

Digitization process is explained and embedded in the form of Online Education and training (OET)

Measurement:

Inaccessible multimedia materials are being reviewed and fixed. The campus community is being encouraged to reach out to the external campus content creators or media hosts for remediation.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

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Success Indicator 5.3:

Campus has established a process to inventory existing multimedia content including usage data. [Measurement]

Process:

Digitized Media Files are uploaded to ShareStream which does track usage data.

Measurement:

The current streaming server on campus allows the inventory of multimedia and the tracking of usage data.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.4: Removed

Success Indicator 5.5: Removed

Success Indicator 5.6:

Campus has specified staff for addressing the accessibility of existing and planned multimedia content. [Ability]

Process:

This effort is a combination of DSS staff, ATC staff, OET staff. These groups work together to provide accessible multimedia content.

Measurement:

All multimedia content is being reviewed for accessibility and accuracy.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

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Success Indicator 5.7:

Campus has acquired tools for addressing the accessibility of existing and planned multimedia content. [Ability]

Process:

The following tools are available to address accessibility of existing and planned multimedia content: Camtasia, VoiceThread, ShareStream.

Measurement:

The campus has the ability to create accessible multimedia content and remediate non-accessible existing multimedia content.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.8:

Campus has established work space for addressing the accessibility of existing and planned multimedia content. [Ability]

Process:

DSS offer work space addressing the accessibility of existing and planned multimedia content for student support. OET offers a studio for instructor created materials and digitization with captioning service.

Measurement:

The usage of work space for addressing the accessibility of existing and planned multimedia content needs to be tracked.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.9:

Campus has specified staff to coordinate with post-production captioning/transcription vendors and/or campus personnel that provide this service. [Measurement]

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Process:

The CSUF caption process and assisting staff for creation of accessible course content is posted publicly on the campus ATI website.

Measurement:

The time dedicated to coordinate with post-production captioning and transcription vendors and/or campus personnel needs to be centrally tracked.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.10:

Campus has specified staff to coordinate with real-time captioning/transcription vendors and/or campus personnel that provide this service. [Measurement]

Process:

Real-Time captioning and transcription can be coordinated with Disability Support Services.

Measurement:

All events that require real-time captioning/transcription vendor and/or campus personnel are able to provide such service.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

6.0 Accessibility Requirements for Curricular Review and Approval

Goal: The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicators 6.2, 6.4 and 6.5.

Key Plans for Academic Years 2020-2021:

- Success Indicator 6.2: A new and updated Course Accessibility Checklist is going to be published with the introduction of the new and more accessible LMS. Traffic to this online document will be tracked.
- Success Indicator 6.4: This is a success indicator that will be worked on for multiple years. The review of the accessibility of online courses before posting needs to be documented in a campus policy/resolution and a process needs to be formally documented.
- Success Indicator 6.5: This is a success indicator that will be worked on for multiple years. The process for faculty and/or instructional staff to incorporate accessibility at time of course redesign needs to be documented in a campus policy/resolution and a process needs to be formally documented.

Key Plans for Academic Years 2021-2022:

- Success Indicator 6.4: This is a success indicator that will be worked on for multiple years. The review of the accessibility of online courses before posting needs to be documented in a campus policy/resolution and a process needs to be formally documented.
- Success Indicator 6.5: This is a success indicator that will be worked on for multiple years. The process for faculty and/or instructional staff to incorporate accessibility at time of course redesign needs to be documented in a campus policy/resolution and a process needs to be formally documented.

Key Plans for Academic Years 2022-2023:

- Success Indicator 6.4: The campus has created and adopted the policy or resolution and the process will be established. Metrics will be collected for the review of the accessibility of online courses before posting.
- Success Indicator 6.5: The campus has created and adopted the policy or resolution and the process be established. Metrics will be collected for faculty and/or instructional staff to incorporate accessibility at time of course redesign.

Success Indicator 6.1: Removed

Success Indicator 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.

Process:

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Procurement of curricular material follow campus IT purchasing process.

Measurement:

All curricular material purchased via the IT Purchase Authorization Process are being reviewed for accessibility.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 6.3: Removed

Success Indicator 6.4:

Campus has established a process to allow for the review of the accessibility of online courses before posting. [Measurement]

Process:

Currently only high-profile online courses are being reviewed with the consent of the teaching faculty. The campus is working on a policy/resolution to review all courses offered by campus for accessibility.

Measurement:

Upon approval by the academic senate all courses can be reviewed prior to being offered online.

Annual Report:

Academic Year 2019-2020: The status level reported was “Defined” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Defined” or reach “Established”.

Success Indicator 6.5:

Campus has established a process for faculty and/or instructional staff to incorporate accessibility at time of course redesign. [Measurement]

Process:

Currently this process is only available when the faculty member reaches out for support to the

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ATI team. The campus is working on a policy/resolution to make this a requirement within course redesign.

Measurement:

Upon approval by the academic senate all courses going through the course redesign process need to pass accessibility requirements.

Annual Report:

Academic Year 2019-2020: The status level reported was “Defined” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Defined” or reach “Established”.

Success Indicator 6.6:

Campus has established a process to track courses that have been reviewed/ revised for accessibility support. [Measurement]

Process:

OET has a process for tracking Quality Matters certified courses and track each semester’s Course Match courses.

Measurement:

Courses reviewed are being logged.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

7.0 Support Faculty Creation of Accessible IM

Goal: The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to

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work on success indicator 7.5.

Key Plans for Academic Years 2020-2021:

- Success Indicator 7.5: The campus will encourage and provide additional guidance to faculty and/or instructional staff to use BB Ally to verify the accessibility of curricular content.

Key Plans for Academic Years 2021-2022:

- Success Indicator 7.7: Campus will provide more technology solutions to faculty in creation of accessible instructional materials. The campus will also ensure that guides and training is available to get faculty familiar with the technology.

Key Plans for Academic Years 2022-2023:

- Success Indicator 7.8: Campus will develop a tracking system to accurately measure service provided by instructional designers, lab technicians, and student assistants necessary to support faculty creation of accessible instructional materials.

Success Indicator 7.1:

Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials. [Commitment]

Process:

Campus has formally documented the nature of faculty responsibility for selecting and authoring accessible curricular materials.

Measurement:

Campus has created and posted the policy/resolution on the campus website.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 7.2: Removed

Success Indicator 7.3:

Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]

Process:

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The campus has made an accessible syllabus template and accessibility guides available on their website for faculty to download and use.

Measurement:

Downloads of guides can be tracked.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 7.4: Removed

Success Indicator 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]

Process:

CSUF has purchased and turned on Blackboard Ally for all courses and also promotes the use GrackleDocs, which it has also purchased licenses for.

Measurement:

Blackboard Ally allows measurement of Faculty usage of the tool.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 7.6: Removed

Success Indicator 7.7:

Campus provides access to technology to support faculty creation of accessible instructional materials (e.g. workstations, software, scanners) [Ability]

Process:

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Faculty can visit the ATC to get assistance with accessibility. Workstations and software are available there. Ally is software that supports faculty creation and remediation of accessible instructional materials.

Measurement:

BB Ally provides Faculty usage reports. ATC staff tracks assistance provided to faculty via Service-Now tickets.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 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]

Process:

OET and ATC provide staff and student assistants for supporting faculty in the creation of accessible materials.

Measurement:

All ATC and OET provided personnel resources are being tracked via Service-Now.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 7.9:

Campus has established a process to provide digital copies of course readers to alternate media production staff upon request. [Ability]

Process:

The process and request forms are available online via the campus DSS site.

Measurement:

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Requests and fulfillment of requests are being tracked by DSS.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 7.10:

Campus has established a process to provide digital copies of library electronic reserves to alternate media production staff upon request. [Ability]

Process:

The process and request forms are available online via the campus DSS site.

Measurement:

Requests and fulfillment of requests are being tracked by DSS.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

8.0 Communication Process and Training Plan

Goal: The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicators 8.1 and 8.2.

Key Plans for Academic Years 2020-2021:

- Success Indicator 8.1: Campus will streamline the tracking of attendance for promoted events and accessibility training.

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- Success Indicator 8.3: Campus will streamline the tracking of ATI training provided by ATC staff. The collected attendance data will provide more accurate data on training participation.

Key Plans for Academic Years 2021-2022:

- Success Indicator 8.3: Campus will streamline the tracking of the different units on campus offering ATI/Accessibility training and look for partnerships within different groups/departments.
- Success Indicator 8.5: Campus will streamline offer more training material and expand on training offers.

Key Plans for Academic Years 2022-2023:

- Success Indicator 8.7 and 8.8: Campus will look for partnerships across campus groups to drive the campus awareness campaign.

Success Indicator 8.1:

Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]

Process:

Campus has developed a formal awareness campaign, which includes: The deployment of the Blackboard Ally tool which contributes to the campus communication process towards the overall ATI awareness. OET's Accessible Instructional Materials Certification and the deployment of Titan Direct Access.

Measurement:

Documentation of the formal awareness campaign is stored in the ATI dropbox folder and usage of promoted events is tracked by attendance.

Annual Report:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established" or reach "Managed".

Success Indicator 8.2: Removed

Success Indicator 8.3:

Campus has developed and disseminated a variety of training materials, both in content and

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modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, procuring, and distributing accessible instructional materials. [Ability]

Process:

Quick use guides are available on the OET website and campus is developing and delivering accessible instructional material certificate program (AIM) to faculty. The Ally tool disseminates training for users within the LMS complimenting other trainings provided by the campus for accessible document.

Measurement:

Training provided by IT (ATC) is being tracked via Service-Now. OET tracks training via AIM Certificate sign-ups and completion.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 8.4: Removed

Success Indicator 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]

Process:

OET post Faculty completers of AIM certificate, FDC and OET records class participants in trainings and workshops. IT’s ATI training is tracked via Service-Now and LinkedIn Learning course completion.

Measurement:

Tracking of participation in training activities is tracked in various systems and needs to be compiled into one report.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 8.6: Removed

Success Indicator 8.7:

Campus provides personnel necessary to support the awareness campaign. [Ability]

Process:

Resources from OET, IT, DSS and Bookstore are available to support the awareness campaign.

Measurement:

Staff from IT and OET creates and provides training material to campus.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 8.8:

Campus provides resources necessary to support the development of awareness campaign. [Ability]

Process:

Resources from OET, IT, DSS and Bookstore are available to support the development of awareness campaign.

Measurement:

Staff from IT and OET work together on the development of awareness campaign and presentation will be made at campus/department events.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

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Success Indicator 8.9:

Campus provides personnel necessary to support the training activities. [Ability]

Process:

Resources from OET, IT, DSS and Bookstore are available to support training activities.

Measurement:

Staff from IT and OET creates and provides training to campus.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 8.10:

Campus provides resources necessary to support the development and delivery of training activities. [Ability]

Process:

IT developed Email and Web training and OET developed the AIM certificate program. The resources expended to purchase the tool and providing the human resources necessary to support campus deployment and training serve as evidence towards accomplishing this success indicator

Measurement:

Staff from IT and OET develop and deliver training activities to campus.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 8.11:

Campus has integrated accessibility into faculty orientations [Measurement]

Process:

Faculty training is part of Faculty Orientations and Blackboard Ally in-person workshop offered during the semester, DSS is at resource fair for New Faculty Orientation and presenting at

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tenure track onboarding.

Measurement:

Staff from IT and OET are available for questions and training scheduling at faculty orientation event.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

9.0 Process Indicators

Goal: Campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 9.3.

Key Plans for Academic Years 2020-2021:

- Success Indicator 9.3: Campus will store meetings minutes about the review of the campus ATI Instructional Materials plan in a central location for tracking purposes.

Key Plans for Academic Years 2021-2022:

- Success Indicator 9.1: Campus will review membership list of the IMAP committee and look for student volunteers to serve on the committee.

Key Plans for Academic Years 2022-2023:

- Success Indicator 9.3: Improvements to the process to review and revise the campus ATI Instructional Materials plan on an annual basis will be made if necessary.

Success Indicator 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]

Process:

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Committee meetings are ongoing and make all items at the defined, initiated, or not started level a priority. The IMAP Committee role is to help coordinate all accessibility instructional materials activities across the campus. The campus has added the person in charge of the Ally implementation to the IMAP Committee

Measurement:

Committee Membership is recommended by the ATI Steering Committee and is also available to volunteers.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 9.2: Removed

Success Indicator 9.3:

Campus has established a process to review and revise the campus ATI Instructional Materials plan on an annual basis. [Measurement]

Process:

Committee meetings ongoing and make all items at the defined, initiated, or not started level a priority. The IMAP Committee role is to help coordinate all accessibility instructional materials activities across the campus.

Measurement:

ATI Instructional Materials Plan is reviewed and documented on an annual basis.

Annual Report:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 9.4: Removed

ATI Information Communication Technology (ICT) Procurement Plan

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1.0 Procurement Procedures

Goal: An ATI Electronic and Information Technology ICT Procurement Plan, documents, forms, and other materials to support 508 procurements at the campus are created and published.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 1.1.

Key Plans for Academic Year 2020-2021

- Success Indicator 1.1: ATI Team will review and update website if necessary.

Key Plans for Academic Year 2021-2022

- Success Indicator 1.1: ATI Team will review and update website if necessary.
- Success Indicator 1.2: ATI Team will review and update ICT product checklist if necessary.

Key Plans for Academic Year 2022-2023

- Success Indicator 1.2: Review and revise checklist for any updates made by the chancellor’s office.
- Success Indicator 1.3: Review ATI Procurement and IT Purchasing site and update if necessary.

Success Indicator 1.1:

Developed and published an Accessible ATI ICT Procurement Plan.

Process:

Campus has documented a process to ensure understanding of responsibilities when procuring ICT products. Refer to Campus website.

Measurement: The campus will monitor procurement submissions.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

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Success Indicator 1.2:

Developed and published a document that defines what products are categorized as Section 508 ICT procurements.

Process:

Developed a Campus web resource. Please refer to Campus website.

Measurement:

The campus measures our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained as “Established.”

Success Indicator 1.3:

Developed a procedure for procuring ICT products based on the product/service impact criteria.

Process: This is built into the Service-Now Workflow for purchasing.

Measurement: We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 1.4:

Developed a documented process to determine the level/complexity of 508 evaluation that will be required for new procurements and/or renewals.

Process: This is built into the Service-Now Workflow for purchasing.

Measurement: We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 1.5

Developed a process for all competitive bid procurements that require an evaluation of Section 508 compliance.

Process: All competitive bids are being review by IT and the ATI Team is immediately assigned to review accessibility upon bid through Service-Now.

Measurement: We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 1.6:

Developed a process for all non-competitive bid procurements that require an evaluation of Section 508 compliance.

Process: Non-competitive bids are handled much like competitive bid through Service-Now.

Measurement: We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 1.7:

Developed a process for all purchase card purchases that require an evaluation of Section 508 compliance.

Process: Purchase card purchases are handled much like competitive bid being coordinated by the Procurement Buyer.

Measurement: We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 1.8:

Documented a process used to verify Voluntary Product Accessibility Templates (VPATs).

Process: Purchasing is tracked in Service-Now that requires ATI SME to verify that a VPAT has been submitted.

Measurement: We measure our success by continually evaluating the process and the level of understanding of the requirements.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

2.0 Staffing or Role Definition

Goal: ATI procurement team is staffed and given clearly defined roles for processing ICT procurements.

Academic Year 2019-2020: The status level reported is “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 2.1.

Key Plans for Academic Year 2020-2021

- Success Indicator 2.1. We will continue to use current process.

Key Plans for Academic Year 2021-2022

- Success Indicator 2.1. We will continue to use current process.

Key Plans for Academic Year 2022-2023

- Success Indicator 2.1. Will review Status Indicator

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Success Indicator 2.1:

Established a group that meets on a regular basis to discuss accessible procurement topics.

Process:

We discuss accessibility related procurement topics in a monthly Procurement staff meeting. Please refer to Campus website.

Measurement:

Continually evaluating the processes and the level of understanding by both users and staff via Chancellors Office website information and Chancellors ATI Procurement Meetings.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 2.2:

Identified contact person(s) and process for vendors, purchase requestors, and staff to ask questions about procurements.

Process:

Please refer to Campus website.

Measurement:

We measure our success through communication by users as to whether their question was sufficiently answered.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 2.3:

Documented in writing who is responsible for each component of the accessible procurement process (e.g., Who does the purchase request? Who interacts with the ICT product/service provider on accessibility questions? Who does the accessibility evaluation of the product?).

Process:

Request is reviewed and approved by an Accessibility Specialist and IT Subject Matter Expert. Please refer to Campus website.

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Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

3.0 Exemptions Process

Goal: A well-documented process has been established and is used for exemptions to ICT procurements.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 3.4.

Key Plans for Academic Years 2020-2021:

- Success Indicator 3.4: Create guide for departments to reach out to ICT provider and communicate improvement in accessibility.

Key Plans for Academic Years 2021-2022:

- Success Indicator 3.4: Create a tracking process for department that have reached out ICT provider to communicate improvements in accessibility.

Key Plans for Academic Years 2022-2023:

- Success Indicator 3.4: Implementation of follow-up process with ICT provider in ATI procurement training.

Success Indicator 3.1:

Established a process for approving exemptions.

Process: EEAAP Process supersedes Exemption Process.

Measurement: We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

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Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 3.2:

Documented the exemption process, posted it on public website, and have communicated process to campus.

Process:

EEAAP Process supersedes Exemption Process. Refer to campus website.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 3.3:

Documented a process that ensures that supplementary accommodations can be put in place when exemptions are warranted.

Process:

EEAAP Process supersedes Exemption Process. Refer to campus website

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 3.4:

Established a follow-up process for communicating with ICT product/service provider and purchase requesters when a procurement is moved forward without total resolution of the accessibility status of the product.

Process:

EEAAP Process supersedes Exemption Process. Please refer to Campus website.

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Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

4.0 Equally Effective Access Plans

Goal: Equally Effective Access Plans are created for ICT products that are not fully 508 compliant.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 4.1.

Key Plans for Academic Year 2020-2021

- Success Indicator 4.1. Review process with EEAAP to see if revision is needed.

Key Plans for Academic Year 2021-2022

- Success Indicator 4.1. Review process with EEAAP to see if revision is needed.

Key Plans for Academic Year 2022-2023

- Success Indicator 4.1. Update process if needed.

Success Indicator 4.1:

Documented a process that outlines when an equally effective alternate access plan is necessary.

Process:

Please see section “Why would I need an Equally Effective Alternate Access Plan” on the Campus website.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and

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processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 4.2:

Established a process with roles assigned for all parts of creating an equally effective alternate access plan.

Process:

Please see section “What happens when an EEAAP is necessary?” on the Campus website.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 4.3:

Established a process that tracks how many equally effective alternate access plans have been created.

Process:

CSUF's Service-Now system tracks the number of EEAAPs created. Every EEAAP is stored and is part of the purchasing paper trail.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

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Success Indicator 4.4:

Established a process to ensure that accommodations were provided.

Process:

Disability Support Services provides accommodation for students registered with them. The EEAAP that departments have signed are asked to document the accommodation.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

5.0 Training

Goal: All parties involved in ICT procurement have been trained, and a continual training program is in place.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicator 5.6.

Key Plans for Academic Year 2020-2021

- Success Indicator 5.6. Continue to refer to available trainings and attend conferences.

Key Plans for Academic Year 2021-2022

- Success Indicator 5.7. Will review feedback questions.

Key Plans for Academic Year 2022-2023

- Success Indicator 5.8. Will Review retraining individuals and departments to refresh knowledge of the ICT process

Success Indicator 5.1:

Established and deployed new employee orientation training materials that provide overview of Section 508 requirements and where to get more information.

Process:

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Refer employees to the online training Button added to ATI Site available on the CSUF Website.

Measurement:

We measure our success by the improvement of users' abilities to evaluate products more thoroughly causing fewer issues when their requests for purchases come to Procurement for processing.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established."

Success Indicator 5.2:

Established and deployed training program for purchase requestors and administrative support staff.

Process:

Refer employees to the online training Button added to ATI Site available on the CSUF Website.

Measurement:

We measure our success by the improvement of users' abilities to evaluate products more thoroughly causing fewer issues when their requests for purchases come to Procurement for processing.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established."

Success Indicator 5.3:

Established and deployed training program for Information Technology Staff.

Process:

Refer employees to the online training Button added to ATI Site available on the CSUF Website.

Measurement:

We measure our success by the amount of questions received related to the training and by amount of issues that arise during the procurement process.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established."

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Success Indicator 5.4:

Established and deployed training program for Buyers (procurement staff).

Process:

Refer employees to the online training Button added to ATI Site available on the CSUF Website.

Measurement:

We measure our success by the amount of questions received related to the training and by amount of issues that arise during the procurement process.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established."

Success Indicator 5.5:

Established and deployed training for all purchase card holders.

Process:

Refer employees to the online training Button added to ATI Site available on the CSUF Website.

Measurement:

We measure our success by the amount of questions received related to the training and by amount of issues that arise during the procurement process.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established."

Success Indicator 5.6:

Established a plan that provides resources for the Section 508 Compliance officer and ATI Designee or other Designee to participate in professional development and continuing education opportunities.

Process:

Attend relevant conferences and attend regular COP ATI calls offered by the CO. This is part of the employee Professional Development.

Measurement:

We measure our success by the amount information these staff learn and are able to convey to the campus community.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 5.7:

Collected feedback from training (effectiveness, knowledge retention, etc.).

Process:

Feedback forms are available through the Qualtrics system.

Measurement:

We measure our success by the improvement of users’ abilities to evaluate products more thoroughly causing fewer issues when their requests for purchases come to Procurement for processing and by their responses to the survey after completing training.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 5.8:

Established methods for retraining individuals and departments to refresh knowledge of the ICT procurement process.

Process:

Specialized ATI Procurement Staff has been trained and continues to be trained by the CSU Chancellor's Office about the ICT procurement process.

Measurement:

We measure our success by the amount of training made available and the turnover rate of employees involved in the ICT procurement process.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

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6.0 Outreach (Communications)

Goal: All individuals on campus involved in the purchasing of goods are knowledgeable about Section 508 in the context of ICT procurement.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported was “Established” with a commitment to work on success indicators 6.3.

Key Plans for Academic Years 2020-2021:

- Success Indicator 6.3: A campus announcement will be sent out at the beginning of each semester to promote ICT procurement awareness. Additionally, the ICT procurement process will be part of the before-semester start training session (Annual Academic Talent Management Meeting) for Department IT coordinators (DITCs).

Key Plans for Academic Years 2021-2022:

- Success Indicator 6.3: Sent out campus announcements and training material for presentations will be centrally stored to document events/announcements.

Key Plans for Academic Years 2022-2023:

- Success Indicator 6.2: Expand on information provided to vendors in order to work with the campus.

Success Indicator 6.1: Removed.

Success Indicator 6.2:

Established a process for working collaboratively with vendors during the procurement process to assess and improve the accessibility of their product (i.e. VPAT review process, Accessibility Roadmap).

Process:

ATI Procurement Website has contact information posted on their website specifically for vendors to reach out and ask questions about the accessibility of their product.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our vendors.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 6.3:

Established an ongoing general campus communication that promotes ICT procurement awareness.

Process:

We will update annually and continue to promote. We will encourage online training available on the Chancellor’s website and in-person training sessions.

Measurement:

We measure our success by evaluating the ease of use and completion rate of forms and processes by our campus users.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

7.0 Evaluation & Monitoring

Goal:

Campus has established a continual evaluation process with standard forms and procedures. Feedback from the process along with direction is provided to training, outreach, and other groups involved in ICT procurements.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” with a commitment to work on 7.6.

Key Plans for Academic Years 2020-2021:

Success Indicator 7.6: Count and publish campus ATI Procurement training events and session on the campus website.

Key Plans for Academic Years 2021-2022:

Success Indicator 7.4: Publish campus outreach efforts to the ATI campus website.

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Key Plans for Academic Years 2022-2023:

Success Indicator 7.5: Review the metrics to evaluate the effectiveness of the Equally Effective Alternate Access process for improvement.

Success Indicator 7.1: Removed

Success Indicator 7.2: Removed

Success Indicator 7.3: Removed

Success Indicator 7.4:

Establish metrics to evaluate the effectiveness of campus outreach process.

Process:

Data is tracked in Service-Now.

Measurement:

Will measure our success based on the metrics.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 7.5:

Established metrics to evaluate the effectiveness of the Equally Effective Alternate Access process.

Process:

Data is tracked in Service-Now.

Measurement:

Will measure our success based on the metrics.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

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Success Indicator 7.6:

Established metrics to evaluate the effectiveness of campus training process.

Process:

Data is tracked in Service-Now.

Measurement:

Will measure our success based on the metrics.

Annual Reports

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 7.7:

Establish metrics to evaluate the effectiveness of campus outreach process.

Process: The purchase of all Information and Communication Technology (ICT) products is centralized. ICT reviewers are knowledgeable about accessibility and the procurement process.

Measurement: Will measure our success based on the metrics from Qualtrics reviews after trainings.

Annual Reports

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

8.0 Experience/Implementation

Goal: Campus have sufficient experience and expertise in completing ICT procurements.

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Key Plans for Academic Years 2020-2021:

The Success Indicators are all tracked via Service-Now and the workflow has been reviewed several times for improvement. The review for improvement will reoccur every time the campus makes a change or a feature enhancement to the procurement process.

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Key Plans for Academic Years 2021-2022:

The Success Indicators are all tracked via Service-Now and the workflow has been reviewed several times for improvement. The review for improvement will reoccur every time the campus makes a change or a feature enhancement to the procurement process.

Key Plans for Academic Years 2022-2023:

The Success Indicators are all tracked via Service-Now and the workflow has been reviewed several times for improvement. The review for improvement will reoccur every time the campus makes a change or a feature enhancement to the procurement process.

Success Indicator 8.1: Removed

Success Indicator 8.2: Removed

Success Indicator 8.3: Removed

Success Indicator 8.4: Removed

Success Indicator 8.5:

Total number of ICT reviews?

Process:

We track every ICT purchase (including P-Card purchases) in Service-Now.

Measurement:

We measure our success by the effectiveness of the tracking process and ease of use by those responsible for entering the incidents into the system.

Annual Reports

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 8.6:

What is the total percentage of EEAAP’s?

Process:

During this reporting cycle Campus has adapted the EEAAP process and retired the exception process.

Measurement:

We measure our success by the effectiveness of the tracking process and ease of use by those

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responsible for entering the incidents into the system.

Annual Reports

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

Success Indicator 8.7:

What is the total number of exemptions/exceptions?

Process:

We track every exception memo (including P-Card purchase) in Service-Now

Measurement:

We measure our success by the effectiveness of the tracking process and ease of use by those responsible for entering the incidents into the system.

Annual Reports

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established.”

ATI Web Accessibility Plan

1.0 Web Accessibility Evaluation Process:

Goal: Identify and repair or replace inaccessible websites, web applications, and digital content.

Academic Year 2019-2020: The status level reported was established with a commitment to work on success indicator 1.5.

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 1.1, 1.5, 1.7

Key Plans for Academic Year 2020-2021

- Success Indicator 1.1 - Review current roles for website personnel and update role types to better align with current campus titles and develop better role types to reflect various roles which help to administrate websites including student assistants, content editors, and other non-ATI specific roles. This will help create better website access tracking while focusing reporting of issues to the people who are responsible/qualified to handle compliancy problems.

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- Success Indicator 1.5 - Updates to Compliance Sheriff v6 and new scanning definitions. Work to verify all sites have been updated correctly and are using the updated scan methods.
- Success Indicator 1.7 - Update current web services request forms to automatically update site records with updated roles and status. Including adding better fields to make it easier on the end user who is trying to make updates to their website without needing to understand the site index database. This should help decision makers understand the request while also utilizing the power of our database to easily make record updates.

Key Plans for Academic Year 2021-2022

- Success Indicator 1.7 - Update current CMS system, which runs most campus websites, to show both current site score and last scan date. This will help keep both site administrators and content editors aware of their current ATI status.
- Success Indicator 1.9 - Training redeployment for users who have not had a recent training. Work with campus website database administrators to develop additional tracking data to record last trained date for anyone associated with a website. Based on new roles developed in AY 2020-2021 we would be able to target users who have not been trained, or users who would need additional training if changes to workflow happens. This would also allow us to track refresh training sessions for users who have been trained in long period of time (for example more than 18 months). Training could also be tied into online training systems that are already being used by campus.
- Success Indicator 1.17 - Updated the ATI site with scanning process workflow including new screenshots, changes to web roles, and locate the workflow in an area that is either directly from the header or within two clicks of the homepage.

Key Plans for Academic Year 2022-2023

- Success Indicator 1.8 - Once the APIs are working with the central database create new tracking methods in the database to identify reoccurring issues. This will help the IT Web team identify problems that would require intervention either to resolve the issue or notification to site directors/managers to inform them of on-going unresolved problems.
- Success Indicator 1.14 - Using new APIs in the Compliance Sheriff v6, develop methods to have the campus central database automatically run scans, import problems, and contact site personnel to remediate problems.
- Success Indicator 1.17 - Update the workflow documentation for changes made to the process with the new API integration.

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Success Indicator 1.1

Assigned responsibility for the evaluation process to a body (person(s) or business entity)

Process:

All campus websites, or vendor websites used for campus business, are indexed into a central database. The site list includes contact information for associated users with a given role of ATI Lead, Technical, Manager, and/or Director. This contact information is used to coordinate scanning requirements and reminders to the appropriate users.

Measurement:

All sites have at least one person identified as an ATI contact for issues.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 1.2

Inventoried all campus administrative websites.

Process:

All campus websites, or vendor websites used for campus business, are index into a central database. This includes site status: production, development, vanity, offline, archived, and decommissioned. The campus stores as much information as we can including development sites, related sites, and website personnel. This also includes the ATI scanned data for history and current ATI scoring. Additions or changes to sites are submitted via tracked forms to IT Web Team who maintain the site index information.

Measurement:

All sites are found and indexed in the central database. This helps us understand which sites are actively being used and what the most recent scan information is. The list of sites is available, via campus login, and allows campus members access to review their site information and inform IT Web Team of changes.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.3

Inventoried all administrative websites developed by contract vendors.

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Process:

All campus websites, or vendor websites used for campus business, are index into a central database. This includes site status: production, development, vanity, offline, archived, and decommissioned. The campus stores as much information as we can including development sites, related sites, and website personnel. This also includes the ATI scanned data for history and current ATI scoring. Additions or changes to sites are submitted via tracked forms to IT Web Team who maintain the site index information.

Measurement:

All sites are found and indexed in the central database. This helps us understand which sites are actively being used and what the most recent scan information is. The list of sites is available, via campus login, and allows campus members access to review their site information and inform IT Web Team of changes.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.4

Established a process to perform regularly scheduled accessibility audits using established criteria to identify websites that need remediation.

Process:

All campus websites in the site index are regularly scheduled for a scan using Compliance Sheriff. This is to be done no less than once every 90 days and reminder emails are sent to site personnel to maintain this working schedule. IT Web Team also conducts a campus wide website audit for sites quarterly and makes sure sites are updated and issues found are resolved.

Measurement:

Site scans are uploaded from Compliance Sheriff into the central database for websites and their information is used to generate a pass/fail score. If a site has gone longer than 90 days without a scan emails are sent, and the website is given a fail score. Failing websites are easy to identify and scans are run to verify that any errors are fixed at least once every 90 days.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

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Success Indicator 1.5

Conducted automated accessibility evaluations on websites and web applications

Process:

All campus websites in the site index are regularly scheduled for a scan using Compliance Sheriff. This is to be done no less than once every 90 days and reminder emails are sent to site personnel to maintain this working schedule. IT Web Team also conducts a campus wide website audit for sites quarterly and makes sure sites are updated and issues found are resolved.

Measurement:

Site scans are uploaded from Compliance Sheriff into the central database for websites and their information is used to generate a pass/fail score. If a site has gone longer than 90 days without a scan emails are sent, and the website is given a fail score. Failing websites are easy to identify and scans are run to verify that any errors are fixed at least once every 90 days.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 1.6

Conducted manual accessibility evaluations on websites and web applications

Process:

Campus websites can be reviewed manually upon request. When conducting a manual evaluation, the web administrator will use browser plug-in tools such as the Wave tool to review pages and provide feedback to site owners.

Measurement:

Manual evaluation tools are documented on the Fullerton ATI website. Web administrators can find checkpoints and other resources to help them run a manual test on any website they need to.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 1.7

Established a procedure to distribute evaluation results to campus members responsible for

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website and maintenance

Process:

The campus has a database with a web interface that is available via login to the campus faculty/staff/administrators. This database has a basic pass/fail score next to each site along with the date the last scan was completed.

Measurement:

Display of the score which can easily be sorted to find any failing site. This list can also be used to help determine which sites are in need to support to resolve issues. The last date field can be used to maintain an active scan schedule.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 1.8

Established a follow-up procedure that tracks remediation or replacement of documented compliance issues

Process: The campus reviews current compliancy status for all sites quarterly. IT Web Team conducts the review of sites in February, May, August, and November. This report is compiled and sent for review to campus administration.

Measurement: All site issues are either resolved or sent to campus administration for further remediation. This allows the campus to maintain better information flow from site owners to department administrators.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.9

Established a procedure to ensure that campus members involved in maintaining websites and web applications, are familiar with the web accessibility evaluation process

Process:

IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation. Current site editors and admins are

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required to complete two trainings which cover ATI in both content entry and site scanning responsibilities.

Measurement:

New websites and content owners are created by IT Web Team who provide access to sites. Site access requires that users complete training before they are given access to their sites. We also provide one-on-one training that any user can request at any time on the ATI website and Web services websites. Training is recorded and monitored to verify users have completed a recent training.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.10

Established a procedure to ensure that campus members involved in maintaining websites, web application know who to contact for compliance assistance

Process:

IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation and introduce them to the supporting team members. The standard campus template for most websites includes buttons on the editing pages to help contact ATI assistance. There are also IT/FDC division support at various department which regularly communicate ATI information down to faculty/staff. Campus footer also has contact links for ATI support.

Measurement:

The campus tracks support issues and uses a queue ticketing system to make sure all points of contact are followed up on. As members are trained, they are also made aware of the resources (human / online) for assistance.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.11

Conducted manual accessibility evaluations on digital content: documents (word processor produced, excel, PowerPoint, PDF)

Process:

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IT Web Team, Academic Technology Center, Faculty Development Center, and Online Education and Training departments can assist in supporting manual evaluations. Manual evaluations use various tools built into both products and web browsers to review the document's level of compliancy.

Measurement:

Verifying that documents posted online meet the ATI standards and follow up with requests by users.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established"

Success Indicator 1.12

Conducted manual evaluations on digital content: videos

Process:

Video is required to stream from a service like YouTube or Vimeo for both a stable connection and closed captioning. IT Web Team will help users embed their videos and verify that content owners are aware of both the need for close captions to be available and that the contents of those captions are accurate.

Measurement:

Users should be able to enable captions and captions relate all relevant information to the end users in a meaningful way. Captions should both represent information for vision disabilities as well as audio disabilities by using description cues to address both audio only / text in an image situation.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established"

Success Indicator 1.13

Conducted manual evaluations on digital content: audios

Process:

Audio files are required to have a transcript posted on the same page where it is presented with either a direct link to the content or the content written on the page. Audio is to be full and complete with the transcript being tested for accuracy. For best results a script should be written first but when audio is from an interview or oral history transcripts must be done from

audio file.

Measurement:

Users should be able easily find the written transcript of the audio file and understand the contents without needing to listen to the audio.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.14

Established a procedure to distribute evaluation results to campus members and vendors responsible for digital content maintenance

Process:

Audio files are required to have a transcript posted on the same page where it is presented with either a direct link to the content or the content written on the page. Audio is to be full and complete with the transcript being tested for accuracy. For best results a script should be written first but when audio is from an interview or oral history transcripts must be done from audio file.

Measurement:

Users should be able easily find the written transcript of the audio file and understand the contents without needing to listen to the audio.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.15

Established a procedure to ensure that campus members involved in maintaining digital content are familiar with the web accessibility evaluation process

Process:

During content editor training we cover the process for evaluating websites and making sure users are clear when using digital content within their pages. This covers both manual and automatic evaluation tools / resources and where to find those resources within the online editing software.

Measurement:

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Content editors can request help in person and online in order to meet the needs of keeping their content accessible. Ample resources are made available where they are working on their content presentation so the need to remember links or contact information is minimal.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.16

Established a procedure to ensure that campus members involved in maintaining digital content know who to contact for compliance assistance

Process:

During content editor training we cover the process for evaluating websites and making sure users are clear when using digital content within their pages. This covers both manual and automatic evaluation tools / resources and where to find those resources within the online editing software.

Measurement:

Content editors can request help in person and online in order to meet the needs of keeping their content accessible. Ample resources are made available where they are working on their content presentation so the need to remember links or contact information is minimal.

Annual Reports:

Academic Year 2019-2020: The status level reported was established

Academic Year 2020-2021: The status level reported continues to be established

Success Indicator 1.17

Documentation of the web accessibility evaluation process is archived and can be produced for inspection

Process: The whole process for having a website on the CSUF servers, or by having one hosted by a vendor, is documented on the ATI website. This includes adding users, creating roles, setting up scans, and regular scanning process. The website can be viewed at any time.

Measurement: The documentation is online and available to anyone by simply visiting the CSUF ATI website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established”

Success Indicator 1.18

Established a procedure to distribute evaluation results to vendors responsible for website maintenance

Process:

The IT Web team will work department employees and their vendor’s employees to resolve issues associated with websites that are either hosted on campus or on servers controlled by the vendor. This may include sending compliance sheriff reports, phone / web meetings, and follow up tests to verify issues are resolved.

Measurement:

Vendor sites are included in the regular scanning schedule as any other site hosted by campus. The results of which are posted to the site index which shows the current status as well as the last time the site was scanned.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”

2.0 New Website/Web Application and Digital Content Design and Development

Process

Goal: New website/web application and digital content development complies with all Section 508 accessibility guidelines.

Academic Year 2019-2020: The status level reported was established.

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 2.1, 2.4, 2.8, 2.9

Key Plans for Academic Year 2020-2021

- Success Indicator 2.1 - Update checkpoints in Compliance Sheriff to reflect the most current compliance criteria.
- Success Indicator 2.4 & 2.8 - Update content and images on ATI site to reflect Compliance Sheriff upgrade.

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- Success Indicator 2.9 - Create a new web team group for student affairs websites. This will give a very large division a support group that they can turn to for help in their website development and ATI updates.

Key Plans for Academic Year 2021-2022

- Success Indicator 2.3 - Training redeployment for users who have not had a recent training. Now that we are tracking trainings, we should be able to start refresh training sessions for users who have been trained more than 18 months ago.
- Success Indicator 2.2 - Using new APIs in the Compliance Sheriff v6, develop methods to have the campus central database automatically run scans, import problems, and contact site personnel to remediate problems.

Key Plans for Academic Year 2022-2023

- Success Indicator 2.1 - Create real-time checks for campus templates to flag the users for general ATI issues while they are editing their page. This will not be a full and exhaustive ATI scan but we can provide them with feedback to eliminate the most common issues like broken links, bad headers, bad alt tags, and other issues which can be fixed before they even publish their changes.
- Success Indicator 2.5, 2.6, 2.7 - Create / update central guides for adding digital content to websites. Verify that the latest information is being provided and is accurately detailed. Then provide these guides to users when digital media is detected in their CMS interface for the campus templates.

Success Indicator 2.1

Established a process to ensure that new websites and web applications are developed with “designed in” accessibility included

Process:

To ensure that new websites come with accessibility built in, the developer for the campus template follows the most current compliance criteria based on Section 508 and Web Content Accessibility Guidelines (WCAG) and uses Compliance Sheriff to scan development sites during development. As part of the ‘Best Practice’ protocol, in relation to version control, a detailed log is made available to campus community developers, which includes old and new version specific information that incorporate accessibility specific updates. The campus template is available to the campus community after a website request form has been approved and training is completed.

Measurement:

New website requests are tracked in our central database so that site builds are properly linked to authorized campus members.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 2.2

Established a procedure to ensure that accessible coding techniques are used to develop new websites and web applications

Process:

The developer for the campus template follows the most current compliance criteria based on Section 508 and Web Content Accessibility Guidelines (WCAG). The campus template is available to the campus community after a website request form has been approved and training is completed. Additional resources including guides, best practices, and advance training are also available. Compliance Sheriff is a tool that will allow users to scan their site, identify accessibility issues and improve on coding techniques. Access to the software is available to the campus community after Compliance Sheriff training is completed.

Measurement:

Compliance Sheriff lets us export the scan results via a csv file and upload it into our central database. By doing so we can track and analyze the data.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 2.3

Established a process to ensure that campus members involved in the design and development processes are aware of Section 508 guidelines

Process: The campus template is available to the campus community after a website request form has been approved and training is completed. During the mandatory training session, the trainee is made aware of Compliance Sheriff Training and Section 508 guidelines. Compliance Sheriff is a tool that will allow users to scan their site and identify accessibility issues to be corrected. During Compliance Sheriff training, Section 508 guidelines are presented for the

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second time. Additional resources related to Section 508 guidelines including best practices, advance training, etc. are also available to campus members.

Measurement: All training requests are tracked in the central database and allows users to identify members that either completed or did not complete ATI training.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 2.4

Process:

Compliance Sheriff training is mandatory and covers who to contact for general questions and how to scan a site and identify accessibility issues to be corrected. Trainees are introduced to available resources that may aid in fixing compliance issues. The training also introduces the Compliance Sheriff form and goes over how to fill it out when additional compliance assistance is needed.

Measurement: All Compliance Sheriff related inquiries are tracked in the central database.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 2.5

Developed digital content: documents (word processor produced, excel, PowerPoint, PDF) in accordance with Section 508 accessibility guidelines)

Process: Digital content with accessible guidelines for Word, PowerPoint, Excel, PDF, Videos, and audio were developed in accordance with Section 508 and are made available on our Instructional Material and Online Education and Training (OET) website.

Measurement: The content is available on the Instructional Material and Online Education and Training website.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 2.6

Developed digital content: videos in accordance with Section 508 accessibility guidelines

Process: Digital content with accessible guidelines for Word, PowerPoint, Excel, PDF, Videos, and audio were developed in accordance with Section 508 and are made available on our Instructional Material and Online Education and Training (OET) website.

Measurement: The content is available on the Instructional Material and Online Education and Training website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 2.7

Developed digital content: audios in accordance with Section 508 accessibility guidelines

Process: Digital content with accessible guidelines for Word, PowerPoint, Excel, PDF, Videos, and audio were developed in accordance with Section 508 and are made available on our Instructional Material and Online Education and Training (OET) website.

Measurement: The content is available on the Instructional Material and Online Education and Training website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 2.8

Established a procedure to ensure that campus members involved in digital content

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development know who to contact for compliance assistance

Process: Compliance Sheriff training is mandatory and covers who to contact for general questions and how to scan a site and identify accessibility issues to be corrected. Trainees are introduced to available resources that may aid in fixing compliance issues. The training also introduces the Compliance Sheriff form and goes over how to fill it out when additional compliance assistance is needed.

Measurement: All Compliance Sheriff related inquiries are tracked in the central database.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 2.9

Assigned responsibility for the New Web Development process to a body (person(s) or business entity)

Process: CSUF has an ATI Web Committee and an ATI Steering Committee that serves as a governance group overseeing all subcommittees including the ATI Working Groups (Web, Instructional Materials, and Procurement). They work alongside Strategic Communications to assure ATI compliance. The Web Accessibility Group advises the ATI Steering Committee on ADA-compliant websites for web pages.

Measurement: The ATI Web Accessibility Group meets monthly.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

3.0 Ongoing Monitoring Process

Goal: Updating and maintenance of websites/web applications and digital content comply with Section 508 Accessibility Standards

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Academic Year 2019-2020: The status level reported was established.

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 3.1, 3.2 and 3.3.

Key Plans for Academic Year 2020-2021

- Success Indicator 3.1 – Evaluate and update website owners and ATI leads with new roles defined per plan in Success Indicator 1.1.
- Success Indicator 3.2 – Continue to employee and train student assistants to do monthly scans to monitor changes.
- Success Indicator 3.3 – Add a link pointing to the documentation on the current monitoring process in the automated reminders that are sent to content creators on the status of their content.

Key Plans for Academic Year 2021-2022

- Success Indicator 3.4 – Create a process to ensure existing online training materials and in person training are better advertised. This could be done via notifications within OmniUpdate that campus web content creators would see upon logging in.
- Success Indicator 3.5 – Establish new fields in the site index to monitor digital content and setup a reminder to verify content is reviewed and corrected.
- Success Indicator 3.6 – Roll out accessibility ribbons and training for use to assist in the creating and pre-scanning of documents.

Key Plans for Academic Year 2022-2023

- Success Indicator 3.7 & 3.8 – Create a process for video & audio addition to sites that would force a check prior to publishing to the web. Currently there is no process for this, but this could be accomplished by a check in the CMS that would notify the editor that they are attempting to publish digital content and require them to confirm that their digital content is accessible prior to publishing.
- Success Indicator 3.9 – Create a search feature to locate which sites have digital content and what types of digital content.
- Success Indicator 3.11 – Create a more robust archive of digital content through Success Indicator 3.5 plan.

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Success Indicator 3.1

Assigned responsibility for the ongoing monitoring process of websites and web applications to a body (person(s) or business entity)

Process: All campus websites, or vendor websites used for campus business, are indexed into a central database. The site list includes contact information for associated users with a given role of ATI Lead, Technical, Manager, and/or Director. This contact information is used to coordinate scanning requirements and reminders to the appropriate users.

Measurement: All sites have at least one person identified as an ATI contact for the monitoring process.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”

Success Indicator 3.2

Established a procedure to verify that any changes made to existing website and web applications comply with 508 accessibility guidelines

Process: All campus website content editors are trained prior to receiving access to update any website and web applications and are provided online resources on how to add content that complies with 508 accessibility guidelines.

Measurement: Monthly scans are performed, and any issues found are reported to content owners for correction.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 3.3

Process: All campus website content editors and leads are trained on the monitoring process and how to scan and monitor content, as well as being informed on the requirement and frequency of website monitoring.

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Measurement: Website scans are uploaded into a central database.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 3.4

Established a procedure to ensure that campus members that develop websites, web applications know who to contact for compliance assistance

Process: IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation and introduce them to the supporting team members. The standard campus template for most websites includes buttons on the editing pages to help contact ATI assistance.

Measurement: All campus website editors and leads are logged into a central database at completion of training.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.5

Assigned responsibility for the ongoing monitoring process of digital content to a body (person(s) or business entity)

Process: All campus websites, or vendor websites used for campus business, are indexed into a central database. The site list includes contact information for associated users with a given role of ATI Lead, Technical, Manager, and/or Director. This contact information is used to coordinate scanning requirements and reminders to the appropriate users.

Measurement: All sites have at least one person identified as an ATI contact for issues.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.6

Conducted Section 508 evaluations on digital content: documents (word processor produced, excel, PowerPoint, PDF) before the documents are published to the web

Process: All campus website content editors are informed during training that all documents published to the web must comply with 508 compliancy guidelines. There are also IT/FDC division support at various department which regularly communicate ATI information to faculty/staff.

Measurement: All sites have at least one person identified as an ATI contact for issues.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.7

Conducted Section 508 evaluations on digital content: videos before the videos are published to the web

Process: All campus website content editors are informed during training that all documents published to the web must comply with 508 compliancy guidelines. There are also IT/FDC division support at various department which regularly communicate ATI information to faculty/staff.

Measurement: All sites have at least one person identified as an ATI contact for issues.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.8

Conducted Section 508 evaluations on digital content: audios, before the audios are published to the web

Process: All campus website content editors are informed during training that all documents published to the web must comply with 508 compliancy guidelines. There are also IT/FDC division support at various department which regularly communicate ATI information to

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faculty/staff.

Measurement: All sites have at least one person identified as an ATI contact for issues.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.9

Established a procedure to ensure that campus members involved in digital content development are familiar with the monitoring process

Process: IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation and introduce them to the supporting team members.

Measurement: Sites that fail ATI scans are noted and the IT Web Team actively reaches out to them to assist or answer any questions. All questions and requests for fixes are tracked via Service-Now and can be filtered for the IT Web Team.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.10

Established a procedure to ensure that campus members that develop digital content know who to contact for compliance assistance

Process: IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation and introduce them to the supporting team members. The standard campus template for most websites includes buttons on the editing pages to help contact ATI assistance. There are also IT/FDC division support at various department which regularly communicate ATI information to faculty/staff.

Measurement: All questions and requests for fixes are tracked via Service-Now and can be filtered for the IT Web Team.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to

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maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 3.11

Documentation of the web accessibility monitoring process is archived and can be produced for inspection

Process: All campus websites, or vendor websites used for campus business are scanned and scans are uploaded to a central database on an ongoing basis.

Measurement: Scan uploads can be accessed in the central database.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

4.0 Exemptions and Alternatives Process

Goal: Documented non-compliant websites, web applications and digital content must be delivered in an equally effective alternate format and granted an exemption.

Academic Year 2019-2020: The status level reported was established.

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 4.1, 4.3 and 4.7.

Key Plans for Academic Year 2020-2021

- Success Indicator 4.1 - Create new field in the site index that would better flag sites known to have issues that would require special handling. This would make it easier for known scan results issues to be verified that would require site owner to acknowledge that accommodations are still being made to provide an accessible site.
- Success Indicator 4.3 - Update ATI website documentation with allowed content formats for websites. This also needs to include the scanning process to verify that the document types are being create with ATI compliancy.
- Success Indicator 4.7 - Update ATI website documentation to include alternate format types for content that may need to be converted or provided in multiple format types. This will provide reference and guidance to web content editors as they update their sites.

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Key Plans for Academic Year 2021-2022

- Success Indicator 4.2 - Update current site index with issue exemption data and create standards for this reporting. This would allow us to document known issues for sites that will provide history information for future scans. This does not stop the current scan schedule but will allow for previous issues to be tracked and resolution decisions tracked. This should make it much more obvious about issues found that may require special handling. The standardization of this data also allows us to create easy searching methods for handling multiple sites with the same problems.
- Success Indicator 4.3 - Update campus templates to inform site admins of which pages and which files are found on a website which fall outside normal HTML format types. This will allow for faster document accessibility and highlight files that may not be known by site admins directly.
- Success Indicator 4.12 - Update the campus sites list with features to help site admins and directors to easily see the exemptions required for any sites they oversee. This should include data updated in the 4.2 update.

Key Plans for Academic Year 2022-2023

- Success Indicator 4.8 - Update site records with new field to track data on content formats. This will allow IT Web team to easily determine which sites have any kind of selected format on their pages. It will make it easier to follow up with new alternate formats for sites that could use it should a newer technology become available.
- Success Indicator 4.10 - Using the update from the previous year create an automatic process that will help to remind site admins / directors of any sites that they oversee where exemptions are being used. This will help to keep people who may be out of touch with the day to day operations of their sites informed of on-going issues which might arise.
- Success Indicator 4.12 - Create a searching feature which will allow us to look for sites based on an issue type. Currently you would have to look site by site, but this will allow us to target known sites based on a problem rather than knowing which site to look for.

Success Indicator 4.1

Established a process for granting exemptions

Process: The campus does not want to allow exemptions for websites or web applications. If a site is found to not pass an automatic ATI scan, then IT Web team will work with the site admins to resolve the issue. If a website or web application cannot be scanned by Compliance Sheriff, then it is sent to manual evaluation and changes are made. Results are then updated in the site index.

Measurement: All active sites are scanned regardless of status. If a site is unable to pass, then

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IT Web team will coordinate with the site admins to offer ATI accessible fixes or work with campus DSS to provide in-person help for students where no web accessible solution can be provided.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 4.2

Documented process for handling exemptions is part of the campus Web Accessibility Plan

Process: The site index allows for notes to be stored on the site record. We can track previous accessibility issues there for future reference.

Measurement: Reading a site record should present information regarding past decisions regarding special handling for that site.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.3

Established a procedure to ensure that campus members responsible for website and web application are aware of the process for providing accessible alternate formats

Process: The campus allows for limited document types – all of which have accessible formats. The campus also provides faculty with products that can create different file types depending on student needs in real time via the student interface.

Measurement: Hosting documents on websites can be verified and manually evaluated by ATC / OET personnel.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

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Success Indicator 4.4

Accessible alternate format is in place for all website and web applications exemptions

Process: Following the current supported formats for websites the allowed file types are accessible.

Measurement: Hosting documents on websites can be verified and manually evaluated by ATC / OET personnel.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.5

Established a follow-up procedure to remediate non-compliant websites, and web applications

Process: All sites are regularly scanned regardless of any exemption or other status. These scans ensure that newly created content that falls outside of any prior known issues are also dealt with. IT Web team will work with site administrators to verify that any new developments in web technology that can make content accessible is being used.

Measurement: Regular campus scans will reflect current site status regardless of exemption. This ensures that sites do not get overlooked or disregarded during scans due to a perceived level of known failures being allowed.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.6

Established a procedure to ensure that campus members responsible for website, and web applications, know who to contact for compliance assistance

Process: When website owners and editors are trained prior to getting access to their site they are given the information on who can help for compliance help. We also have links in the footer of the standard campus template with links to the ATI website and reporting an ATI problem for additional support.

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Measurement: Requests for help are tracked and followed up on. Any site related issue even if it comes from a community member is tracked and communication sent back with help or issue resolution.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.7

Documentation of the website, and web application, exemptions and alternative accommodations process is archived and can be produced for inspection

Process: Website scans and historical comments are all stored within the site index record. Notes regarding exceptions or other accommodations are kept there for future use. History is not deleted, even if a team member is removed from active work their record is marked as disabled and not deleted. The site index is built to maintain past data for future use.

Measurement: Any member of the IT Web team can recall a site record at any time.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 4.8

Accessible alternate format is in place for all digital content exemptions

Process: CSUF allows specific formats to be used on our websites. If a web editor is trying to implement a format that is not allowed the IT Web team will work with them to find an alternate format that can be made accessible for the site.

Measurement: Training and on-going web services provide support for web editors looking for help with alternate formats. The regular scans will alert us to any site that is currently using a format that would need to be made accessible.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.9

Established a procedure to ensure that campus members responsible for digital content are aware of the process for providing accessible alternate formats

Process: When website owners and editors are trained prior to getting access to their site they are given the information on who can help for compliance help. Acceptable formats are discussed and ways of implementing those into pages is part of the training process.

Measurement: Scans are regularly performed and if content is found to not be accessible the IT Web team will work with the content owners to create a version that is accessible.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.10

Established a follow-up procedure to remediate non-compliant digital content

Process: All site content is scanned regularly regardless of any non-compliant status. This ensures that all sites are scanned for any changes made to content and new content is also scanned.

Measurement: The site data is consistently updated with the latest scan data and does not account for exemptions. Thus, non-compliant content is put through a remediate process each scan period and if no solution is available the issue is noted in the history and work around steps are communicated to site admins.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.11

Established a procedure to ensure that campus members responsible for digital content know who to contact for compliance assistance

Process: When website owners and editors are trained prior to getting access to their site they are given the information on who can help for compliance help.

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Measurement: Requests for help are tracked and followed up on

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.12

Documentation of the digital content exemptions and alternative accommodations process is archived and can be produced for inspection

Process: Notes are currently attached to records within the site index. The date/time and user entering those comments are automatically stored within the record.

Measurement: Anyone looking for historical data can request site record information. One of the IT Web team members will be available to retrieve it.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 4.13

Assigned responsibility for the exemptions process to a body (person(s) or business entity)

Process: The IT Web team will handle dealing with exemptions and processing data to track current status. Website ATI leads are tasked with running scans and uploading data into the system via a web interface.

Measurement: All historical data on sites, including scan history, is maintained by IT Web team members. The current scan data is uploaded by website ATI leads and any extra data can be entered by the IT Web team.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

5.0 Training Process

Goal: Professional development training has incorporated Section 508 accessibility guidelines into website and web applications development and digital content preparation.

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Academic Year 2019-2020: The status level reported was established with a commitment to work on success indicator 5.5.

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 5.3, 5.5

Key Plans for Academic Year 2020-2021

- Success Indicator 5.3, 5.5 – Update ATI website to include IM Training for docs by editing the site with clear explanation of distinction between Document Accessibility and Website Accessibility.
- Success Indicator 5.5 – Improve communication with campus community about the availability of web training for content contributors.
- Success Indicator 5.5 – Reach out to departments responsible for orientation to discuss the possibility of including web accessibility awareness.

Key Plans for Academic Year 2021-2022

- Success Indicator 5.5, 5.11 - Training redeployment for users who have not had a recent training. Now that we are tracking trainings, we should be able to start refresh training sessions for users who have been trained more than 18 months ago.
- Success Indicator 5.3, 5.5 - Update Compliance Sheriff training instructions and ATI website once API features that allow central database to auto-run scans and notify ATI contact to remediate problems is finalized.

Key Plans for Academic Year 2022-2023

- Success Indicator 5.5 - Perform a self-audit by conducting a survey for feedback from the campus community to review our training strategy. Overall, this will give us an opportunity to provide better services.
- Success indicator 5.3, 5.6, 5.7, 5.8 – Deploy accessible web training program for digital content as a video tutorial to be added to the training repository.

Success Indicator 5.1

Assigned responsibility for the training process of web development and web application development to a body (person(s) or business entity).

Process: CSUF has an ATI Web Committee and an ATI Steering Committee that serves as a governance group overseeing all subcommittees including the ATI Working Groups (Web, Instructional Materials, and Procurement). They work alongside Strategic Communications to assure ATI compliance. The Web Accessibility Group advises the ATI Steering Committee on ADA-compliant websites for web pages. The Web Accessibility Group members are also currently responsible for the web training process.

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Measurement: Meetings are held according to recommendation and are documented. Current members are also updated in the ATI website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.2

Assigned responsibility for the training process of digital content development to a body (person(s) or business entity).

Process: CSUF has an ATI Web Committee and an ATI Steering Committee that serves as a governance group overseeing all subcommittees including the ATI Working Groups (Web, Instructional Materials, and Procurement). They work alongside Strategic Communications to assure ATI compliance. The Web Accessibility Group advises the ATI Steering Committee on ADA-compliant websites for web pages. The Web Accessibility Group members are also currently responsible for the web training process.

Measurement: Meetings are held according to recommendation and are documented. Current members are also updated in the ATI website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.3

Established a web-based repository for training materials that are available to members of the campus community

Process: CSUF has a dedicated repository available to members of the campus community with information to training resources, web services and materials including ‘Best Practices, ATI training request, Guides, tutorials, etc.

Measurement: Scan and review the effectiveness of the materiel to ensure they are relevant and up to date.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 5.4

Established a procedure to ensure that campus members involved in website design and development know who to contact for compliance assistance

Process: IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation and introduce them to the supporting team members. The standard campus template for most websites includes buttons on the editing pages to help contact ATI assistance. There are also IT/FDC division support at various department which regularly communicate ATI information to faculty/staff. Campus footer also has contact links for ATI support.

Measurement: The campus tracks support issues and uses a queue ticketing system to make sure all points of contact are followed up on. As members are trained, they are also made aware of the resources (human / online) for assistance.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.5

Established and deployed accessible web training program for web content contributors

Process: CSUF offers content contributors one on one, group, and virtual web training for both Compliance Sheriff, OmniUpdate tools and follow up advance training by request. Online ATI training request forms are available on the ATI website in areas of high visibility.

Measurement: The campus tracks support issues and uses a queue ticketing system to make sure all points of contact are properly trained.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

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Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 5.6

Established and deployed accessible web training program for digital content: (word processor produced, excel, PowerPoint, PDF) publishers

Process: The Academic Technology Center (ATC), Faculty Development Center (FDC), and Online Education and Training (OET) departments can assist in providing instructional guidelines and training for digital content. A step by step information guide for Word, Excel, PowerPoint, PDF, and Video accessibility is available on the OET site.

Measurement: Information regarding the training programs are available on the OET and ATC website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.7

Established and deployed accessible web training program for digital content: video publishers

Process: The Academic Technology Center (ATC), Faculty Development Center (FDC), and Online Education and Training (OET) departments can assist in providing instructional guidelines and training for digital content. A step by step information guide for Word, Excel, PowerPoint, PDF, and Video accessibility is available on the OET site.

Measurement: Information regarding the training programs are available on the OET and ATC website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.8

Established and deployed accessible web training program for digital content: audio publishers

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Process: The Academic Technology Center (ATC), Faculty Development Center (FDC), and Online Education and Training (OET) departments can assist in providing instructional guidelines and training for digital content. A step by step information guide for Word, Excel, PowerPoint, PDF, and Video accessibility is available on the OET site.

Measurement: Information regarding the training programs are available on the OET and ATC website.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.9

Training is offered on a regular schedule

Process: CSUF training sessions are available during normal business hours. Training dates and times are set by the campus member making a request.

Measurement: All training requests are tracked in the central database.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.10

Established a procedure to ensure that campus members are aware of the training process and know who to contact for training assistance

Process: IT Web Team has conducted campus-wide training sessions to inform all users and department administrators of the process of website evaluation and introduce them to the supporting team members. The standard campus template for most websites includes buttons on the editing pages to help contact ATI assistance. There are also IT/FDC division support at various department which regularly communicate ATI information to faculty/staff. Campus footer also has contact links for ATI support.

Measurement: The campus tracks support issues and uses a queue ticketing system to make

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sure all points of contact are followed up on. As members are trained, they are also made aware of the resources (human / online) for assistance.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 5.11

Documentation of the training sessions and attendance is archived and can be produced for inspection

Process: When a campus member fills out a training request form, the information is entered into a queue ticketing system to make sure all points of contact are followed up on. After a training has been completed and the status is updated to verify completion, the ticket is archived for future inspection.

Measurement: All training request are tracked in the central database for future reference.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

6.0 Communication Process

Goal: In general the campus community is aware of Section 508 guidelines to make web-based information available to everyone (students, staff, faculty & the general public) regardless of disability.

Academic Year 2019-2020: The status level reported was established.

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 6.2

Key Plans for Academic Year 2020-2021

- Success Indicator 6.2 - IT PMO will send out a current status email to the campus community reaffirming our ATI goals along with a general update regarding the current practices and resources available to maintain compliancy.

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Key Plans for Academic Year 2021-2022

- Success Indicator 6.4 - Update current ATI website with guides that will walk new staff/faculty through the process of maintaining their content. These will be available to all but focus on creating guides for people who are new to the process and may not have heard of ATI previously.

Key Plans for Academic Year 2022-2023

- Success Indicator 6.5 - Based on the work done in the previous year develop guides for new students and focus on creating accessible content. These guides will also be created with a new to ATI approach so any incoming student, regardless of experience, will learn about ATI and how the campus handles making sure all digital content is accessible.

Success Indicator 6.1

Assigned responsibility for the communication process to a body (person(s) or business entity)

Process: There are several groups on campus to disseminate information to the campus community. We have the IT Web team who trains and informs content editors and website administrators. The IT PMO will distribute campus wide notifications relaying information on policy changes, current status reminders, or other related matters. Lastly, we have the ATI steering committee and ATI web subgroup both of which are made up of various campus members who actively communicate with their constituents.

Measurement: Messaging is sent via email and in person at various times throughout the year. The ATI website is also a full-time resource for any current information campus members would need to know.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 6.2

Established an ongoing general campus communication that promotes web accessibility awareness

Process: IT PMO emails about the current status and any changes to the campus community when updates are needed or available. The updates are provided via email and reflected on the ATI website. Regular trainings are done specifically to address areas of ATI awareness and responsibilities for making content accessible. Campus DSS also does an annual ability awareness week which helps promote an understanding of accessibility in the campus

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community. Site scans are also automatically sent out to site owners when scans need to be completed. Thus, bringing their attention back to making sure the content on their sites is ATI compliant.

Measurement: The campus provides various avenues to help promote awareness and does so in trainings, events, emails, and web documentation. Active work is done within the ATI steering committee and in general all web committees to ensure that awareness is maintained by the campus. Site scanning is monitored, and outreach is done when ignored.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 6.3

Established a procedure that incorporates electronic content Section 508 guidelines into the orientation process for new faculty

Process: The FDC (Faculty Development Center) and OET (Online Education and Training) offices both have ATI / 508 sections that they cover during orientation for all new faculty. Faculty who also want to use the campus web services are required to go through the same training that regular staff members do which covers ATI / 508 issues at length.

Measurement: The campus site index covers all websites that are on campus including faculty created pages. The FDC and OET do track faculty orientation and work with departments to make sure faculty members are given orientation.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 6.4

Established a procedure that incorporates electronic content Section 508 guidelines into the orientation process for new staff

Process: Staff who want to use the campus web services are required to go through training which covers ATI / 508 issues at length. This training is use for everyone and not just new staff but is administered before they can use the campus CMS. Staff members who are wanting to post content via one of the alternate methods such as the portal or other non-CMS systems are

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made aware of ATI guidelines and content that doesn't meet the requirements is sent back for review.

Measurement: The campus IT Web team works to train all staff users on the CMS system and provides guidance when working with the reviewers for other digital content not entered via CMS system.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established".

Success Indicator 6.5

Established a procedure that incorporates electronic content Section 508 guidelines into the orientation process for students

Process: The IT Web team works with the groups responsible for new student orientation to provide guidance in making sure ATI is made aware of for their content. IT Web team works with them to monitor their materials to make sure all new students can use their resources regardless of disability. Students who work with campus websites are given the same staff/faculty training which covers ATI/508 guidelines at length before they are allowed access to the campus CMS.

Measurement: The campus IT Web team works to train all student users on the CMS system and tracks their site ATI scans. Students who work on campus creating digital content are trained by IT Web team members on how to create accessible content.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established".

Success Indicator 6.6

Documentation of the communication process is archived and can be produced for inspection

Process: Emails sent from the campus site index are attached to their site records and can be retrieved at any time.

Measurement: The campus IT Web team works with the database administrators to ensure that communications are archived with the history for each site for future reference.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

7.0 Administrative Process:

Goal: Campus governance entities are aware of and kept informed about web accessibility

Academic Year 2019-2020: The status level reported was established with a commitment to work on success indicator 7.4

Academic Year 2020-2021: The status level is established with a commitment to work on success indicators 7.1, 7.4,

Key Plans for Academic Year 2020-2021

- Success Indicator 7.1 - CSUF Leadership will be reforming the campus UPS to reflect ATI requirements in web content
- Success Indicator 7.4 - Presentations to Stakeholders on ATI is ongoing and will be included as part of the discussion on curricular review

Key Plans for Academic Year 2021-2022

- Success Indicator 7.3 - Based on updates or new reforms update the site index database to allow better tracking of exemptions and update the display to provide campus easy to read display.

Key Plans for Academic Year 2022-2023

- Success Indicator 7.1 - Revise accessibility plan to include changes any API upgrades have made to the current accessibility process.
- Success Indicator 7.4 - For sites running the campus template integrate many of the site metrics into their interface. This will greatly expand the reach of getting ATI results into more people’s knowledge which making sure that data entry stays centralized.

Success Indicator 7.1

Developed and published a Web Accessibility Plan

Process: The campus has developed an ATI website which covers campus ATI Policy. This includes both state/federal and CSU guidelines, policies, and laws. It also includes committee members, training materials, links to resources, and procedures when dealing with ATI.

Measurement: The ATI website is used during steering committee meetings, trainings with content editors, and by all ATI leads as their resource to scanning tools. We also use it to link to the current status of all campus websites and requests for training.

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Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established” or reach “Managed”.

Success Indicator 7.2

Established a procedure to update and revise the Web Accessibility Plan as necessary

Process: The web ATI subgroup meets monthly to discuss current changes to ATI policy from both CSU and campus levels (or other). The group actively works towards meeting strategic planning goals created by the ATI strategic plan.

Measurement: Meetings are tracked and recorded to provide evidence of participation and key decisions made during the meeting. It also records action items for members for follow up.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

Success Indicator 7.3

Established metrics for each of the Web Accessibility Plan areas (evaluation, monitoring, new development, exemptions & alternatives, training, and communication)

Process: The campus sites index tracks websites at all stages of development. It is where we track users to websites with their given roles. Training history for users and notes on any exemptions/alternate methods used by the sites. It also tracks related site content like vanities, development sites, and archived site information.

Measurement: The site index is our control source for all information related to sites. It helps us manage our entire workflow and maintain hundreds of sites across the entire campus. The current status of any site is reflected in real-time on our site index interface.

Annual Reports:

Academic Year 2019-2020: The status level reported was “Established” with a commitment to maintain the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at “Established”.

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Success Indicator 7.4

Established a procedure to document the results of the metrics as applied to the web plan areas and to distribute those results to campus governance entities

Process: The campus site index interface (login required) is available for the campus members who are attached to websites, either as editors or administrators. The site relays the current status of the site's ATI grade [Pass/Fail] and the last date of the scan. Deeper in the interface users can find current setup information including users and their roles, scan history data, related sites information. All of this is linked off the main ATI website which houses policy and workflow data to keep the site index updated with current results.

Measurement: We have hundreds of sites which are all displayed in real-time with their current status, last scanned date, and other useful information. This data is open to all staff/faculty/mpp who has current campus credentials.

Annual Reports:

Academic Year 2019-2020: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2020-2021: The status level reported will be maintained at "Established" or reach "Managed".