CALIFORNIA STATE UNIVERSITY, FULLERTON

ACCESSIBLE TECHNOLOGY INITIATIVE (ATI) PLAN 2022 - 2024

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 2022-2024

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CALIFORNIA STATE UNIVERSITY, Fullerton

Contents

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 are 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.

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 Orders 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.
- 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.

Campus Plan Writing Process for the Comprehensive Accessible Technology Initiative (ATI)

The ATI Campus Plan, with the effective date of May 13, 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 the Key Plans listed.

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 three 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 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 created to increase any success indicators rated below "Established" to at least the status level of "Established".

The Campus ATI Plan will be updated at least once a year to address the status of success indicators and goals and to address any required changes. It is the goal of the campus to continually identify resources, best practices and solutions to continue to make progress in achieving 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

When the plan was implemented in 2020-21, the focus was 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 (2022-2024).

During 2020-2021, the campus provided and designed 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 now be assessed by the ATI Steering Committee in 2022 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 instructional materials, including courses with late-hire faculty or adjunct faculty.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 1.5.

Key Plans for Academic Years 2022-2023:

- Success Indicator 1.5: The process to distribute performance reports regarding timely adoptions to campus administration will become clearer with the distribution to specific administrators for oversight.

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.

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 coordinators receive regular email reminders about the due dates each term.

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

Annual Report:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.2
Develop a process (e.g., developed and documented practices, specified staff time, educational/training resources, and technology) to achieve compliance with timely adoption.

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 2020-2021: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.3. Removed
Success Indicator 1.4 Removed

Success Indicator 1.5
Develop a process to distribute performance reports regarding timely adoptions to campus administration at least annually.

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 2020-2021: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 1.6

Develop a process to distribute timely adoption performance reports to campus administration each semester.

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 2020-2021: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

2.0 Identification of IM for Late-Hire Faculty:

This goal has been removed in the 2021 ATI Report revision.

3.0 Early Identification of Students with Disabilities

This goal has been removed in the 2021 ATI Report revision.

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

Goal: The campus has implemented policies and procedures to promote the posting of accessible course materials in the university approved LMS or other platforms.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 4.11.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 4.11.

Key Plans for Academic Years 2021-2022:
- Success Indicator 4.11: The campus will work with identified faculty on making their maintained website available for accessibility review and remediation.

Key Plans for Academic Years 2022-2023:
- Success Indicator 4.11: The campus will continue work to with identified faculty on making their maintained website available for accessibility review and remediation.

Success Indicator 4.1
Develop a process to promote the posting of instructional materials to the university approved LMS and other platforms.

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

Measurement:
A resolution has been created and has been posted publicly.

Annual Report:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 4.2: Removed

Success Indicator 4.3

Develop a process and document specific guidelines and procedures for creating accessible course content hosted in the campus LMS.

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 2020-2021: The status level reported was "Managed" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Managed".

Academic Year 2022-2023: The status level reported will be maintained at "Managed".

Success Indicator 4.4: Removed

Success Indicator 4.5

Develop a process that provides alternate media production staff with timely access to instructional materials within the university approved LMS and other platforms.

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 2020-2021: The status level reported was "Managed" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Managed".

Academic Year 2021-2022: The status level reported will be maintained at "Managed".

Success Indicator 4.6: Removed
Success Indicator 4.7: Removed
Success Indicator 4.8: Removed
Success Indicator 4.9: Removed
Success Indicator 4.10: Removed

Success Indicator 4.11
Develop a process to review the accessibility of faculty-maintained websites or web applications, whether hosted on the campus domain or elsewhere.

Process:

Faculty-maintained websites are registered via the web-services process. The registration with the mentioned process will allow regular accessibility scans.

All faculty-maintained web applications get reviewed prior to integration in the LMS or prior to campus use via the campus IT-purchasing process, including zero-dollar amount purchase process.

Campus has a World Wide Web Policy (UPS 103.005) which requires all web pages to conform with web accessibility principles.

Measurement:

Faculty-maintained websites are identified in the campus website index and faculty-maintained web applications are discoverable in the campus ticketing system (Service-Now).

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

5.0 Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies

Goal: The campus has implemented policies and procedures to ensure that accessibility has been incorporated into multimedia, interactive content, and emerging instructional technologies.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on the reported status level.

Key Plans for Academic Years 2021-2022:
- Success Indicator 5.13 and 5.14: ATI resources will be made available to assist and train campus community members on how to create, select, adopt and remediate digital content: documents, as well as instructional technologies.

Key Plans for Academic Years 2022-2023:
- Success Indicator 5.11: The campus will develop a process for creating, selecting, adopting, and remediating audio and video assets.
- Success Indicator 5.12: The campus will develop a process for creating, selecting, adopting, and remediating instructor developed course readers.
- Success Indicator 5.13: The campus will develop a process for creating, selecting, adopting, and remediating digital content: documents (word processor produced, spreadsheets, presentation software, PDF).

Success Indicator 5.1: Removed

Success Indicator 5.2: Removed

Success Indicator 5.3: Removed

Success Indicator 5.4: Removed

Success Indicator 5.5: Removed

Success Indicator 5.6: Removed

Success Indicator 5.7: Removed

Success Indicator 5.8: Removed

Success Indicator 5.9: Removed

Success Indicator 5.10: Removed

Success Indicator 5.11:

Develop a process for creating, selecting, adopting, and remediating audio and video assets.

Process:

The campus offers a process by which audio and video assets can be made accessible. Guides are also available publicly on the campus website and the campus community is encouraged to reach out to Online Education and Training (OET) or the Academic Technology Center (ATC) staff for assistance.

Measurement:

All requests for remediating audio and video assets will be stored in the campus ticketing system.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.12:

Develop a process for creating, selecting, adopting, and remediating instructor developed course readers.

Process:

The campus has a policy addressing faculty selection of instructional materials. Faculty looking for assistance are encouraged to reach out to ATI staff or to instructional designers.

Measurement:

All requests for review and remediation of course readers will be stored in the campus ticketing system.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.13:

Develop a process for creating, selecting, adopting, and remediating digital content: documents (word processor produced, spreadsheets, presentation software, PDF).

Process:

The campus has a policy addressing faculty selection of instructional materials and addresses digital content to be accessible. Faculty looking for assistance are encouraged to reach out to ATI staff, to instructional designers or use one of the many guides for creating accessible documents.

Measurement:

All requests for review and remediation of digital content will be stored in the campus ticketing system. Also, Blackboard Ally will provide immediate feedback and guidance for remediating documents in the LMS.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.14:

Develop a process for creating, adopting, implementing, and remediating emerging instructional technologies.

Process:

The campus has a policy addressing faculty selection of instructional materials which includes the requirement that digital content is accessible. New emerging instructional technologies (hardware or software) will be reviewed for accessibility within the IT purchasing process.

Measurement:

All requested emerging instructional technologies will be reviewed and ticketed within the campus ticketing system.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.15:

Develop a process for creating, selecting, adopting, and remediating publisher created content.

Process:

The campus has a policy for addressing faculty selection of instructional materials and addresses digital content to be accessible. Publisher content to be used in a classroom environment for teaching can be uploaded to the campus LMS where alternative formats can automatically be generated.

Measurement:

Publisher created content can be remediated with Blackboard Ally in the learning management system and will be measured in the number of downloaded of alternative formats.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

Success Indicator 5.16:
Develop a process for creating, selecting, adopting, and remediating learning and engagement tools.

Process:
The campus has a policy for addressing faculty selection of instructional materials and addresses digital content to be accessible. Learning and engagement tools (hardware and software) will need to be reviewed via the IT Purchasing process.

Measurement:
The IT Purchasing process tracks all reviews via the campus ticketing system.

Annual Report:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

6.0 Accessibility Requirements for Curricular Review and Remediation

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

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicators 6.4, 6.7 and 6.8.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicators 6.4 and 6.5.

Key Plans for Academic Years 2021-2022:

- Success Indicator 6.4: 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 6.7 and 6.8: Campus will develop a process to conduct regular accessibility evaluations using automated tools and manual techniques to identify inaccessible course content and apply remediation to the content.

Key Plans for Academic Years 2022-2023:

- 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 review of the accessibility of courses at the time course design will be enhance by the Titan Accessible Service introduced to the campus.

Success Indicator 6.1: Removed

Success Indicator 6.2

Develop a process for selecting, authoring, and procuring accessible course materials.

Process:

Procurement of curricular material follows campus IT purchasing process.

Measurement:

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

Annual Report:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 6.3: Removed

Success Indicator 6.4

Develop a process to facilitate the review and remediation of the accessibility of online courses before posting.

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 2020-2021: The status level reported was "Defined" with a commitment to improve the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Defined" or reach "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Defined" or reach "Established".

Success Indicator 6.5

Develop a process for faculty and instructional staff to incorporate accessibility at the time of course redesign.

Process:

Currently this process is only available when the faculty member reaches out for support to the ATI team. CSUF has instituted a campus process for reviewing online courses for accessibility when they are 1) submitted for inclusion in the Course Match program and (2) when they are submitted for Quality Matters Course Certification.

Measurement:

Course Match accessibility improvements and the Quality Matters Course Certification participation are tracked by instructional designers.

Annual Report:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 6.6: Removed

Success Indicator 6.7

Develop a process to conduct regularly scheduled accessibility evaluations using automated tools and manual techniques to identify course content that requires remediation.

Process:
Each semester a summary report for course content stored on the LMS will be created to identify materials that require remediation.

Measurement:
The summary reports will be presented to IT management for further planning and potential remediation.

Annual Report:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 6.8
Develop a process to prioritize and remediate inaccessible course content.

Process:
The ATI team will prioritize course content of faculty that actively reaches out and assist in remediating their material.

Measurement:

All course content remediation will be shown in improved accessibility summary reports of the campus LMS.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 6.9

Develop Equally Effective Alternate Access Plans (EEAAPs) that address how the campus will ensure equal access for individuals with disabilities to LMS container and integrations (learning tools interoperability [LTI]) stored within the university approved LMS and other platforms.

Process:

All access issues with the LMS container will be tracked via the campus ticketing system. All LTIs will need to go through the campus IT Purchasing process for VPAT/ACR review. If the ACR discloses access barriers then an EEAAP will be necessary.

Measurement:

All EEAAPs are tracked and stored in the campus ticketing system.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

7.0 Creation and Adoption of Accessible Instructional Materials

Goal: The campus has implemented processes and procedures to support faculty in creating and adopting accessible instructional materials.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 7.11.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 7.3 and 7.5.

Key Plans for Academic Years 2021-2022:
- Success Indicator 7.11: The campus will develop a process that incorporates accessibility when acquiring, converting, digitizing, creating, and maintaining library assets.

Key Plans for Academic Years 2022-2023:
- Success Indicator 7.3: The campus will develop a process to create, distribute, and update examples of accessible instructional materials.
- Success Indicator 7.5: The campus will develop a process and provide resources for faculty and instructional staff to create accessible instructional content.

Success Indicator 7.1
Campus has formally documented (through Policy or Resolution) faculty responsibility for selecting and authoring accessible instructional materials.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 7.2: Removed

Success Indicator 7.3
Develop a process to create, distribute, and update examples of accessible instructional materials.

Process:
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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 7.4: Removed

Success Indicator 7.5
Develop a process and provide resources for faculty and instructional staff to create accessible instructional content.

Process:
CSUF has purchased and turned on Blackboard Ally for all courses and also purchased a license and promotes the use GrackleDocs..

Measurement:

Blackboard Ally allows measurement of Faculty usage of the tool.

Annual Report:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 7.6: Removed
Success Indicator 7.7: Removed
Success Indicator 7.8: Removed
Success Indicator 7.9: Removed
Success Indicator 7.10: Removed

Success Indicator 7.11

Develop a process that incorporates accessibility when acquiring, converting, digitizing, creating, and maintaining library assets.

Process:

CSUF Library staff has received training and will continued to receive training in accessibility concepts to incorporate in their process when acquiring, converting, digitizing, creating, maintaining library assets.

Measurement:

All library staff training for accessibility is being tracked.

Annual Report:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicators 8.11, 8.13, and 8.14.

Key Plans for Academic Years 2021-2022:
- Success Indicator 8.11: A process will be developed to integrate accessibility into faculty orientation.
- Success Indicator 8.14: A process will be developed to provide ongoing professional development for employees with ATI accessible instructional materials responsibilities.

Key Plans for Academic Years 2022-2023:
- Success Indicator 8.13: Campus will develop a process that integrates accessibility information into academic technology activities.

Success Indicator 8.1
Develop a formal communication campaign with executive support to increase knowledge of accessibility issues and responsibilities.

Process:
Campus has developed a formal awareness campaign, and tracks past announcement and plans future announcements to campus.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to

maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 8.2: Removed

Success Indicator 8.3
Develop a process including various training materials, both in content and modality, for creating, selecting, adopting, and remediating instructional materials.

Process:
Quick use guides are available on the OET website and campus is developing and delivering an 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 documents.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 8.4: Removed
Success Indicator 8.5: Removed
Success Indicator 8.6: Removed
Success Indicator 8.7: Removed
Success Indicator 8.8: Removed
Success Indicator 8.9: Removed
Success Indicator 8.10: Removed

Success Indicator 8.11

Develop a process that integrates accessibility information into faculty orientations.

Process:

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

Measurement:

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

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 8.12

Develop a process that integrates accessibility information into faculty development.

Process:

Faculty training is part of Faculty Orientations and faculty are encouraged to sign up for more training on accessibility.

Measurement:

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

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 8.13

Develop a process that integrates accessibility information into academic technology activities.

Process:

The ATI team will be working closely with the Academic Technology Center (ATC) Director to integrate accessibility information.

Measurement:

Staff from the ATC are working with the ATI Team to share knowledge and provide direction when it comes to accessibility.

Annual Report:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 8.14

Develop a process to provide ongoing professional development for employees with ATI accessible instructional materials responsibilities.

Process:

All employees are encouraged to sign up for accessibility training. Accessibility training for instructional materials, procurement and web have been created and are available on demand online and in-person.

Measurement:

Training sessions are logged in the campus ticketing system.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

9.0 ATI Instructional Materials Accessibility Plan

Goal: Annually review and update the ATI Instructional Materials Accessibility Plan.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 9.2 and 9.3.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Key Plans for Academic Years 2021-2022:

- Success Indicator 9.2 and 9.3: The ATI Team will work with the ATI Steering committee and the instructional materials subcommittee to coordinate the review, approval and implementation of the annual instructional materials plan.

Success Indicator 9.1: Removed

Success Indicator 9.2
Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Instructional Materials Plan.

Process:
The Steering Committee meets biannually and reviews, revises and approves the updated ATI Instructional Materials Plan.

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

Annual Report:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 9.3

Develop a process for the instructional materials subcommittee to inform the revision and coordinate the implementation of the Annual Instructional Materials Plan.

Process:

Subcommittee 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.

Measurement:

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

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 9.4: Removed

ATI Information Communication Technology (ICT) Procurement Plan

1.0 Procurement Procedures

Goal: Campus has procurement processes that follow Section 508 requirements for all acquired Information and Communication Technology (ICT) products and/or services.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.
Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 1.1.
Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 1.8 and 1.11.

Key Plans for Academic Year 2020-2021

- Success Indicator 1.9: The campus will develop a process to evaluate Section 508 compliance for campus adoptions of procurements made by multiple campuses or at the systemwide level (e.g., Master Enabling Agreements).
- Success Indicator 1.11: The campus will assign authority and responsibility for the accessible ICT procurement process to a body (person(s) or business entity).

Key Plans for Academic Year 2021-2022

- Success Indicator 1.1: This success indicator was removed.

Key Plans for Academic Year 2021-2022

- Success Indicator 1.8: The campus will develop a process for validating accessibility conformance claims (ACRs, Roadmaps, Accessibility Statements, accessibility demonstrations, RFP responses, and testing documentation).
- Success Indicator 1.11: The campus will assign authority and responsibility for the accessible ICT procurement process to a body (person(s) or business entity).

Success Indicator 1.1: Removed
Success Indicator 1.2: Removed

Success Indicator 1.3
Develop a process to determine impact based on the impact matrix/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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported will be maintained at "Established."

Success Indicator 1.4

Develop a 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported will be maintained at "Established."

Success Indicator 1.5

Develop a process for procurements that require an evaluation of Section 508 compliance. The process must address requirements for both competitive and non-competitive bid procurements.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported will be maintained at "Established."

Success Indicator 1.6: Removed

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 bids 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.

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported will be maintained at "Established."

Success Indicator 1.8
Develop a process for validating accessibility conformance claims (ACRs, Roadmaps, Accessibility Statements, accessibility demonstrations, RFP responses, and testing documentation).

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 1.9

Develop a process to evaluate Section 508 compliance for campus adoptions of procurements made by multiple campuses or at the systemwide level (e.g., Master Enabling Agreements).

Process: Every purchase, even via Master Enabling Agreements, gets reviewed for Section 508 compliance prior to adoption.

Measurement: Every purchase gets tracked through the IT Purchasing process in Service-Now.

Annual Reports:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

Success Indicator 1.10

Develop a process so that vendors and campus members involved in ICT procurements know who to contact for assistance, resources, and support.

Process: Every purchase gets reviewed by a subject matter expert and their names get disclosed to anyone submitting a purchase. Vendors and campus members can look up and contact the subject matter experts directly via the IT Purchasing website.

Measurement: Client questions and conversations for every specific purchase get logged in the campus ticketing system (Service-Now).

Annual Reports:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

Success Indicator 1.11

Assigned authority and responsibility for the accessible ICT procurement process to a body (person(s) or business entity).

Process: Authority and responsibility for the accessible ICT procurement process will be assigned to a body (person(s) or business entity).

Measurement: One person or business entity will be assigned to the role.

Annual Reports:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

2.0 Staffing or Role Definition

This goal has been removed in the 2021 ATI Report revision.

3.0 Exemptions Process

This goal has been removed in the 2021 ATI Report revision.

4.0 Equally Effective Access Plans

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

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 4.6.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 4.6.

Key Plans for Academic Year 2021-2022
- Success Indicator 4.6. Review process with EEAAP to see if revision is needed.

Key Plans for Academic Year 2022-2023
- Success Indicator 4.6. Review process with EEAAP to see if revision is needed.

Success Indicator 4.1: Removed
Success Indicator 4.2: Removed
Success Indicator 4.3: Removed
Success Indicator 4.4: Removed
Success Indicator 4.5: Removed

Success Indicator 4.6
Develop a process for providing equally effective alternate access. The process must outline when an Equally Effective Alternate Access Plan (EEAAP) is required, assigned roles and responsibilities, and distribution strategy.

Process: All EEAAPs are part of the IT Purchasing process and are tracked, approved and stored for review in the campus tracking system.

Measurement: All EEAAPs are tracked in the campus tracking system.

Annual Reports:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

5.0 Training

Goal: Training and outreach programs are in place for all ICT procurement stakeholders (e.g., buyers, purchase requestors, vendors, etc.).

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 5.2 and 5.10.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 5.2 and 5.4.

Key Plans for Academic Year 2021-2022
- Success Indicator 5.2: Training will be developed for purchase requestors and administrative support.
- Success Indicator 5.10: An ongoing general campus communication with executive support that promotes ICT procurement awareness will be created.

Key Plans for Academic Year 2022-2023
- Success Indicator 5.2: Training will be developed for purchase requestors and administrative support.
- Success Indicator 5.4: Develop a training process for Buyers (procurement staff).

Success Indicator 5.1
Develop a process to integrate accessible procurement information into new employee orientation.

Process:
Refer employees to the online training Button added to the 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Success Indicator 5.2

Develop a training process 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.3

Develop a training process for technology support staff (e.g., Information Technology Consultants).

Process:

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

Measurement:

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

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported will be maintained at "Established."

Success Indicator 5.4
Develop a training process for Buyers (procurement staff).

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

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

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.5
Develop a training process for all purchase card holders.

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

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

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.
Academic Year 2021-2022: The status level reported will be maintained at "Established."

Success Indicator 5.6
Develop a process to provide ongoing professional development for employees with ATI responsibilities.

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

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

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 5.7: Removed
Success Indicator 5.8: Removed

Success Indicator 5.9
Develop a process for working collaboratively with vendors during the procurement process to assess and improve the accessibility of their product (i.e., ACR review process, Accessibility Roadmap).

Process:
ATI procurement staff is actively reaching out and working collaboratively with vendors during and after the procurement process to assess and improve the accessibility of their product.

Measurement:
Outreach attempts to key vendors or high-profile products/services are tracked via a spreadsheet.

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 5.10

Develop an ongoing general campus communication with executive support that promotes ICT procurement awareness.

Process:

Campus has developed a formal awareness campaign, and tracks past announcements and plans for future announcements to campus.

Measurement:

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

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

6.0 Outreach (Communications)

This goal has been removed in the 2021 ATI Report revision.

7.0 Evaluation & Monitoring

This goal has been removed in the 2021 ATI Report revision.

8.0 Experience/Implementation

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

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established."

Academic Year 2022-2023: The status level reported will be maintained at "Established."

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: Removed
Success Indicator 8.6: Removed
Success Indicator 8.7: Removed

Success Indicator 8.8
Total number of ICT purchases.

Success Indicator 8.9
Total number of ICT reviews.

Success Indicator 8.10
Total number of EEAAPs completed.

9.0: ATI Procurement Plan

Goal: Annually review and update the ATI Procurement Plan.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 9.1 and 9.2.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 9.2.

Key Plans for Academic Year 2021-2022

- Success Indicator 9.1 - Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Procurement Plan
- Success Indicator 9.2 - Develop a process for the procurement subcommittee to inform the revision and coordinate the implementation of the Annual Procurement Plan.

Key Plans for Academic Year 2022-2023

- Success Indicator 9.2 - Develop a process for the procurement subcommittee to inform the revision and coordinate the implementation of the Annual Procurement Plan.

Success Indicator 9.1

Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Procurement Plan.

Process:

The Steering Committee meets biannually and reviews, revises and approves the updated ATI Instructional Materials.

Measurement:

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

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

Success Indicator 9.2

Develop a process for the procurement subcommittee to provide revisions and coordinate the implementation of the Annual Procurement Plan.

Process:

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

Measurement:
ATI Procurement Plan is reviewed and documented on an annual basis.

Annual Report:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

ATI Web Accessibility Plan

1.0 Web Accessibility Evaluation Process:

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

Academic Year 2020-2021: The status level reported was established with a commitment to work on success indicator 1.1, 1.5, 1.7.
Academic Year 2021-2022: The status level is established with a commitment to work on success indicators 1.6.
Academic Year 2022-2023: The status level is established with a commitment to work on success indicators 1.6 and 1.9.

Key Plans for Academic Year 2021-2022
- Success Indicator 1.6 – The ATI Team will develop a process to conduct manual accessibility evaluations on campus-affiliated websites and applications (web or mobile).

Key Plans for Academic Year 2022-2023
- Success Indicator 1.6 – The ATI Team will develop a process to conduct manual accessibility evaluations on campus-affiliated websites and applications (web or mobile).
- Success Indicator 1.9 – The campus will develop a process to ensure that campus members involved in maintaining websites and applications (web or mobile) understand the accessibility evaluation process.

Success Indicator 1.1
Assigned authority and 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 2020-2021: The status level reported was "Established" with a commitment to

maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 1.2

Develop a process to Inventory all websites and applications (web or mobile) affiliated with the university, including those developed by contract vendors.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.3: Removed

Success Indicator 1.4

Develop a process to perform regularly scheduled accessibility evaluations to identify campus-affiliated websites and applications (web or mobile) 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.5: Removed

Success Indicator 1.6

Develop a process to conduct manual accessibility evaluations on campus-affiliated websites and applications (web or mobile).

Process:

Campus websites can be reviewed manually upon request. Every campus website also gets checked manually at least once a year.

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. All manual evaluations are stored in a shared campus Dropbox folder.

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to improve the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 1.7

Develop a process to distribute evaluation results to campus members and/or vendors responsible for website 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 of support to resolve issues. The last date field can be used to maintain an active scan schedule.

Annual Reports:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

Success Indicator 1.8: Removed

Success Indicator 1.9

Develop a process to ensure that campus members involved in maintaining websites and applications (web or mobile) understand the 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 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 the IT Web Team who provides 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 1.10: Removed

Success Indicator 1.11
Develop a process to conduct manual accessibility evaluations on digital content: documents (word processor produced, spreadsheets, presentations, PDFs).

Process:
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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.12
Develop a process to conduct manual evaluations on multimedia digital content (video and audio).

Process:
Video is required to stream from a service like YouTube, Vimeo, Canvas Studio 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 related to 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.13: Removed

Success Indicator 1.14
Develop a process 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 an audio file.

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

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.15

Develop a process to ensure that campus members involved in maintaining digital content are familiar with the 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:

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 when they are working on their content presentation so the need to remember links or contact information is minimal.

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 1.16: Removed
Success Indicator 1.17: Removed
Success Indicator 1.18: Removed

Success Indicator 1.19

Develop an application support process that includes a published, specific accessibility statement(s) and a method to both report and address issues.

Process:

The campus is in the process of on-boarding a new web scanning tool. With the deployment of the tool, the ATI web team will review the method of reporting and addressing issues.

Measurement:

Reported issues will be tracked with the campus ticketing system to address and resolve web issues.

Annual Reports:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced

success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: 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, application (web or mobile) and digital content development complies with all Section 508 accessibility standards.

Academic Year 2020-2021 The status level reported was established.
Academic Year 2021-2022: The status level is established with a commitment to maintain the reported status level.
Academic Year 2022-2023: The status level is established with a commitment to work on success indicator 2.1.

Success Indicator 2.1
Develop a process to ensure that new websites and applications (web or mobile) are developed to meet Section 508 accessibility standards.

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.

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to

maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 2.2

Develop a process to ensure that accessible coding techniques are used to develop new websites and web applications (web or mobile).

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 2.3: Removed
Success Indicator 2.4: Removed

Success Indicator 2.5

Develop a process for digital content: documents (word processor produced, spreadsheets,

presentations, PDFs) to meet Section 508 accessibility standards before the documents are published to the web.

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) websites.

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

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 2.6

Develop a process for video and audio to meet Section 508 accessibility standards before the content is published to the web.

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) websites (2023 Update: Training and Guidelines are available through the Academic Technology Center and the ATI Website).

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

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 2.7: Removed
Success Indicator 2.8: Removed

Success Indicator 2.9
Assigned authority and responsibility for the new web/mobile development process to a body (person(s) or business entity).

Process: CSUF has an ATI Web Committee and an ATI Steering Committee that serve 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

3.0 Ongoing Monitoring Process

Goal: Updating and maintenance of websites, applications (web or mobile) and digital content complies with Section 508 accessibility standards.

Academic Year 2020-2021: The status level reported was established.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to work on success indicator 3.6.

Success Indicator 3.1
Assigned authority and responsibility to a body (person(s) or business entity) for the process of ensuring updates and maintenance to websites and applications (web or mobile) are compliant.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 3.2
Develop a process to verify that any changes made to existing websites and applications (web or mobile) comply with Section 508 accessibility standards.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2022-2023: The status level reported was "Established" with a commitment to maintain the reported status level.

Success Indicator 3.3: Removed
Success Indicator 3.4: Removed

Success Indicator 3.5
Assigned authority and 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 3.6
Develop a process to verify that any changes made to existing digital content: documents (word processor produced, spreadsheets, presentations, PDFs) comply with Section 508 accessibility standards.

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 departments 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to

improve the reported status level.

Success Indicator 3.7: Removed
Success Indicator 3.8: Removed
Success Indicator 3.9: Removed
Success Indicator 3.10: Removed
Success Indicator 3.11: Removed

4.0 Exemptions and Alternatives Process

This goal has been removed in the 2021 ATI Report revision.

5.0 Training Process

Goal: Professional development training has incorporated Section 508 accessibility standards into website and application (web or mobile) development and digital content preparation.

Academic Year 2020-2021: The status level reported was established with a commitment to work on success indicator 5.3, 5.5.

Academic Year 2021-2022: The status level is established with a commitment to work on success indicators 5.12, 5.13, 5.14.

Academic Year 2022-2023: The status level is established with a commitment to work on success indicators 5.7 and 5.13.

Key Plans for Academic Year 2020-2021
- Success Indicator 5.12: The campus will develop a training process on accessibility for social media content
- Success Indicator 5.13: The campus will develop a training on accessibility for marketing and communication materials (such as emails and flyers)
- Success Indicator 5.14: The campus will work on providing ongoing professional development for employees with ATI Web.

Key Plans for Academic Year 2022-2023
- Success Indicator 5.7: The campus will develop a training process on accessibility for digital content: video and audio asset publishers, to include Section 508 standards and the campus monitoring process.
- Success Indicator 5.13: The campus will develop a training on accessibility for marketing and communication materials (such as emails and flyers)

Success Indicator 5.1

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

Process: CSUF has an ATI Web Committee and an ATI Steering Committee that serve 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 on the ATI website.

Annual Reports:

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 5.2

Assigned authority and 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 serve 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 5.3: Removed

Success Indicator 5.4
Develop a training process on accessibility for web/mobile developers and designers, to include Section 508 standards and the campus 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. 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. As members are trained, they are also made aware of the resources (human/online) for assistance.

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 5.5
Develop a training process on accessibility for web content contributors, to include Section 508 standards and the campus monitoring process.

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 2020-2021: 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".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 5.6
Develop a training process on accessibility for digital content: documents (word processor produced, spreadsheets, presentations, PDF), to include Section 508 standards and the campus monitoring process.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 5.7
Develop a training process on accessibility for digital content: video and audio asset publishers, to include Section 508 standards and the campus monitoring process.

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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.8: Removed
Success Indicator 5.9: Removed
Success Indicator 5.10: Removed
Success Indicator 5.11: Removed

Success Indicator 5.12
Develop a training process on accessibility for social media content.

Process: The Academic Technology Center offers guidance/training on accessibility of social media content.

Measurement: All guidance and training material for social media content is available on the campus screensteps sites, but in-person training can also be requested.

Annual Reports:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

Success Indicator 5.13
Develop a training process on accessibility for marketing and communication materials (such as emails and flyers).

Process: The Academic Technology Center offers guidance/training on accessibility for marketing and communication materials.

Measurement: All guidance and training material for marketing and communications materials is available on the campus screensteps sites, but in-person training can also be requested.

Annual Reports:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 5.14

Develop a process to provide ongoing professional development for employees with ATI Web responsibilities.

Process: All employees with ATI Web responsibilities are required to take web accessibility training prior to being able to create and edit websites.

Measurement: Information regarding the training programs are available on the ATI website. Every training for employees is being logged in the campus ticketing system.

Annual Reports:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be at "Established".

6.0 Communication Process

Goal: In general, the campus community is aware of Section 508 standards to make web-based information available to everyone (students, staff, faculty, and the general public), regardless of disability.

Academic Year 2020-2021: The status level reported was established.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 6.7 and 6.8.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 6.2 and 6.8.

Key Plans for Academic Year 2021-2022

- Success Indicator 6.7 – Develop a process to ensure that campus members involved in creating and/or maintaining web sites, designs, and/or applications (web or mobile) know who to contact for compliance training, assistance, resources and support.
- Success Indicator 6.8 - Develop a process to ensure that campus members involved in creating and/or maintaining digital content (web, web design, documents, videos, audio, etc.) know who to contact for compliance training, assistance, resources and support.

Key Plans for Academic Year 2021-2022

- Success Indicator 6.2 - Develop an ongoing general campus communication with executive support that promotes web accessibility awareness.
- Success Indicator 6.7 – Develop a process to ensure that campus members involved in creating and/or maintaining web sites, designs, and/or applications (web or mobile) know who to contact for compliance training, assistance, resources and support.

Success Indicator 6.1

Assigned authority and 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 6.2
Develop an ongoing general campus communication with executive support 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 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 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

Success Indicator 6.3
Develop a process that integrates web accessibility information into the on-boarding/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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 6.4
Develop a process that integrates web accessibility information into the on-boarding/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 useful 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 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 the CMS system.

Annual Reports:
Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 6.5
Develop a process that integrates web accessibility information into the on-boarding/orientation process for students.

Process: The IT Web team works with the groups responsible for new student orientation to provide guidance in making sure they are aware of for their content. The 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 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported will be maintained at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 6.6: Removed

Success Indicator 6.7
Develop a process to ensure that campus members involved in creating and/or maintaining web sites, designs, and/or applications (web or mobile) know who to contact for compliance training, assistance, resources and support.

Process: Campus members involved in creating and/or maintaining web sites, designs and/or applications can find a contact by signing up to get permissions for one of their campus sites or by visiting the campus website. Campus members with permissions to create or edit websites, will be contacted at least once every semester by the ATI Web Team.

Measurement: All accessibility assistance tickets are tracked with the campus ticketing system (Service-Now).

Annual Reports:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported will be maintained at "Established".

Success Indicator 6.8
Develop a process to ensure that campus members involved in creating and/or maintaining

digital content (web, web design, documents, videos, audio, etc.) know who to contact for compliance training, assistance, resources and support.

Process: Campus members involved in creating and/or maintaining digital content can find a contact for compliance training via the ATI website or via an ATI campus announcement or via the weekly Faculty Development Center weekly newsletter which is emailed to staff and faculty.

Measurement: All accessibility assistance/training tickets are tracked with the campus ticketing system (Service-Now).

Annual Reports:
Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Academic Year 2022-2023: The status level reported was "Established" with a commitment to improve the reported status level.

7.0 ATI Web Accessibility Campus Plan:

Goal: Annually review and update the ATI Web Accessibility Plan.

Academic Year 2020-2021: The status level reported was "Established" with a commitment to maintain the reported status level.

Academic Year 2021-2022: The status level reported was "Established" with a commitment to work on success indicator 7.5 and 7.6.

Key Plans for Academic Year 2021-2022
- Success Indicator 7.5 - Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Procurement Plan.
- Success Indicator 7.6 - Develop a process for the web accessibility subcommittee to inform the revision and coordinate the implementation of the Annual Procurement Plan.

Success Indicator 7.1: Removed
Success Indicator 7.2: Removed
Success Indicator 7.3: Removed
Success Indicator 7.4: Removed

Success Indicator 7.5

Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Web Accessibility Plan.

Process:

The Steering Committee meets biannually to review, revise and approve the updated ATI Web Accessibility Plan.

Measurement:

The ATI Web Accessibility Plan is reviewed and documented on an annual basis.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".

Success Indicator 7.6

Develop a process for the web accessibility subcommittee to inform the revision and coordinate the implementation of the annual ATI Web Accessibility Plan.

Process:

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

Measurement:

The ATI Web Accessibility Plan is reviewed and documented on an annual basis.

Annual Report:

Academic Year 2020-2021: The status level reported was not report. This is a newly introduced success indicator for 2021-2022.

Academic Year 2021-2022: The status level reported will be at "Established".