

CALIFORNIA STATE UNIVERSITY, FULLERTON

ACCESSIBLE TECHNOLOGY INITIATIVE (ATI) PLAN 2025 - 2029

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
Years of 2025-2029

Effective Date: April 1, 2025

Last Updated: October 21, 2025

Contents

Background	4
Accessible Technology Initiative at CSU, Fullerton	5
Roles and Responsibilities.....	6
ATI Executive Sponsor	6
ATI Steering Committee	6
ATI Support Teams	7
Campus Plan Writing Process for the Comprehensive Accessible Technology Initiative (ATI) ...	7
Plan Summary	8
ATI Instructional Materials Accessibility Plan	9
IM Overall Key Plans for Academic Year 2024-2025:.....	9
1 .0 Timely Adoption	10
2 .0 Identification of IM for Late-Hire Faculty:.....	11
3 .0 Early Identification of Students with Disabilities	11
4 .0 Faculty Use of LMS (or non-LMS) Course Websites.....	12
5 .0 Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies	14
6 .0 Accessibility Requirements for Curricular Review and Remediation.....	17
7 .0 Creation and Adoption of Accessible Instructional Materials	20
8 .0 Communication Process and Training Plan.....	23
9 .0 ATI Instructional Materials Accessibility Plan	26
ATI Information Communication Technology (ICT) Procurement Plan	28
Procurement Overall Key Plans for Academic Year 2024-2025:.....	28
1 .0 Procurement Procedures	29
2 .0 Staffing or Role Definition	32
3 .0 Exemptions Process.....	32
4 .0 Equally Effective Access Plans	32
5 .0 Training.....	33
6 .0 Outreach (Communications)	37
7 .0 Evaluation & Monitoring	37
8 .0 Experience/Implementation	37
9 .0: ATI Procurement Plan	37
ATI Web Accessibility Plan	39

Web Overall Key Plans for Academic Year 2024-2025:.....	39
1 .0 Web Accessibility Evaluation Process:	40
2 .0 New Website/Web Application and Digital Content Design and Development Process ...	46
3 .0 Ongoing Monitoring Process.....	48
4 .0 Exemptions and Alternatives Process	51
5 .0 Training Process	51
6 .0 Communication Process.....	55
7 .0 ATI Web Accessibility Campus Plan:.....	59

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 the 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, specifies project planning, and establishes 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.

In August 2024, all CSU Presidents received a memo regarding the Department of Justice ADA Title II ruling, which underlines the importance of website and mobile application accessibility. The CSU system requires all campuses to establish heightened technical accessibility standards for websites, mobile applications, online courses, and digital content, including PDFs and videos. The CSU Chancellor's Office and all CSU campuses are reaffirming their commitment to digital accessibility.

Accessible Technology Initiative at CSU, Fullerton

California State University, Fullerton (CSUF) is committed to providing an 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 to 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 April 10, 2025, 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 April 2025 and defining the Key Plans listed.

As this is a multi-year 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 2025-2029, the committee will establish a plan for the following three years.

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 reach or 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 the implementation of continued strategic improvement.

The tasks listed for 2025 have been identified by the campus to maintain status indicators at their current status level of “Established”. Also, for 2025, 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 is 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 the campus community and allow for a strong focus on other ATI goals for the rest of the review cycle (2022-2024).

With the Department of Justice ADA Title II ruling that was published in April 2024 and that will be in effect in April 2026, it has become a campus focus to meet the deadline and follow the web and mobile app accessibility requirements of the rule. The ATI Plan focus for 2025-2029 will require the campus to establish heightened technical accessibility standards for websites, mobile applications, online courses, and digital content, including PDFs and videos.

Meeting the ADA Title II deadline and the progress in pushing the Accessible Technology Initiative forward will now be assessed by the ATI Steering Committee in April 2026.

The campus will also follow all guidance provided by the Chancellor’s Office to align overall system-wide goals for ATI.

ATI Instructional Materials Accessibility Plan

IM Overall Key Plans for Academic Year 2024-2025:

The following Success Indicators will be worked on in Academic Year 2024-2025 to reflect a change on campus, to align with a future move to a higher status level, or to directly move to a higher status if seen fit.

- 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.
- 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.
- 1.6 Develop a process to distribute performance reports regarding timely adoptions for late-hire faculty to campus administration at least annually.
- 5.13 Develop a process for creating, selecting, adopting, and remediating digital content: documents (word processor produced, spreadsheets, presentation software, PDF).
- 6.7 Develop a process to conduct regularly scheduled accessibility evaluations using automated tools and manual techniques to identify course content that requires remediation.
- 7.5 Develop a process and provide resources for faculty and instructional staff to create accessible instructional content.
- 8.1 Develop a formal communication campaign with executive support to increase knowledge of accessibility issues and responsibilities.
- 8.3 Develop a process including various training materials, both in content and modality, for creating, selecting, adopting, and remediating instructional materials.
- 8.11 Develop a process that integrates accessibility information into faculty orientations.
- 8.12 Develop a process that integrates accessibility information into faculty development.

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.

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 submissions 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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 its own process for submitting adoptions, with most designating an academic support person within each department to be responsible for submitting adoptions. The bookstore manager has an internal process to send communications and reminders to the department chairs and textbook coordinators.

Measurement:

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

Success Indicator 1.3. Removed

Success Indicator 1.4 Removed

Success Indicator 1.5 Removed

Success Indicator 1.6

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

Process:

The data is 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to

maintain the reported status level.

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:

Disability Student Services (DSS) Process: DSS student meets with the Accessible Technology Coordinator, and if he/she is approved for the alternate format accommodation, then the Accessible Instructional Materials (AIM) Specialist will contact the student's instructors and request that they be added to their LMS courses as a Teaching Assistant (TA). This process gives the AIM Specialist timely access to instructional materials to produce alternate formats for DSS students.

Measurement:

The procedure is known to the alternate media production staff.

Annual Report:

Academic Year 2023-2024: The status level reported was "Established".

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:

The College-Based Instructional Designers (IDs) will refer faculty to the Web Team for web accessibility assistance and to ATI Procurement staff for questions regarding the accessibility of web applications.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain 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.

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:

College-Based Instructional Designers will refer faculty to the Titan Accessible website for remediation services of audio and video assets. Titan Accessible is a campus resource to assist faculty in providing accessible instructional materials. Titan Accessible services are also repeatedly advertised in the Academic Technology Center (ATC) monthly newsletter, which is sent to all faculty and staff.

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 5.12:

College-Based Instructional Designers will refer faculty to the Titan Accessible staff for consultation on the accessibility of course readers. Titan Accessible is a campus resource to assist faculty in providing accessible instructional materials. Titan Accessible services are also repeatedly advertised in the ATC monthly newsletter, which is sent to all faculty and staff.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain 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 to 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, UDoIT (LMS tool to support creation of accessible materials and alt-format) will provide immediate feedback and guidance for remediating documents in the LMS.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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. Campus purchase requesters (many of whom are instructional faculty) must submit an Equally Effective Alternate Access Plan (EEAAP) for products that do not meet accessibility requirements.

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain 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 UDoIT in the learning management system and will be measured in the number of downloads of alternative formats.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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.

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 the campus IT purchasing process.

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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:

The ATC Senior Director advertises the availability of Titan Accessible to remediate instructional materials for new online courses.

Measurement:

Faculty can review the accessibility of course material with the Canvas LMS accessibility tool and submit Instructional Materials to the Titan Accessible service.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 6.5

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

Process:

When Instructional Designers meet with faculty, they will incorporate accessibility into the redesign process. In addition, they will share information about the Titan Accessible program that can remediate their instructional materials. Titan Accessible is a new campus resource to assist faculty in providing accessible instructional materials.

As part of our Quality Matters (QM) Initiative, a small faculty cohort participates in an extensive yearlong course redesign process that offers an asynchronous professional development course, “Journey to QM certification,” accompanied by meetings with QM instructional designers who assist faculty in improving their online asynchronous courses.

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain 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 the 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

Success Indicator 6.8

Develop a process to prioritize and remediate inaccessible course content.

Process:

The ATI team will prioritize the course content of faculty who actively reach out and assist in remediating their material.

Measurement:

All course content remediation is recorded in the campus ticketing system.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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 containers and integrations (learning tools interoperability [LTI]) stored within the university-approved LMS and other platforms.

Process:

Any and all access issues with the LMS container are tracked via the campus ticketing system. All LTIs must go through the campus IT Purchasing process for VPAT/ACR review. If the ACR discloses access barriers, then an EEAAP will be necessary. All approved EEAAPs are distributed to DSS, IT Purchasing, and the requesting departments.

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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.

Success Indicator 7.1

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

Process:

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

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 7.2: Removed

Success Indicator 7.3

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

Process:

The Academic Technology Center (ATC) publishes a monthly newsletter that contains a section with accessibility and Universal Design for Learning updates.

Measurement:

The newsletter views are being tracked online.

Annual Report:

Academic Year 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain 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:

The campus uses UDoIT (Accessibility Tool) in Canvas to provide faculty with feedback on the accessibility of the Instructional materials posted, and it also provides guides on how to apply fixes.

Also, a new campus resource called Titan Accessible was created to assist faculty in making instructional materials accessible.

Measurement:

UDoIT (as well as the formerly used product named Anthology Ally) allows measurement of Faculty usage of the tool. Titan Accessible data is being tracked in the campus ticketing system.

Annual Report:

Academic Year 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” 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 receive training in accessibility concepts to incorporate into their process when acquiring, converting, digitizing, creating, and maintaining library assets.

Measurement:

All library staff training for accessibility is being tracked.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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.

Success Indicator 8.1

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

Process:

The campus has developed a formal awareness campaign, tracks past announcements, and plans future announcements on campus.

The Academic Technology Center (ATC) publishes a monthly newsletter that contains a section with accessibility and Universal Design for Learning updates.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to improve 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:

Accessibility guides are available on the ATC and FDC websites.

The Faculty Development Center (FDC) offers an asynchronous professional development course, “Canvas File Accessibility Workshop,” for faculty and staff.

Measurement:

Training provided by IT (ATC) is being tracked via Service-Now. FDC tracks and shares their training data with IT (ATI).

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve 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 New Faculty Orientations (NFO), and Anthology Ally in-person workshops are offered during the semester. DSS attends the New Faculty Orientation Resource Fair as part of orientation and presents at both the in-person tenure track onboarding and provides an overview as part of the asynchronous lecturer onboarding.

Measurement:

Staff from IT (ATI and Instructional Designers) and FDC are available for questions and training scheduling at faculty orientation events.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve 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 (ATI and Instructional Designers) and FDC are available for questions and training scheduling at faculty orientation events.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

Success Indicator 8.13

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

Process:

A website and marketing materials were created for Titan Accessible, our campus resource that assists faculty in creating accessible instructional materials. The College-Based Instructional Designers assist in bringing more awareness to accessibility and Titan Accessible. The Academic Technology Center's monthly newsletters also include accessibility tips.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 8.14

Staff with ATI IM responsibilities have opportunities to attend webinars, training, and online or in-person conferences.

Staff within the ATC will be attending professional development opportunities (i.e., Accessing Higher Ground conference in November 2024 and the annual CSUN Assistive Technology Conference in March).

Process:

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

Measurement:

Training sessions are logged in the campus ticketing system.

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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:

The ATI IM subcommittee meets monthly for ATI updates and sharing of information related to accessibility, training opportunities, ATI awareness to the campus community, and other subjects related to the ATI Instructional Materials Plan. Meeting minutes are taken and stored in a central location and shared with the subcommittee members.

Measurement:

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

Annual Report:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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

Procurement Overall Key Plans for Academic Year 2024-2025:

The following Success Indicators will be worked on in Academic Year 2024-2025 to reflect a change on campus, to align with a future move to a higher status level, or to directly move to a higher status if seen fit.

- 1.3 Develop a process to determine impact based on the impact matrix/criteria.
- 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.
- 1.8 Develop a process for validating accessibility conformance claims (ACRs, Roadmaps, Accessibility Statements, accessibility demonstrations, RFP responses, and testing documentation).
- 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).
- 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.
- 5.1 Develop a process to integrate accessible procurement information into new employee orientation.
- 5.3 Develop a training process for technology support staff (e.g., Information Technology Consultants).
- 5.10 Develop an ongoing general campus communication with executive support that promotes ICT procurement awareness.
- 9.2 Develop a process for the procurement subcommittee to inform the revision and coordinate the implementation of the Annual 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.

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. The request form uses very specific questions to determine the impact of the product or service on the campus.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to improve the reported status level.

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. The IT Purchase Authorization form always requests the submission of a VPAT/ACR for all ICTs.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 reviewed 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain the reported status level.

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, which requires ATI SME to verify that a VPAT/ACR has been submitted for review.

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain 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.

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 the distribution strategy.

Process: All EEAPs are part of the IT Purchasing process and are tracked, approved, and stored for review in the campus tracking system. Approved EEAPs get distributed to HR, DSS, IT, and

the ICT requesting department.

Measurement: All EEAAPs are tracked in the campus tracking system and distributed to involved departments.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain 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.).

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to improve the reported status level.

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 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 2023-2024: The status level reported was "Managed".

Academic Year 2024-2025: The status level reported was "Managed" with a commitment to maintain 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 number of questions received related to the training and by the number of issues that arise during the procurement process.

Annual Reports:

Academic Year 2023-2024: The status level reported was "Established".

Academic Year 2024-2025: The status level reported was "Managed" with a commitment to improve the reported status level.

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 number of questions received related to the training and by the

number of issues that arise during the procurement process.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain 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 number of questions received related to the training and by the number of issues that arise during the procurement process.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 of information these staff members learn and can convey to the campus community.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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 products.

Measurement:

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Defined”.

Academic Year 2024-2025: The status level reported was “Defined” 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:

The campus has developed a formal awareness campaign and tracks past announcements and plans for future announcements on 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to improve 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.

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.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain the reported status level.

9 .0: ATI Procurement Plan

Goal: Annually review and update the ATI 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 Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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's 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 Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

ATI Web Accessibility Plan

Web Overall Key Plans for Academic Year 2024-2025:

The following Success Indicators will be worked on in Academic Year 2024-2025 to reflect a change on campus, to align with a future move to a higher status level, or to directly move to a higher status if seen fit.

- 1.6 Develop a process to conduct manual accessibility evaluations on campus-affiliated websites and applications (web or mobile).
- 1.7 Develop a process to distribute evaluation results to campus members and/or vendors responsible for website maintenance.
- 1.9 Develop a process to ensure that campus members involved in maintaining websites and applications (web or mobile) understand the accessibility evaluation process.
- 2.2 Develop a process to ensure that accessible coding techniques are used to develop new websites and web applications (web or mobile).
- 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.
- 5.5 Develop a training process on accessibility for web content contributors, to include Section 508 standards and the campus monitoring process.
- 6.1 Assigned authority and responsibility for the communication process to a body (person(s) or business entity).
- 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.

1.0 Web Accessibility Evaluation Process:

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

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 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” 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 indexed 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 the 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 the IT Web Team of changes.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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. The 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” 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 need support to resolve issues. The last date field can be used to maintain an active scan schedule.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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:

The 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 training sessions, which cover ATI in both content entry and site scanning responsibilities.

Measurement:

New websites and content owners are created by the IT Web Team, which 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 that users have completed recent training.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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, refer assistance with digital documents to the Titan Accessible program that 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 compliance.

Measurement:

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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. The IT Web Team will help users embed their videos and verify that content owners are aware of both the need for closed 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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:

The automated web scanning tool has the ability to distribute evaluation results to campus members and vendors upon request. For an in-depth review of evaluation results, campus members are encouraged to get trained on the automated web scanning tool and its reporting features.

Measurement:

Users who log into the scanning and reporting tool have a better experience in fixing their sites. The ATI web team is ready to assist with questions regarding evaluation reports.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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, the web team covers 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 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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:

All websites on campus have an accessibility statement built into the footer with links to a reporting feature that tracks issues.

Measurement:

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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.

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 the PopeTech scanning tool to scan 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 incorporates 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 2023-2024: The status level reported was "Managed".

Academic Year 2024-2025: The status level reported was "Managed" with a commitment to maintain 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 advanced

training, are also available. PopeTech and WebAIM Wave are tools that will allow users to scan their site, identify accessibility issues, and improve coding techniques. Access to the software is available to the campus community after Compliance Sheriff training is completed.

Measurement:

PopeTech lets the web team export the scan results via a CSV file and upload them to our central database. By doing so, the web team can track and analyze the data.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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 was developed in accordance with Section 508 and is made available on our Instructional Material and Faculty Development Center website.

Measurement: The content is available on the Instructional Material and Faculty Development Center website.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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 was developed in accordance with Section 508 and is made available on our ATI Instructional Material and Faculty Development Center websites (Update: Training and Guidelines are available through the Academic Technology Center).

Measurement: The content is available on the Instructional Material and Faculty Development Center websites.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 ensure 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

3 .0 Ongoing Monitoring Process

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

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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 compliance guidelines. There is also the IT/FDC division support at various departments, which regularly communicates ATI information to faculty/staff.

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Defined”.

Academic Year 2024-2025: The status level reported was “Defined” with a commitment to maintain 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.

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 ensure 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 recommendations and are documented. Current members are also updated on the ATI website.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 ensure 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 recommendations and are documented. Current members are also updated on the ATI website.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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: The 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 for assistance. There is also an IT/FDC division that supports various departments that regularly communicate ATI information to faculty/staff. The campus footer also has contact links for ATI support.

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

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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, Modern Campus (formerly OmniUpdate) tools, and follow-up advanced 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to improve the reported status level.

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) and Faculty Development Center (FDC) 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 ATC and the FDC site.

Measurement: Information regarding the training programs is available on the FDC and the ATC website.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain the reported status level.

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 is available on the FDC and the ATC website.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 are available on the campus ScreenSteps sites, but in-person training can also be requested.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to

maintain 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 is available on the ATI website. Every training for employees is logged in the campus ticketing system.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Defined”.

Academic Year 2024-2025: The status level reported was “Defined” with a commitment to maintain the reported status level.

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.

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 that campus members would need to know.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to improve the reported status level.

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 training is 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 training, 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 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain the reported status level.

Success Indicator 6.3

Develop a process that integrates web accessibility information into the onboarding/orientation process for new faculty.

Process: The FDC (Faculty Development Center) office has an ATI/508 section 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 tracks faculty orientation and works with departments to make sure faculty members are given orientation.

Annual Reports:

Academic Year 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 6.4

Develop a process that integrates web accessibility information into the onboarding/ 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, not just new staff, but is administered before they can use the campus CMS. Staff members who want 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 6.5

Develop a process that integrates web accessibility information into the onboarding/ orientation process for students.

Process: The IT Web team works with the groups responsible for the new student orientation to provide guidance in making sure they are aware of 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

Success Indicator 6.6: Removed

Success Indicator 6.7

Developed a process to ensure that campus members involved in creating and/or maintaining websites, 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 websites, 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 permission 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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 contact information for compliance training via the ATI website, via an ATI campus announcement, or via the weekly Faculty Development Center 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 2023-2024: The status level reported was “Managed”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to maintain the reported status level.

7 .0 ATI Web Accessibility Campus Plan:

Goal: Annually review and update the ATI Web Accessibility 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Established” with a commitment to maintain the reported status level.

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's 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 2023-2024: The status level reported was “Established”.

Academic Year 2024-2025: The status level reported was “Managed” with a commitment to improve the reported status level.