

## 1. Campus

---

### How to Complete and Submit this Report Form

The instructions provided here are intended to assist campuses with navigating the web-based report interface. Instructions for compiling the report content are available at the public-facing [ATI Moodle site](#).

We suggest printing out the status level table, available in the [ATI Annual Report AY 10/11 Instructions](#) document on the ATI Moodle site, to use as a reference as you fill out the report.

**Submission Due Date = November 15, 2011**

---

### About the Online Report Form

---

You must have JavaScript enabled.

The application displays much better in Firefox or Chrome than in Internet Explorer (IE).

### Data Entry

---

You can copy and paste from Word documents into the report form.

**Next button** – Saves any data you have entered on a page and moves you to the next page.

**Note:** To save information you've entered when you can't or don't want to move forward (use Next), use Back (see below).

**Back button** – Saves data you've entered on a page even if all required fields have not been completed. **Note:** If you get an "incomplete information" error message that prevents you from using Back, enter dummy information into the required fields and then click Back. The dummy information can be corrected later.

**Warning:** Exiting a page without clicking either Next or Back will cause you to lose any data you've entered on that page.

**Submit button** – Cannot be used until the "This report has been approved by:" box has been completed. Once submitted, the report can no longer be accessed.

**F5** – Using "F5" to refresh a page takes you back to the first (Campus Name) page.

### Multiple Users

---

The report URL must be forwarded to anyone who needs to enter data into this report form.

More than one person can use the report URL, but not at the same time.

Clicking on the URL takes you to the last page on which any previous user entered and saved data.

### Known Accessibility Issues and Workarounds

---

Dropdown boxes do NOT have descriptive titles. Table headings suffice to describe dropdown boxes and text fields in the table.

For all tables, JAWS does not detect or read the column headers for the pull-down fields in the first row. Those in subsequent rows are detected and read correctly, as are the Comments fields in all rows. JAWS users should use the Read Cell function (Ctrl+Alt+Number5).

Tables do NOT have descriptive summaries.

All tables report having twice as many columns as are visually present. For example, JAWS indicates that the Success Indicators table has 12 (not 6) columns.

The column and row headers that together provide the text description for all embedded text fields are unreadable by JAWS unless users use the Read Cell function (Ctrl+Alt+Number5).

Using F5 to refresh a page takes users back to the first (Campus Name) page, but JAWS continues to read the page users were on before they refreshed unless they use the Refresh Virtual Cursor function (Insert+Esc).

Tab order does not mirror visual presentation but the order is logical (e.g., Back follows Next in the tab order though it precedes it visually).

## Assistance

If you have any questions or concerns regarding this report please contact:

ATI via email at [ati@calstate.edu](mailto:ati@calstate.edu).

Cheryl Pruitt at 562-951-4384 for Web or Procurement reports or this online reporting process.

Mark Turner at 562-951-4353 for Instructional Materials or Procurement reports.

### 1. Campus Name - Required

Chico

## 2. 1.0 Timely Adoption

### 1.0 Timely Adoption

For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.

**2. Goal 1.0: The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.**

#### Goal Status - Required

Managed

#### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Continue to use and refine "One click adoptions" to facilitate early adoption.

Accomplishment 2 : Clarified and strengthened communication between textbook manager, provost and department chairs.

Accomplishment 3 : Adjusted due dates for adoption to more effectively accommodate faculty.

Accomplishment 4 : Improved adoption rates.

#### Key Plans 11/12 (Please list 3 to 5)

Plan 1 : Increase adoption rates.

Plan 2 : Establish a central campus data collection system to post and track adoption rate statistics.

Plan 3 : Explore Academic Senate resolution.

#### Comments

Measure of success: % of textbooks ordered by Due date; % of textbooks ordered by Buy Back date Goals: 50% of textbook ordered by due dates; 90% ordered by buy back (which is 6 weeks before school starts). Last year: Fall 09 6.4% due date; 46% by buy back Spring 10 22.9% due date; 56% by buy back Current Status: Fall 10 11% by due date; 65.4% by buy back Spring 11 28.76% due date; 73.66% buy back

### 3. Success Indicators

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments

1.1 Campus has formally documented (e.g. Policy, Resolution, or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials. [Commitment]	Managed	2007	Yes	Yes	
1.2 Campus has developed capacity (e.g. established practices, specified staff time, educational/training resources, and/or technology) to achieve compliance with timely adoption. [Ability]	Managed	2007	Yes	Yes	
1.3 Campus has developed milestones or specific measures of success for timely adoption compliance (e.g. percentage of timely adoptions) and implemented a system to track these measures. [Measurement]	Managed	2009	Yes	Yes	

#### 4. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1				
2				
3				

### 3. 2.0 Identification of IM for Late-Hire Faculty

## 2.0 Identification of IM for Late-Hire Faculty

For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.

**5. Goal 2.0: The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.**

#### Goal Status - Required

Defined

#### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Provided a standardized late-hire faculty template to all department chairs

Accomplishment 2 : Met with Council of Academic Deans

Accomplishment 3 : Established a specific measure.

#### Key Plans 11/12 (Please list 3 to 5)

Plan 1 : Follow up with departments to ensure late-hire process is in place.

Plan 2 : Establish lines of communication with provost regarding implementation of late-hire process.

#### Comments

Measure of Success: % of departments who have completed a late hire faculty plan. Goal: 60%.

Current status: 10% of departments have late hire plans.

## 6. Success Indicators

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments
2.1 All academic units have implemented specific procedures for late hire or adjunct faculty members for the timely adoption of curricular materials. [Ability]	Defined	2008	Yes	Yes	
2.2 Campus has developed specific measures of success for late-hire faculty (e.g. percentage of late-hire adoptions completed by campus deadline) and implemented a system to track these measures. [Measurement]	Defined	2011	Yes	Yes	

#### 7. Area(s) of Requested Collaboration for Identification of IM for Late-Hire Faculty

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	2.1	Yes	Yes	Copies of late hire plans; best practices; strategies for academic affairs to provide plans
2	2.2	No	Yes	Distribute standard late-hire template.

### 4. 3.0 Early Identification of Students with Disabilities

#### 3.0 Early Identification of Students with Disabilities

For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.

**8. Goal 3.0: The campus has implemented a comprehensive plan to ensure that students with disabilities are identified and able to request alternate media materials in a timely manner.**

##### Goal Status - Required

Optimizing

##### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Completed revisions to electronic request portal system for alternative media requests.

##### Key Plans 11/12 (Please list 3 to 5)

Plan 1 : Implement electronic request portal.

##### Comments

Measures of Success: % of eligible students with disabilities who request alternate media in a timely manner (based on ARC guidelines). Goal: 100%. Current: Due to change in staffing (hired full time alternate media coordinator) and change in alternate media request process, we do not have a baseline figure to report.

#### 9. Success Indicators

			Worked	Will work
--	--	--	--------	-----------

	Status - Required	Year Started	on in 10/11 - Required	on in 11/12 - Required	Comments
3.1 Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	Optimizing	2007	Yes	Yes	
3.2 Campus has implemented a system to track early registration usage by alternate media-eligible students (to allow media programs sufficient time to produce media and to document student conformance with media submissions procedures). [Measurement]	Managed	2009	Yes	Yes	
3.3 Campus has implemented a system that allows alternate media requests to be submitted without appearing in-person during regular business hours (e.g. web-based forms, integration with student registration portal). [Ability]	Defined	2008	Yes	Yes	
3.4 Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	Optimizing	2007	Yes	Yes	
3.5 Campus has developed specific measures of success for early identification of students with disabilities (e.g., percentage of eligible students who utilize early registration) and implemented a system to track these measures. [Measurement]	Optimizing	2008	Yes	Yes	

#### 10. Area(s) of Requested Collaboration for Early Identification of Students with Disabilities

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	Yes	Yes	Yes	
2	Yes	Yes	Yes	
3	Yes	Yes	Yes	
4	Yes	Yes	Yes	
5	Yes	Yes	Yes	

#### 5. 4.0 Faculty Use of LMS (or non-LMS) Course Websites

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

**Note: While it is anticipated that most campuses will use the LMS to meet this goal, other structures (e.g. Web Content Management Systems or other online delivery methods) that provide similar functionality and are accessible, may serve as appropriate equivalents to the LMS.**

**For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.**

**11. Goal 4.0: The campus has implemented policies and procedures to promote the posting of all required curricular and instructional resources (including print-based and multimedia materials)**

in a central, accessible electronic location.

**Goal Status - Required**

Managed

**Key Accomplishments 10/11 (Please list 3 to 5)**

- Accomplishment 1 : Offered Summer Institute to train faculty on LMS and accessibility. (33 faculty attended)
- Accomplishment 2 : Have adopted a more accessible LMS.
- Accomplishment 3 : Campus wide course redesign initiative
- Accomplishment 4 : Use of Kurzweil V.12 to provide alternative material directly to students.
- Accomplishment 5 : Assignment delivery system saves resources and time.

**Key Plans 11/12 (Please list 3 to 5)**

- Plan 1 : Work with faculty to develop accessible content for new LMS (Blackboard Learn).
- Plan 2 : Explore Academic Senate resolution to require the development of accessible LMS content.
- Plan 3 : Rolling out more accessible LMS in Spring 2012.

**Comments**

Measure of Success: % of faculty who use LMS. Goal: 75% Current: 73% 18 courses were engaged in the process of redesign through a campus-wide large-course redesign initiative that focused on the infusion of technology and hybrid delivery models including deeper use of the LMS and application of Universal Design for Learning principles. The campus is switching to a new LMS, Blackboard Learn 9.1, which meets web accessibility standards to a higher degree than the previous LMS (Blackboard Vista) and has been certified by the National Federation for the Blind. A procedure exists to allow support staff to have access to a faculty member’s LMS course for the purpose of posting alt-media, with the permission of the faculty member. In the future, specific alt-media delivery methods and LMS roles to support those procedures are a possibility with our new LMS.

**12. Success Indicators**

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments
4.1 Campus has formally documented (e.g., Policy, Resolution or Procedure) a process to promote or require the posting of IM to the campus LMS. [Commitment]	Established	2007	Yes	Yes	
4.2 Campus has screened its LMS to determine whether it conforms to Section 508 accessibility standards and established a plan to address (or work-around) identified gaps. [Ability]	Managed	2007	Yes	Yes	The campus is switching to a new LMS, Blackboard Learn 9.1, which meets web accessibility standards to a higher degree than the previous LMS (Blackboard Vista) and has been certified by the National Federation for the Blind.

4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Optimizing	2007	Yes	Yes	
4.4 Campus has implemented procedures to accelerate the delivery of alternate media materials to improve timeliness (e.g. electronic delivery via campus LMS or FTP). [Ability]	Managed	2009	Yes	Yes	A procedure exists to allow support staff to have access to a faculty member's LMS course for the purpose of posting alt-media, with the permission of the faculty member. In the future, specific alt-media delivery methods and LMS roles to support those procedures are a possibility with our new LMS.
4.5 Campus has implemented mechanisms to provide alternate media production staff with access to instructional materials on LMS course sites for purposes of evaluating and converting materials. [Ability]	Optimizing	2007	Yes	Yes	
4.6 Campus has established specific measures of success (e.g., number of course sites with posted syllabi) for faculty posting of curricular materials in the campus LMS. [Measurement]	Established	2009	Yes	Yes	* Eliminated e-resources in favor of LMS postings.

### 13. Area(s) of Requested Collaboration for Faculty Use of LMS (or non-LMS) Course Websites

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	4.1	Yes	Yes	As an adopter of the new Blackboard Learn 9.1 LMS we are interested in learning what other campuses already using this LMS have learned about the product's accessibility, and the ease with which faculty can use it to create accessible IM, and how support staff are given specific access roles to perform their work in faculty courses.
	As an adopter of the new Blackboard Learn 9.1 LMS we are	As an adopter of the new Blackboard Learn 9.1 LMS we are	As an adopter of the new Blackboard Learn 9.1 LMS we are	



6

As an adopter of the new Blackboard Learn 9.1 LMS we are interested in learning what other campuses already using this LMS have learned about the product's accessibility, and the ease with which faculty can use it to create accessible IM, and how support staff are given specific access roles to perform their work in faculty courses.

As an adopter of the new Blackboard Learn 9.1 LMS we are interested in learning what other campuses already using this LMS have learned about the product's accessibility, and the ease with which faculty can use it to create accessible IM, and how support staff are given specific access roles to perform their work in faculty courses.

As an adopter of the new Blackboard Learn 9.1 LMS we are interested in learning what other campuses already using this LMS have learned about the product's accessibility, and the ease with which faculty can use it to create accessible IM, and how support staff are given specific access roles to perform their work in faculty courses.

## 6. 5.0 Accessibility Requirements for Multimedia

### 5.0 Accessibility Requirements for Multimedia

**For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.**

**14. Goal 5.0: The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimedia-based instructional resources.**

#### Goal Status - Required

Initiated

#### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Established measure of success

Accomplishment 2 : Established support process for faculty using Camtasia and caption tools of YouTube

#### Key Plans 11/12 (Please list 3 to 5)

Plan 1 : Establish process for prioritizing remediation of multi media.

Plan 2 : Develop guidance for purchasing agents and procurement review staff.

#### Comments

Measure of Success: Completed process for units to prioritize remediation of multi media. Goal: 100% complete by end of AY 2012 Current: Initiated draft provided to IMAP committee The Technology and Learning Program is able to assist faculty who create their own accessible multimedia content using Camtasia to caption narrated slideshows. The tools and space are offered to faculty doing this work. Faculty may also receive assistance using the caption tools of YouTube to make existing short videos accessible.

### 15. Success Indicators

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments
5.1 Campus has developed and					

implemented accessibility requirements for selecting and adopting multimedia curricular materials (e.g. requirements for captions, transcripts, audio description, accessible web players). [Commitment]	Initiated	2008	No	Yes	
5.2 Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]	Initiated	2009	Yes	Yes	
5.3 Campus has gathered survey information from media libraries regarding multimedia usage and format types (e.g. most frequently utilized titles and formats) to aid in tool selection and prioritization decisions. [Measurement]	Initiated	2009	Yes	No	
5.4 Campus has built capacity (e.g. established practices, specified staff time, budget, tools, and/or work space) necessary to address the accessibility of existing and planned multimedia content and its delivery. [Ability]	Defined	2008	Yes	Yes	The Technology and Learning Program is able to assist faculty who create their own accessible multimedia content using Camtasia to caption narrated slideshows. The tools and space are offered to faculty doing this work. Faculty may also receive assistance using the caption tools of YouTube to make existing short videos accessible.
5.5 Campus has established measures of success related to multimedia accessibility (e.g. percent of new materials that are accessible, percent of existing materials that have been remediated). [Measurement]	Initiated	2010	Yes	Yes	

#### 16. Area(s) of Requested Collaboration for Accessibility Requirements for Multimedia

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	5.1	Yes	No	Any outlines or documents regarding multimedia accessibility requirements would be appreciated.
2	5.2	Yes	No	
3	5.3	Yes	No	

4	5.4	Yes	No	
5	5.5	Yes	No	

## 7. 6.0 Accessibility Requirements for Curricular Review and Approval

### 6.0 Accessibility Requirements for Curricular Review and Approval

For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.

**17. Goal 6.0: The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.**

#### Goal Status - Required

Managed

#### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Established measure of success.

Accomplishment 2 : Implemented accessibility checklist for faculty.

Accomplishment 3 : Revised Academic Affairs department manual.

#### Key Plans 11/12 (Please list 3 to 5)

Plan 1 : Establish process for tracking measures of success.

#### Comments

Measure of Success: % of new courses that have undergone accessibility review. Goal: 75%

Current: No data

### 18. Success Indicators

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments
6.1 Accessibility requirements have been developed and integrated into the academic curriculum review process for new course adoptions and existing course reviews. [Commitment]	Managed	2008	Yes	Yes	Course review process was facilitated by the re-design of G.E. pathways and related new course proposals.
6.2 Campus has established accessibility standards or guidelines for selecting and authoring curricular materials. [Commitment]	Managed	2008	Yes	Yes	
6.3 Campus has established specific measures of success (e.g., number of courses that have undergone accessibility review) for incorporating	Established	2010	Yes	Yes	

accessibility into the curricular review and approval process. [Measurement]

**19. Area(s) of Requested Collaboration for Accessibility Requirements for Curricular Review and Approval**

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	6.3	Yes	Yes	How are other campuses measuring success? How are they monitoring progress?
2	How are other campuses measuring success? How are they monitoring progress?	How are other campuses measuring success? How are they monitoring progress?	How are other campuses measuring success? How are they monitoring progress?	
3	How are other campuses measuring success? How are they monitoring progress?	How are other campuses measuring success? How are they monitoring progress?	How are other campuses measuring success? How are they monitoring progress?	

**8. 7.0 Supporting Faculty Creation of Accessible IM**

**7.0 Supporting Faculty Creation of Accessible IM**

**For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.**

**20. Goal 7.0: The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.**

**Goal Status - Required**

Managed

**Key Accomplishments 10/11 (Please list 3 to 5)**

- Accomplishment 1 : Establish a process for tracking measures of success.
- Accomplishment 2 : Participated in Center for Excellence in Learning and Teaching grant which included accessible IM as goal
- Accomplishment 3 : Added dedicated position to ARC: Alternate Media Coordinator for production and faculty support

**Key Plans 11/12 (Please list 3 to 5)**

- Plan 1 : Plan another Summer Institute
- Plan 2 : Explore process for certification and recognition of accessibility best practices.

**Comments**

Measure of Success: % of faculty who have received training on authoring and remediating IM. Goal: 75% Current: We are working with TLP to determine the number of faculty who receive training. This year, 55 faculty were formally trained, but many come into a drop in lab environment to receive assistance, and also many use the TLP self guided tutorials; Additionally, accessibility is incorporated into all trainings offered by TLP to faculty. we have been unable to determine those numbers. The Technology and Learning Program maintains an Accessibility Knowledge Base which includes an accessible syllabus template as well as a wealth of information related to the creation of accessible IM including checklists, tutorials and links to other resources. The Technology and

Learning Program provides a student-assisted lab environment for faculty to create accessible IM including support for document authoring, scanning, and captioned lecture recording.

## 21. Success Indicators

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments
7.1 Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials. [Commitment]	Managed	2008	Yes	Yes	
7.2 Campus has established specific mechanisms to encourage faculty authoring and adoption of accessible instructional materials (e.g. recognition in article or letter of appreciation). [Ability]	Defined	2007	No	Yes	
7.3 Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]	Optimizing	2007	Yes	Yes	The Technology and Learning Program maintains an Accessibility Knowledge Base which includes an accessible syllabus template as well as a wealth of information related to the creation of accessible IM including checklists, tutorials and links to other resources.
7.4 Campus has specified technology (e.g. workstations, software, scanners) and personnel resources (e.g. student assistants, lab technicians) necessary to support faculty creation of accessible instructional materials. [Ability]	Managed	2007	No	Yes	The Technology and Learning Program provides a student-assisted lab environment for faculty to create accessible IM including support for

					document authoring, scanning, and captioned lecture recording.
7.5 Campus has implemented mechanisms to provide content distributors with access to tools or practices that allow accessibility testing of curricular materials (e.g. text-to-speech, voice recognition, keyboard-only navigation, Document Map). [Ability]	Managed	2007	No	Yes	
7.6 Campus has established specific measures of success for faculty creation of accessible instructional materials (e.g. improving quality of course reader and/or e-reserve material submissions). [Measurement]	Established	2010	Yes	Yes	

## 22. Area(s) of Requested Collaboration for Supporting Faculty Creation of Accessible IM

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	Yes	Yes	Yes	
2	Yes	Yes	Yes	
3	Yes	Yes	Yes	
4	Yes	Yes	Yes	
5	Yes	Yes	Yes	
6	Yes	Yes	Yes	

## 9. 8.0 Communication Process and Training Plan

### 8.0 Communication Process and Training Plan

**For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.**

**23. Goal 8.0: The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.**

#### Goal Status - Required

Managed

#### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Presented to Academic Senate and department chairs regarding ATI process and procedure.

Accomplishment 2 : ATI and accessibility best practices are introduced in Summer Institute.

Accomplishment 3 : CELT Diversity grant community of practice with accessible IIM/course redesign

Accomplishment 4 : Course redesign initiative

**Key Plans 11/12 (Please list 3 to 5)**

- Plan 1 : Publisize monthly /training on accessability tools for faculty.
- Plan 2 : Incorporate ATI best practices into October awareness activities.
- Plan 3 : Develop overall campus ATI plan
- Plan 4 : Prepare annual report for Cabinet

**Comments**

The Technology and Learning Program offers workshops in accessible IM creation and maintains an Accessibility Knowledge Base which includes an FAQ, an accessible syllabus template, and a wealth of information related to the creation of accessible IM including checklists, tutorials and links to other resources The Technology and Learning Program supports the campus LMS with workshops and online materials which help faculty load content into the LMS. ARC provides one on one consultation and training for faucly regarding how to produce accessible instructional materials.

**24. Success Indicators**

	<b>Status - Required</b>	<b>Year Started</b>	<b>Worked on in 10/11 - Required</b>	<b>Will work on in 11/12 - Required</b>	<b>Comments</b>
8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Managed	2007	Yes	Yes	
8.2 Campus has built capacity (e.g. specified staff time, technology, and/or materials) in support of this awareness campaign. [Ability]	Managed	2007	Yes	Yes	
8.3 Campus has developed and disseminated a variety of training materials, both in content and modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, and distributing accessible materials. [Ability]	Managed	2007	Yes	Yes	The Technology and Learning Program offers workshops in accessible IM creation and maintains an Accessibility Knowledge Base which includes an FAQ, an accessible syllabus template, and a wealth of information related to the creation of accessible IM including checklists, tutorials and links to other resources
	Managed	2007	Yes	Yes	The Technology and Learning Program supports the campus LMS with workshops
8.4 Campus has disseminated training materials for faculty regarding methods to post curricular materials	Managed	2007	Yes	Yes	

to the campus LMS course site or equivalent (see Section 4). [Ability]					and online materials which help faculty load content into the LMS.
8.5 Campus tracks participation in and usage of training materials and activities for authoring, conversion, and delivery of accessible curricular materials (e.g. # of workshop attendees, # of users who download templates or watch videos). [Measurement]	Managed	2007	Yes	Yes	
8.6 Campus is tracking the effectiveness of training activities and materials for accessible authoring, conversion, and delivery of curricular materials. (e.g., user satisfaction levels, decreased demand for alternate media conversion). [Measurement]	Managed	2007	Yes	Yes	

## 25. Area(s) of Requested Collaboration for Communication Process and Training Plan

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	Yes	Yes	Yes	
2	Yes	Yes	Yes	
3	Yes	Yes	Yes	
4	Yes	Yes	Yes	
5	Yes	Yes	Yes	
6	Yes	Yes	Yes	

## 10. 9.0 Process Indicators

### 9.0 Process Indicators

**For instructions and details on how to complete and submit this report online, see the email containing the report URL or the first page (Campus Name) of this report form.**

**26. Goal 9.0: The campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.**

#### Goal Status - Required

Managed

#### Key Accomplishments 10/11 (Please list 3 to 5)

Accomplishment 1 : Established regular contact with Academic Senate to update and track progress toward ATI goals.

#### Key Plans 11/12 (Please list 3 to 5)

Plan 1 : Develop overall ATI plan through self assessment and tracking progress.

**Comments****27. Success Indicators**

	Status - Required	Year Started	Worked on in 10/11 - Required	Will work on in 11/12 - Required	Comments
9.1 Campus IMAP committee membership consists of stakeholders from all key units (Student Affairs, Academic Senate, Curriculum Committee, Academic Technology, Library) as well as faculty, staff and student. [Commitment]	Optimizing	2007	Yes	Yes	
9.2 Campus IMAP committee has suitable authority to ensure effectiveness of IMAP effort as well as to resolve issues and challenges. [Ability]	Managed	2007	Yes	Yes	
9.3 Campus IMAP committee has established a system to effectively track its task delegations and overall project management. [Measurement]	Managed	2007	Yes	Yes	
9.4 Campus has established a formal administrative review process by campus executive leadership for all IMAP components. [Verification]	Optimizing	2007	Yes	Yes	

**28. Area(s) of Requested Collaboration for Process Indicators**

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	Yes	Yes	Yes	
2	Yes	Yes	Yes	
3	Yes	Yes	Yes	
4	Yes	Yes	Yes	

**11. Contributors****29. Contributors**

	First Name	Last Name	Title	Email Address	Phone Number
1	Laurie	Evans	Education and Outreach Coordinator	levans@csuchico.edu	(530) 898-5959
2	Jeremy	Olguin	Alternative Media Coordinator	jdolguin@csuchico.edu	(530) 898-5959
3	Sandy	Parsons	Director, ADA Coordinator	skparsons@csuchico.edu	(530) 898-5959
4					
5					

### 30. Final Comments

This year the IMAP reflects progress toward several goals. For example, due to the implementation of a new LMS on campus, faculty are given greater opportunity to review accessibility of instructional materials posted on the LMS, and recreate or remediate any inaccessible material. Also a process has been established to review the accessibility of all new courses and related IM. This process has been facilitated by the addition of a course materials accessibility check box on the CPRC form, and review of accessible IM is conducted at the time the course is proposed. Although all new or proposed courses have been reviewed for accessibility, a process to track this progress is needed. Although some improvements in the timely adoption of text books have been noted, greater progress will be made once a central campus data collection system has been established to post and track adoption rate statistics. Campus administrators, academic senate, department chairs and faculty can then track adoption rates and respond accordingly. Other options to track and promote the timely adoption of text books will also be explored. A factor when considering the timely adoption of text books is the identification of IM for late-hire faculty. Department chairs have been asked to develop a process to identify IM for late-hire faculty, when students with print disabilities are enrolled in courses. Direct lines of communication have been established with department chairs to ensure that procedures are in place to identify IM in this instance. Over all, Chico State has made important strides toward the goals of creating and sustaining accessible instructional materials throughout campus. In some areas substantial progress has been made, where as other areas need more work. The most critical progress, however, has been in the awareness and willingness of faculty, staff and administrators to proactively address the goals of ATI and accessible instructional materials. No longer are ATI goals unfamiliar to those who create instructional materials. Accessibility of all courses and related material is a common theme among members of the Chico State campus community. We plan to build on our progress and create a system of achieving ATI goals as well as tracking our progress toward those goals.

### 31. Required - This report has been approved by:

Sandy Parsons

## 12. Thank You!

---

**Thank you for completing your campus's Annual Accessibility Report. Your responses are invaluable and will help the CSUCO ATI department:**

**Identify, highlight, and share best practices across the CSUs.**

**Match campuses who have offered support to those that are seeking it.**

**Summarize the overall state of accessible technology support across the CSU.**

**Please feel free to suggest any ways this reporting form or process could be improved.**

**CSUCO ATI**