

1. Campus

How to COMPILE the CONTENT for this Report

Please refer to the instructions sent previously as a separate attachment or go to the [ATI Moodle Website](#).

How to COMPLETE and SUBMIT this Report Form

About the Online Report Form

You must have JavaScript enabled.

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

Data Entry

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

Next button – Only saves data if you have completed ALL required fields on a page. Otherwise use Back.

Back button – Saves data you've entered on a page even if all required fields have not been completed.

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.

Warning: 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.

Use the Back button to move back to a previous page. To move forward, you must COMPLETE any required fields on the page and click Next.

Known Accessibility Issues and Workarounds

Dropdown boxes do NOT have descriptive titles. [Gizmo is working on the problem.] 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 fine, as are the Comments fields in all rows. JAWS users should use Read Cell function (Ctrl+Alt+Number5).

Tables do NOT have descriptive summaries. [Again, Gizmo is working on the problem.]

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.

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.

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

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

Established

Key Accomplishments 09/10 (Please list 3 to 5)

Accomplishment 1 : E reserves pilot project results in more course materials posted on LMS

Accomplishment 2 : Widely distributed accessibility checklist to faculty

Accomplishment 3 : Developed measures of success

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Target remaining faculty who continue to use bookstore for coursepacks and assist them to put them on LMS

Plan 2 : Use affordable learning solutions as marketing platform for early adoption

Plan 3 : Develop a webinar that combines ATI and affordable learning solutions priorities to improve timely adoption

Plan 4 : Strategic and timely messaging from the Provost regarding early adoption

Plan 5 : Explore Senate Resolution regarding early adoption/ATI priorities

Comments

3. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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]	Established	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]	Established	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]	Established	2009	Yes	Yes	s indicaot

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

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

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 09/10 (Please list 3 to 5)

Accomplishment 1 : Continued effective informal practice working directly with department Chairs on a case by case basis

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Provide departments with general guidelines/guidance to develop late hire plans

Plan 2 : Consider a Senate Resolution

Plan 3 : Meet with Council of Academic Deans to discuss late hire issue

Plan 4 : Establish a specific measure

Comments

We currently have "plans" for 10% of the departments. We do have a well established, yet informal process whereby DSS communicates directly with Department Chairs on a case by case basis when a late hire (Or no assignment) impacts a students ability to obtain textbook information.

6. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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]	Initiated	2008	No	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]	Not Started		No	Yes	

7. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	2.1	Yes		We'd like copies of late hire plans or other guidance documents
2				

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

Established

Key Accomplishments 09/10 (Please list 3 to 5)

Accomplishment 1 : Improved request rate for alternate media

Accomplishment 2 : Refined guidance for SWD to Office of Admissions "What's Next" document

Accomplishment 3 : Did training for Summer Orientation student staff about DSS and necessity for early registration/request for alternate media.

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Continue to develop electronic request portal system for alternate media

Comments

Disability Support Services and the Office of Enrollment Management share responsibility for early identification of students with disabilities. Using PeopleSoft "DSS group" function, continuing students with disabilities (registered with DSS) are provided priority registration. Enrollment Management works directly with DSS to insure that all students with disabilities are accounted for. New or first year students are not provided priority registration. As such, practices have been developed to ensure early registration for these students. For Example, the Office of Admissions has worked collaboratively with DSS to include DSS registration/request for instructional materials on the "What's Next?" document sent to every admitted student. During Summer Orientation, DSS provides an informational table regarding early registration and request for alternate media. The campaign is called "Got E-Text?" Lastly, DSS sends a letter to HS counselors from the local and surrounding areas (including schools identified by enrollment management) indicating the need/providing instructions for students to register fro DSS early, thereby allowing sufficient time to request alternate media services. DSS review of records shows that priority registration does not guarantee that students will request services in a timely manner. In Fall 2008, 0% of students eligible for alternate media requested services/provided textbook information in a timely manner (6 weeks priori to semester); After an increase in reminders to students, Spring 2009 yielded a 31% compliance making requests in a timely manner. DSS has set the goal of 50% of SWD eligible for alternate media will request their conversion in a timely manner. This year, 80% of eligible students requested their alternate media in a timely manner. We feel that early notification from the office of admissions, and partnering with summer orientation to get early orientation/registration dates for incoming freshman has been highly effective. This coming year, DSS plans to refine internal practices and procedures, as well as, implement an electronic request system for alternate media. Request rate for students requesting alternate media went from 50% to 80% this year.

9. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - Required	Comments
					We will continue to revise our system to

3.1 Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	Established	2007	Yes	Yes	allow incoming freshman to receive early registration.
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]	Defined	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]	Initiated	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 Timely Adoption

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

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

Defined

Key Accomplishments 09/10 (Please list 3 to 5)

Accomplishment 1 : E reserve Pilot project- drops E reserve requests directly into LMS

Accomplishment 2 : Additional decrease in bookstore/copy center coursepacks required

Key Plans 10/11 (Please list 3 to 5)

- Plan 1 : Provide guidance/linkage on the LMS regarding posting accessible instructional materials
- Plan 2 : Migrate to new LMS which is more accessible
- Plan 3 : Provide Affordable Learning Solutions webinar for faculty that will address in part posting IM to LMS
- Plan 4 : Develop specific measures of success

Comments

All courses are automatically provided an accessible LMS Site. Faculty are encouraged to use the LMS as a means to provide accessible instructional and course materials. Vista use continues to increase significantly. Academic Technology department does track the usage of Vista by faculty; However, those numbers are not available at this time due to staffing issues. * Understanding that they are required to provide course materials in accessible format, using the LMS, and being trained and supported by TLP is an incentive. Faculty are provided support and training (workshops, on line tutorials, department meetings, individual consultations) AS Bookstore reports that there has been a significant decrease in the number of course packs ordered through the bookstore or Mr. Copy due to the fact that faculty are providing course related materials into their Vista sites which inherently improves accessibility. Upon request from DSS, Faculty can add DSS alternate media coordinator as a teacher’s assistant. This grants access to all course materials to alternate media production staff. TLP will develop on line tutorial to simplify this process for faculty. In 2007, 65% of faculty use the LMS provided. In 2009-2010, 73% of faculty use the LMS site provided.

12. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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]	Defined	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	No	Yes	
4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Established	2007	No	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]	Initiated	2009	Yes	Yes	
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]	Defined	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]	Initiated	2009	Yes	Yes	

13. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	4.1	Yes		Copy of resolutions
2				
3				

4			
5			
6			

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 09/10 (Please list 3 to 5)

Accomplishment 1 : Surveyed library media circulation/usage

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Consider additional revision to the AA Department Manual

Plan 2 : Use library survey data to prioritize remediation of media

Plan 3 : Establish process for prioritizing remediation of multi media

Plan 4 : Develop guidance for purchasing agents and procurement review staff

Plan 5 : Develop specific measures of success

Comments

15. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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	
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	Initiated	2010	Yes	Yes	

remediated). [Measurement]

16. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	5.4	Yes	No	
2	5.5	Yes	No	
3				
4				
5				

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

Established

Key Accomplishments 09/10 (Please list 3 to 5)

- Accomplishment 1 : Provided guidance regarding accessibility for every course intended to be offered 2009-2010
- Accomplishment 2 : Distribution of accessibility checklist for curricular review
- Accomplishment 3 : On going workshops for faculty regarding authoring accessible instructional materials

Key Plans 10/11 (Please list 3 to 5)

- Plan 1 : Meet with curricular review committees
- Plan 2 : Refine the Academic Affairs curricular review and new course proposal forms to specifically and more intentionally address accessibility
- Plan 3 : Consider a Senate Resolution
- Plan 4 : Meet with Provost and CAD to discuss
- Plan 5 : Refine measures of success

Comments

18. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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]	Established	2008	No	Yes	
6.2 Campus has established accessibility standards or guidelines for selecting and authoring curricular materials.	Established	2008	Yes	Yes	

[Commitment]					
6.3 Campus has established specific measures of success (e.g., number of courses that have undergone accessibility review) for incorporating accessibility into the curricular review and approval process. [Measurement]	Initiated	2010	Yes	Yes	

19. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	6.2	Yes		
2	6.3	Yes		
3				

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

Established

Key Accomplishments 09/10 (Please list 3 to 5)

Accomplishment 1 : Cont.refine TLP Faculty support website - additional tutorials and guidance/offer workshops on accessible IM

Accomplishment 2 : Participating in Digital Marketplace

Accomplishment 3 : Received approval to hire a full time alternate media coordinator for the DSS office who will also support faculty

Accomplishment 4 : E reserve Pilot project provides direct deposit into LMS of instructional materials

Accomplishment 5 : Free to faculty- Roll out of new version of WORD with improved accessibility features including PDF creator/add on

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Develop specific measures of success

Plan 2 : Refine tracking system of faculty who attend accessibility workshop

Plan 3 : Use Celt grant to identify faculty liaisons for ATI and accessibility

Plan 4 : Create a recognition process for faculty who incorporate UDL and accessibility into course design

Comments

The following are mechanisms used to communicate with and support faculty creation of accessible instructional materials: • New faculty orientation • New Faculty brochure • ATI brochure • Technology and Learning Program website- workshops, tutorials • ATI website- tutorials, videos • Intent to Offer notice for all new classes • Department Manual/New Course Proposal • DSS Newsletter • CELT conference • Award for exemplary online instruction • Accessibility checklist • Conversion self service station in TLP • WORD 2007 roll out • AutoSync Contract • Implement use of Caption Mic DSS staff and TLP staff provide support and accessibility testing on an informal basis, either as a courtesy for faculty who ask or within the context of a TLP workshop.

21. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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]	Established	2008	No	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]	Managed	2007	Yes	Yes	
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	Yes	Yes	
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	Yes	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]	Initiated	2010	Yes	Yes	

22. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	7.1	Yes	No	Would like to see examples of policy
2				
3				
4				
5				
6				

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

Defined

Key Accomplishments 09/10 (Please list 3 to 5)

Accomplishment 1 : CELT conference workshop on accessible instructional materials/UDL

Accomplishment 2 : Received Faculty Learning Community grant on "Teaching to Diversity" with DSS Director as co facilitator

Accomplishment 3 : Continued use of TLP website

Accomplishment 4 : Roll out of University Diversity Action Plan that includes focus on students with disabilities and accessibility

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Meet with Provost about consistent/ongoing communication- re commitment to ATI goals and priorities

Plan 2 : Use affordable learning solutions platform to move ATI agenda forward

Plan 3 : Develop affordable learning solutions webinar that also focuses on accessible instructional materials

Plan 4 : Refine success indicators

Comments**24. Success Indicators**

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - Required	Comments
8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Defined	2007	No	Yes	
8.2 Campus has built capacity (e.g. specified staff time, technology, and/or materials) in support of this awareness campaign. [Ability]	Defined	2007	No	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]	Defined	2007	Yes	Yes	
8.4 Campus has disseminated training materials for faculty regarding methods to post curricular materials to the campus LMS course site or equivalent (see Section 4). [Ability]	Defined	2007	Yes	Yes	
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]	Defined	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]	Initiated	2007	Yes	Yes	

25. Area(s) of Requested Collaboration for Timely Adoption

	Success Indicator Number	Assistance Requested?	Assistance Offered?	Comments
1	8.1	Yes	No	
2				

3				
4				
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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

Defined

Key Accomplishments 09/10 (Please list 3 to 5)

Accomplishment 1 : IMAP committee members continue to work toward ATI goals and priorities

Accomplishment 2 : Added Academic Senate Chair to IMAP committee

Key Plans 10/11 (Please list 3 to 5)

Plan 1 : Establish annual report to President and Cabinet, Council of Academic Deans and Academic Senate

Plan 2 : Meet with Provost and Executive Sponsors to affirm commitment to ATI goals and priorities

Plan 3 : Assign DSS student to IMAP committee

Comments

27. Success Indicators

	Status - Required	Year Started	Worked on in 09/10 - Required	Will work on in 10/11 - 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]	Defined	2007	No	Yes	
9.3 Campus IMAP committee has established a system to effectively track its task delegations and overall project management. [Measurement]	Established	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 Timely Adoption

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

11. Contributors

29.

Contributors

	First Name	Last Name	Title	Email Address	Phone Number
1	Sandy	Parsons	DSS Director	skparsons@csuchico.edu	(530) 898-6383
2					
3					
4					
5					

30. Final Comments

This year, we have made a few strategic movements forward with ATI goals and priorities in the area of Instructional materials. However, we, like many other campuses, felt somewhat at a stall, in terms of really making significant strides. The IMAP committee have spent some considerable time in discussion about rededicating energy and commitment to intentional and strategic accomplishments during the 2010-2011 year. When we started the ATI movement on our campus, there were many that felt strongly about maintaining our informal business processes that have been in place and continue to be developed across campus. "The Chico Way" as some folks refer to it is based on strong relationships and face to face communication to build partnerships and it works. However, as we move forward the IMAP committee is feeling the need to go back a bit and strengthen our processes with formal policy. As such, we'll spend time this year looking at where and when formality will help move us forward in a productive way.

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