

Instructional Materials Year 3 Report Framework

Introduction

This document focuses on Priority Two (Instructional Materials) and reflects activity for the 2008/2009 reporting year. The goals for this framework are as follows: (1) to provide a mechanism for campus teams to track internal progress, (2) to promote cross-pollination of practices by providing campus ATI with details of how others are addressing ATI goals, (3) to provide a means by which campuses may indicate their willingness to share promising practices, and (4) to provide a forum for campuses to identify areas for which they are seeking support and guidance.

Organization/Structure

A task force for this priority area, composed of representatives from several campuses, worked over several months to develop this self-assessment. They met over the last several months to create this document in order to give CSU ATI committees structure for assessing their progress in achieving the goals set forth in Coded Memo AA-2007-04 and Instructional Materials Accessibility Plan. The task force established measurable activities that may be used as success indicators for each goal. The goals and the success indicators make up the structure of this self-assessment.

Status Levels

The status levels used throughout the document are derived from the Capability Maturity Model. The task force adopted this model for several reasons: (1) its ability to convey a ‘spectrum of progress’, (2) its emphasis on lasting change, (3) and its support for uniform status levels across campuses. The table below is intended to provide guidance to campuses regarding the selection of an appropriate status level. For each status level, a brief description is provided that indicates how that status level would be manifested for the three types of success indicators (procedures, documentation, and resources).

Success Indicator Level	Description for Procedures	Description for Documentation	Description for Resources
Not Started	No action has been taken yet.	No documentation has yet been generated.	No resources have yet been allocated.
Initiated	The campus has an ad hoc or developing practice. Procedures, if in place, are generally ad hoc.	Documentation is generally absent.	Resources have been tentatively identified but not yet allocated.
Defined	The campus has a common practice. Procedures, if in place, are consistent but informal.	Documentation, if present, is in working draft.	Resources have been firmly identified but not yet allocated.
Established	The campus has a standard practice. Procedures are consistent and formal.	Documentation is complete and fully reflects the standard practice.	Resources have been both identified and allocated.
Managed	The campus has a mature practice. Procedures are also in place to track and capture success indicators (milestones and measures of success).	Documentation is complete and fully reflects the standard practice. Additional documentation may be generated as tracking/capturing activities occur.	Resources have been both identified and allocated.
Refining	The campus has an improving practice. Procedures are also in place to conduct regular administrative reviews of success	Documentation is continually revised to reflect the managed practice. Periodic administrative review of	Resources have been both identified and allocated. Periodic administrative review of resource allocations is conducted.

Success Indicator Level	Description for Procedures	Description for Documentation	Description for Resources
	indicators to gauge effectiveness and implement improvements.	documentation is conducted.	

Instructions

To complete the self-assessment:

1. For each goal statement, complete the following fields:
 - a. Status (select a status level that best corresponds to values in the table above)
 - b. Key Accomplishments 08/09 (briefly describe 3-5 key accomplishments related to the goal statement)
 - c. Key Plans 09/10 (briefly describe 3-5 planned activities related to the goal statement)
2. For each success indicator, complete the following fields:
 - a. Year Started (enter the year in which activity began on this success indicator)
 - b. Worked on 08/09 (choose yes/no to indicate whether activity occurred in 08/09)
 - c. Will work on 09/10 (choose yes/no to indicate whether activity will occur in 09/10)
 - d. Assistance Requested (choose yes/no to indicate whether your campus would like assistance from the ATI staff)
 - e. Area(s) of Requested Collaboration (briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff)
 - f. Assistance Offered (choose yes/no to indicate a indicate willingness to share promising practices with other campuses and the ATI staff)
3. A Comments section for each goal is provided at the end of the success indicators. Use this area to provide the ATI with feedback about improvements or changes that should be considered for future self-assessments.
4. Technical Note: For optimum printing, use landscape setting and legal paper size.
5. You may direct questions regarding the self-assessment to Keva Williams at kwilliams@calstate.edu who will forward them to the appropriate ATI staff member.
6. You may submit your completed self-assessment to Keva Williams at kwilliams@calstate.edu on or before Friday, February 5, 2010.

Contributors

This information will be used for follow up questions and collaboration.

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Committee Statement re: Informal Organization

There are success indicators built into Priority 2, accessibility of instructional materials, that suggest and/or encourage formal policy development. This is an area that continues to elicit much discussion on our campus. We have developed useful and productive partnerships across campus. We continually nurture those relationships and refine the business practices that emerge. Chico State is a dynamic set of personal relationships built among people with a common organizational goal to enhance student success. Our informal organization evolves organically and intentionally in response to student needs. We believe that our informal organization complements the structures that formal broad based policy statements provide. Additionally, our informal culture allows us to remain dynamic and responsive without the need for lengthy formal ratification of policy.

1. Timely Adoption

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.	Defined	<ul style="list-style-type: none"> Academic Affairs Department manual revised Intent to Offer memo initiated Bookstore-Provost communication/business practice 30% Increase use of LMS to place instructional materials Accessibility checklist developed 	<ul style="list-style-type: none"> Pilot Project/Refine process for Vista E Reserves Develop specific measures of success Widespread distribution of accessibility checklist

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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]	Defined	2007	Yes	Yes	/No		No
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]	Defined	2007	Yes	Yes	No		No
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]	Initiated	2007	Yes	Yes	No		No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
						<p>Compliance Data:</p> <p>Spring 2007: Due Date 20%; Buy Back (6 weeks before term) 53%</p> <p>Fall 2007: Due Date: 22%; Buy Back 53%</p> <p>Spring 2008: Due Date: 24%; Buy Back 65% (introduction of one click adoptions)</p> <p>Fall 2008: Due Date: 62%; Buy Back 87%</p> <p>Spring 2009 Due Date: 12%; Buy Back: 75%</p> <p>Course packs:</p> <p>2007: 140/200 (Bookstore/Mr. Copy)</p> <p>2008/2009: 50/109 (Bookstore/Mr. Copy)</p> <p>Overall, Chico State has implemented routine communication and business practices that encourage faculty to adopt their instructional materials in a timely manner. Use of the LMS for placement of articles has reduced the number of course packs requiring conversion. Collaboration between Electronic Reserve and Academic Technologies has improved faculty ability to place materials on their LMS site. 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. Improved and increased communication between the AS Bookstore and the Provost office reporting textbook ordering compliance information has had an overall positive impact on the timely adoption of textbooks. Additionally, the AS Bookstore process of "One Click Adoption" for faculty who are re-ordering the same textbook has been very user friendly and helpful to facilitate timely adoption.</p>	

2. Identification of IM for Late-Hire Faculty

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.	Defined	<ul style="list-style-type: none"> Effective informal business practices with Department Chairs 	<ul style="list-style-type: none"> Meet with Council of Academic Deans to discuss late hire issue Establish a specific measure Develop electronic system to notify chair when SWD registers for class without faculty assignment Provide Departments with general guidelines/guidance to develop late hire plans

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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	Yes	Yes	Yes	would like to see sample plans and/or guidance provided by Academic Affairs/Provost office	No
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	Yes	See above	No
Comments	<p>According to Human Resources, the majority of late-hire faculty are part time lecturers assigned to lower division courses with multiple sections. Chico campus has chosen to delegate authority to determine this process to individual academic units. The Dean of Undergraduate Studies met with Council of Academic Deans (CAD) and Department Chairs in Spring 2007 to request department plans to address identification of textbooks for late-hire faculty. The Dean of Undergraduate Studies reports that 10% of Departments report having a formal plan/policy for late hire faculty.</p> <p>Conversely, however, DSS and academic departments have a well defined process and common practice that is effective.. DSS effectively resolves the issue of late hire faculty in classes that SWD register. DSS routinely contacts Department Chairs who either assign a faculty or a textbook in a timely manner.</p>						

3. Early Identification of Students with Disabilities

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
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.	Defined	<ul style="list-style-type: none"> Admissions' "What's Next?" document Summer Orientation Campaign High School Counselor letter 	<ul style="list-style-type: none"> Develop electronic alternate media request system

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
3.1. Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	Established	Prior to 2007	Yes	Yes	No		Yes/No
3.2. Campus has implemented a system to track early registration usage by alternate media-eligible students (intended to provide alternate media programs with sufficient time to produce alternate media as well as to document student conformance with alternate media submissions procedures). [Measurement]	Established	2008	Yes	Yes	No		No
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	2009	Yes	Yes	No		No
3.4. Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	Refining	2007	Yes	Yes	No		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]	Refining	2008	Yes	Yes	No		No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
Comments	<p>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.</p> <p>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.</p> <p>This coming year, DSS plans to refine internal practices and procedures, as well as, implement an electronic request system for alternate media.</p>						

4. Faculty Use of LMS (or non-LMS) Course Websites *

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
<p>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.</p> <p>*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.</p>	Defined	<ul style="list-style-type: none"> • 30% increase in use of LMS • Significant decrease in course packs ordered from Bookstore or outside vendor • Significant drop in Electronic Reserve use 	<ul style="list-style-type: none"> • Develop specific measure • Develop tutorial for faculty to add alternate media staff as teacher's assistant • Pilot project to add E reserves directly into Vista

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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]	Initiated	Prior to 2007	Yes	Yes	No		No
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]	Established	Prior to 2007	Yes	Yes	No		No
4.3. Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Defined	Prior to 2007	Yes	Yes	No		No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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]	Not Started		Yes	Yes	No		No
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]	Initiated	2007	Yes/No	Yes	No		No
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]	Not Started		No	Yes	No		No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
						<p>CSU Chico does not intend to require all faculty members to use the LMS- Vista. However, we encourage faculty with non-professional web development skills to use an accessible infrastructure which will increase the likelihood that their course materials will be accessible to both students and alternate media production staff.</p> <p>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.</p> <p>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.</p> <p>* 2007 data: 400 faculty (65%) and 100 course sections are in LMS ; 10,500 (90%) students are in these classes</p>	

5. Accessibility Requirements for Multimedia

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
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.	Initiated	<ul style="list-style-type: none"> • Revision of Academic Affairs Manual • Participation in Auto Sync Technologies Contact • Accessibility review in collaboration with procurement 	<ul style="list-style-type: none"> • Begin discussions related to multi media accessibility • Develop a strategic plan for prioritizing multi media material

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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	Yes/No	Yes/No	Yes/No		No
5.2. Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]	Not Started		Yes/No	Yes/No	Yes/No		No
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]	Managed	2007	No	No	No		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]	Initiated	2008	Yes	Yes	Yes	Would like to know what other campuses are doing to address this issue	No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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]	Not Started		No	No	Yes	See above	No
	Chico State has chosen to focus our strategic energy on one area of accessibility per year. In 2008-2009, campus built capacity in the area of the accessible syllabi, including general guidance, specific training and tutorials, communication, etc.. 2009-2010 is the "Year of the Accessible Power Point". Our strategy is to manage an overwhelming task of creating accessible instructional materials by breaking it into manageable pieces. During such difficult financial times, there is no budget to implement the project. Human resources are feeling overwhelmed with increasing responsibilities and less time to manage them. Our strategic plan is to implement what we've determined to be the most critical to achieve accessibility of instructional materials. By focusing our energy and resources on one aspect at a time, we will have more of a chance to keep faculty motivated. If we were to initiate all requirements at the same time, the project would seem insurmountable. Multimedia instructional material is largely decentralized on our campus: Academic department libraries, faculty personal libraries, Distance Education courses, the Merriam Library. The scope and size of multi media instructional materials is significant. Chico State has informal practice in place to caption materials when students enroll in courses. Communication regarding the purchase of new material that is captioned has been and continues to be disseminated to faculty and departments.						

6. Accessibility Requirements for Curricular Review and Approval

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.	Established	<ul style="list-style-type: none"> Revision of Academic Affairs Manual Intent to Offer Memo Revised new course proposal 	<ul style="list-style-type: none"> Meet with curricular review committees Meet with CAD

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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	Yes	Yes	Yes	Examples of how other campuses are doing this.	No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
6.2. Campus has established accessibility standards or guidelines for selecting and authoring curricular materials. [Commitment]	Defined	2008	Yes	Yes	Yes	Would appreciate examples of both formal and informal implementation on other campuses	No
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]	Not Started		No	Yes	Yes	See above	No
Comments							

7. Supporting Faculty Creation of Accessible IM

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.	Defined	<ul style="list-style-type: none"> • “Intent to Offer” notice implementation • Additional training, workshops, tutorials developed and placed on Technology and Learning Program website. • Accessibility checklist for faculty 	<ul style="list-style-type: none"> • Year of the PPT • Develop specific measure

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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	Yes	No	No		No
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	Yes	Yes	No		No
7.3. Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]	Defined	2007	Yes	Yes	Yes	Would like examples of authoring captioning and other multi media content	No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
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]	Defined	2007	Yes	Yes	No		No
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 view). [Ability]	Defined	2007	Yes	Yes	No		No
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]	Not Started		No	Yes	No	Curious what measures other campuses are using	No
Comments	<p>The following are mechanisms used to communicate with and support faculty creation of accessible instructional materials:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>						

8. Communication Process and Training Plan

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.	Defined	Year of Accessible Syllabus AA Manual revised CELT conference Revision of TLP Accessibility website	Year of Accessible PPT CELT

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
8.1. Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Defined	2007	Yes	Yes	No		No
8.2. Campus has built capacity (e.g. specified staff time, technology, and/or materials) in support of this awareness campaign. [Ability]	Defined	2007	Yes	Yes	No		No
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	No		/No
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	No		No
8.5. Campus is tracking participation in training activities and usage of training materials for accessible authoring, conversion, and delivery of curricular materials (e.g. number of workshop attendees, number of users who download templates, or watch training videos) . [Measurement]	Initiated	2007	Yes	Yes	No		No
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	No		No

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
Comments							

9. Process Indicators

Goal	Goal Status	Key Accomplishments 08/09	Key Plans 09/10
Campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.	Initiated		Recruit additional faculty representatives for IMAP committee Recruit a student representative for IMAP committee

Success Indicator	Status	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]	Refining	Student Affairs, Academic Senate, Curriculum Committee, Academic Technology, Library) as well as faculty, staff
9.2. Campus IMAP committee has suitable authority to ensure effectiveness of IMAP effort as well as to resolve issues and challenges. [Ability]	Defined	Authority to ensure effectiveness is difficult to coordinate across departments and divisions. IMAP committee is defining and refining its credibility among campus stakeholders which we expect will be a conduit for effectiveness.

Success Indicator	Status	Year Started	Worked on 08/09?	Will work on 09/10?	Assistance Requested?	Area(s) of Requested Collaboration	Assistance Offered?
9.3. Campus IMAP committee has established a system to effectively track its task delegations and overall project management. [Measurement]	Refining	2007	Yes	Yes	No		No
9.4. Campus has established a formal administrative review process by campus executive leadership for all IMAP components. [Verification]	Refining	2007	Yes	Yes	No		No