## Summary of 2023 ATI Campus Plan Goals Across all Priorities

Web

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| Success Indicator | Status | Current Deficiencies & Plans for Improvement | Measurable Outcomes |
| WEB 1.11  Develop a process to conduct manual accessibility evaluations on digital content: documents (word processor produced, spreadsheets, presentations, PDFs). | Defined  **2023 Goal** | To date, digital content (documents) manual evaluations have occurred as needed and as new websites launch and as part of our digital content challenge where we invite web owners to participate in digital content review.  Beginning in 2023 a quarterly manual evaluation to include digital content contained within a website will be added to these activities.  The ongoing manual evaluation cycle will select high-impact websites from our web inventory. The manual review will include digital content contained on the website. Four websites per quarter are targeted in this manual review cycle in addition to all other activities that trigger a manual review. | * Digital content (documents) included in all manual evaluations. * Remediation of documents as needed. * Training for website owners to send documents for review to accessibility services before uploading to a website. * Self-help training on document accessibility techniques |
| WEB 1.12  Develop a process to conduct manual evaluations on multimedia digital content (video and audio). | Defined  **2023 Goal** | To date, digital content (audio and video) manual evaluations have occurred as needed and as new websites launch and as part of our digital content challenge where we invite web owners to participate in digital content review.  Beginning in 2023 a quarterly manual evaluation to include digital content contained within a website will be added to these activities.  The ongoing manual evaluation cycle will select high-impact websites from our web inventory. The manual review will include digital content contained on the website. Four websites per quarter are targeted in this manual review cycle in addition to all other activities that trigger a manual review. | * Digital content (audio and video) included in all manual evaluations. * Captioning of video and transcripts for audio as needed. * Training for website owners to audio and video for review to accessibility services before uploading to a website. * Self-help training on YouTube captioning techniques |
| WEB 1.14  Develop a process to distribute evaluation results to campus members and vendors responsible for digital content maintenance. | Defined  **2023 Goal** | Campus members receive information on digital content remediation activities for which they are engaged in. However, we are working on a method to score digital content only and present a report to respective owners.  A CommonLook Clarity pilot was initiated for this purpose, but the pilot failed due to limitations of Drupal file storage holding all digital content in a single bucket, and the inability of the CommonLook Clarity program to parse certain files by owner or associated website. The results were too labor intensive to work with and the plan was scrapped. | * Provide either an integrated report as part of the automated web scanning or a standalone report specifically for digital content. * Determine if the Ally tool in canvas can be leveraged for this purpose. |
| WEB 1.15  Develop a process to ensure that campus members involved in maintaining digital content are familiar with the accessibility evaluation process. | Defined  **2023 Goal** | In general, campus members are aware of accessibility requirements for digital content, audio and video, and webpages. Groups include web accessibility liaisons, Public Affairs, faculty and staff via regular orientations and “allfaculty” “allstaff” email communications. However, awareness falls short with the student populations, and specifically student organizations that create digital content. | * Create a student-centered accessibility awareness campaign led by a digital accessibility club for students. |
| WEB 1.19  Develop an application support process that includes published, specific accessibility statement(s) and a method to both report and address issues. | Defined  **2023 Goal** | In-house application support is limited. Vendors that create applications for departments across campus are subject to accessibility evaluation prior to launch. Vendor contracts for this work are approved through the ICT Purchase Approval Request process in ServiceNow which is the usual mechanism to initiate an accessibility review. | * Create a webpage on the accessibility website that coders can reference when developing custom applications. |
| WEB 3.5  Assigned authority and responsibility for the ongoing monitoring process of digital content to a body (person(s) or business entity). | Defined  **2023 Goal** | This process is already assigned to the Web & Digital Content Specialist. However, manual evaluations processes that include digital content review are being strengthened.  Due to the sheer volume of both web and digital content it is necessary to secure additional resources and separate workload. | * Dedicated position for digital content accessibility, including content held in the LMS. |
| WEB 3.6  Develop a process to verify that any changes made to existing digital content: documents (word processor produced, spreadsheets, presentations, PDFs) comply with Section 508 accessibility standards. | Defined  **2023 Goal** | Because of our current distributed process for Drupal content editors, raising above Defined may not be possible at this time.  With the move to Drupal 9 we are investigating implementation of a document moderation feature which may help to elevate this success indicator. | * If applicable, implement the document moderation feature available in Drupal 9 |
| WEB 5.2  Assigned authority and responsibility for the training process of digital content development to a body (person(s) or business entity). | Defined  **2023 Goal** | Accessibility training is currently distributed among the ATI Program Manager, Web & Digital Content Accessibility Specialist, and the ITS Training Coordinator.  Training has focused on awareness and not on development of digital content. | * Have core training modules available on creating accessible digital content. * Training content will reside in a newly created Teams channel for “Accessibility Ambassadors” which is a program that we plan to launch to coincide with 2023 Global Accessibility Awareness Day (GAAD). * Method to determine gross number of participants over time that have engaged in the training. |
| WEB 5.4  Develop a training process on accessibility for web/mobile developers and designers, to include Section 508 standards and the campus monitoring process. | Defined  **2023 Goal** | Our training process for web development in the Drupal CMS is well defined. Once we re-tool this content to include mobile development we will be able to fully meet this success indicator. | * Include mobile-centric app and web accessibility training via our established modalities. |
| 5.6  Develop a training process on accessibility for digital content: documents (word processor produced, spreadsheets, presentations, PDF), to include Section 508 standards and the campus monitoring process. | Defined  **2023 Goal** | Training is currently distributed between Web & Digital Content Accessibility Specialist, and the ITS Training Coordinator.  During 2023 we aim to launch an “Accessibility Ambassador”. This program will provide a community of practice Teams channel with training modalities and professional development opportunities for accessibility champions across campus.  The A11Y Ambassadors program will positively impact all training success indicators across all three priority areas. | * Create self-help training resources available at any time via the “Accessibility Ambassadors” MS Teams channel, scheduled for a soft launch in May 2023. |
| WEB 5.7  Develop a training process on accessibility for digital content: video and audio asset publishers, to include Section 508 standards and the campus monitoring process. | Defined  **2023 Goal** | Training is currently distributed between Web & Digital Content Accessibility Specialist, and the ITS Training Coordinator.  Training resources must be added on the additional topics to fully meet “Established” on this criterion. | * Create self-help training resources available at any time via the “Accessibility Ambassadors” MS Teams channel, scheduled for a soft launch in May 2023. |
| WEB 5.12  Develop a training process on accessibility for social media content. | Initiated  **2023 Goal** | Training on social media accessibility is included in Public Affairs training on social media best practices.  A webpage on the accessibility website provides information on social media accessibility for some but not all the major platforms. | * Create self-help training resources available at any time via the “Accessibility Ambassadors” MS Teams channel, scheduled for a soft launch in May 2023. |
| WEB 5.13  Develop a training process on accessibility for marketing and communication materials (such as emails and flyers). | Initiated  **2023 Goal** | Training and assistance on this topic are ad-hoc and is not well developed.  This topic will be included in the new Accessibility Ambassador program and the subsequent MS Teams channel. | * Create self-help training resources available at any time via the “Accessibility Ambassadors” MS Teams channel, scheduled for a soft launch in May 2023. |
| WEB 5.14  Develop a process to provide ongoing professional development for employees with ATI Web responsibilities. | Initiated  **2023 Goal** | Professional development opportunities have focused on internal accessibility staff. We will advertise and promote professional development via our new outreach and distributed accessibility ownership “Accessibility Ambassador” program. | * Create self-help training resources available at any time via the “Accessibility Ambassadors” MS Teams channel, scheduled for a soft launch in May 2023. * Include outside training opportunities, specifically via Web AIM and our partnership with PopeTech. Additional licensing seats for training may need to be purchased. |
| WEB 6.2  Develop an ongoing general campus communication with executive support that promotes web accessibility awareness. | Defined  **2023 Goal** | We have ongoing campus communication around web accessibility via “allfaculty” and “allstaff” emails and via orientations for new faculty and staff. These messages and presentations come from the ITS Accessibility department directly. | * Increase communication frequency and employ executive messaging to highlight the importance of web accessibility. |
| WEB 6.5  Develop a process that integrates web accessibility information into the on-boarding/orientation process for students. | Defined  **2023 Goal** | Accessibility will begin attending an already established ITS presence with new student orientations and provide information to new students on web accessibility.  Information has been included on general accessibility on the new student planner, but space was very limited. | * Expand accessibility’s footprint with student -centric events; attend all student orientations, receive dedicated page in planner, initiate student digital accessibility club. * Student accessibility club will be launched by the ATI Program Manager and the ASI Student Representative that sits on the ATI Steering Committee in Fall 2023. |
| WEB 6.7  Develop a process to ensure that campus members involved in creating and/or maintaining web sites, designs, and/or applications (web or mobile) know who to contact for compliance training, assistance, resources and support. | Defined  **2023 Goal** | Awareness around accessibility is generally well understood, and we have promoted accessibility and our services to the campus community regularly.  However, we are not yet at the point where content is created proactively in all cases with accessibility first. Therefor we must increase our messaging and outreach.  The best approach is to distribute accessibility knowledge across campus. Our Accessibility Champions program will increase awareness.  We must also integrate students into our communication. | * Leverage Accessibility Ambassadors and MS Teams channel content to improve propagation of accessibility best practices and SME contacts. * Evolve student messaging |
| WEB 6.8  Develop a process to ensure that campus members involved in creating and/or maintaining digital content (web, web design, documents, videos, audio, etc.) know who to contact for compliance training, assistance, resources and support. | Defined  **2023 Goal** | Awareness around accessibility is generally well understood, and we have promoted accessibility and our services to the campus community regularly.  However, digital content accessibility has focused on our services to remediate digital content after the fact and not on creation and maintenance. We are not yet at the point where content is created proactively in all cases with accessibility first. Therefor we must increase our messaging and outreach.  The best approach is to distribute accessibility knowledge across campus. Our Accessibility Champions program will increase awareness.  We must also integrate students into our communication. | * Leverage Accessibility Ambassadors and MS Teams channel content to improve propagation of accessibility best practices and SME contacts. * Evolve student messaging |

Instructional Materials

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| Success Indicator | Status | Current Deficiencies & Plans for Improvement | Measurable Outcomes |
| IM 1.6  Develop a process to distribute performance reports regarding timely adoptions for late-hire faculty to campus administration at least annually. | Defined  **2023 Goal** | An email reminder to Deans is sent each semester to highlight the Adoption Insight dashboard, where real-time data regarding adoptions is provided. | * Beginning in 2023 the Associate Vice President for Faculty Affairs will CC the newly created archive emails for ATI. This will capture the communication as it is sent. |
| IM 4.11  Develop a process to review the accessibility of faculty-maintained websites or web applications, whether hosted on the campus domain or elsewhere. | Defined  **2023 Goal** | This success indicator is not sully established because we do not have a definitive list of Faculty websites. | * Add a tab for faculty websites to our web inventory spreadsheet and employ various methods to populate the list. * Faculty can be provided a user in our enterprise scanning tool and they can then receive automated web accessibility scanning reports. |
| IM 5.14  Develop a process for creating, adopting, implementing, and remediating emerging instructional technologies. | Defined  **2023 Goal** | Emerging instructional technologies that are currently reviewed are any technology that requires integration within our Canvas LMS. A “No-cost Review” option is chosen by a requester that wishes to install an LMS integration.  Although this process is well documented it needs to be revisited to ensure there are no gaps. ITS Accessibility works in conjunction with the Center for Effective Teaching and Learning (CETL) to administer this process.  The process does not capture technologies in use outside of Canvas integration and therefore cannot be fully established. | * Review newly revised success indicator with CETL and IM subcommittee to determine methods to strengthen accessibility adherence around emerging technologies that are not Canvas LMS LTIs. |
| IM 5.16  Develop a process for creating, selecting, adopting, and remediating learning and engagement tools. | Defined  **2023 Goal** |  | * Review newly revised success indicator with CETL and IM subcommittee to determine whether existing CETL processes are sufficient. |
| IM 6.7  Develop a process to conduct regularly scheduled accessibility evaluations using automated tools and manual techniques to identify course content that requires remediation. | Initiated  **2023 Goal** | CETL activities will begin to fully integrate ITS Accessibilities content remediation services. Leverage of Ally in Canvas CMS and impact information on courses will be used to determine a schedule for the review of digital content in courses. Existing activities are not well-defined and are ad-hoc. | * A list of courses for targeted accessibility evaluations will be developed by CETL and ITS Accessibility based on course impact. * Once a prioritized list is produced ITS accessibility will being remediation. * Anticipated to begin in Fall 2023 |
| IM 6.8  Develop a process to prioritize and remediate inaccessible course content. | Initiated  **2023 Goal** | Working with CETL to create schedule of courses based on impact. | * Prioritized list for execution of course content remediation. |
| IM 6.9  Develop Equally Effective Alternate Access Plans (EEAAPs) that address how the campus will ensure equal access for individuals with disabilities to LMS container and integrations (learning tools interoperability [LTI]) stored within the university approved LMS and other platforms. | Defined  **2023 Goal** | Canvas LTIs are routed for review through our ICT Procurement Purchase Approval Request process in ServiceNow. The EEAAP process is still undergoing review and development to ensure the highest quality and most accessible EEAAPs are created and distributed.  The current EEAAP process is also in ServiceNow, but the tool is not conducive to EEAAP creation, which the end result should be a standalone document that can be easily referenced by app parties involved. The EEAAP process will move to Adobe Sign, and it will transition from ServiceNow to DocuSign until the campus switches to Adobe Sign. EEAAP documents will be held within the corresponding ITC folder in the ACR Repository in SharePoint. An EEAAP? Column will have a “Yes” to indicate whether an EEAAP is contained within the folder. | * Move EEAAP process out of ServiceNow and into AdobeSign * Archive all generated EEAAPS on the ATI ACR SharePoint |
| IM 7.11  Develop a process that incorporates accessibility when acquiring, converting, digitizing, creating, and maintaining library assets. | Initiated  **2023 Goal** | While processes do exist around this criterion, they must be reviewed with the library at IM subcommittee meetings to determine if the scope is sufficient.  This revised success indicator is more comprehensive and inclusive that it’s predecessor and our response must be revised. | * Review existing strategies and written documentation authored by the library around this success indicator. |
| IM 8.12  Develop a process that integrates accessibility information into faculty development. | Initiated  **2023 Goal** | A review of accessibility information presented to new faculty is required. A presentation on accessibility is included in CETL new faculty workshops, but there are other opportunities for faculty development that should be leveraged. | * Review opportunities for accessibility injections into CETL ongoing activities |
| IM 8.13  Develop a process that integrates accessibility information into academic technology activities. | Initiated  **2023 Goal** | This new success. Indicator must be taken up by the IM subcommittee to determine additional methods for accessibility to integrate with academic technology activities. | * Develop a plan with CETL at the IM subcommittee. |
| IM 8.14  Develop a process to provide ongoing professional development for employees with ATI accessible instructional materials responsibilities. | Initiated  **2023 Goal** | This success indicator will be involved with the launch of the Accessibility Ambassador program.  Licensing via our PopeTech enterprise web accessibility scanning tool will allow seats for WebAIM professional development training for faculty and staff. | * Launch the Accessibility Ambassador program which will offer professional development opportunities campus-wide for those interested. |

Procurement

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| Success Indicator | Status | Current Deficiencies & Plans for Improvement | Measurable Outcomes |
| PRO 1.9  Develop a process to evaluate Section 508 compliance for campus adoptions of procurements made by multiple campuses or at the systemwide level (e.g., Master Enabling Agreements). | Defined  **2023 Goal** | CSU Buy P2P process will be integrated into our process as the overall process evolves—currently, the Accessible Procurement position checks for existing MEAs when an ICT-PAR is submitted. | * Program the CSU P2P process into the existing ICT-PAR workflow as the scope is expanded. |
| 5.4  Develop a training process for Buyers (procurement staff). | Defined  **2023 Goal** | As mentioned, scope is currently focused on internal ITS Accessibility staff members. With the launch of the Accessibility Ambassador and the seats for WebAIM training, there will be ample professional development opportunities for any employee that has ATI responsibilities.  Previous activities have included the internal business conference, but what is lacking is a resource that can be called upon whenever an individual requires training. | * Launch the Accessibility Ambassador program which will offer professional development opportunities campus-wide for those interested. |
| 5.5  Develop a training process for all purchase card holders. | Defined  **2023 Goal** | General training is included that highlight that P-Card trainers are obligated to submit an ICT-PAR, and to receive approval prior to purchase. Cardholders who do not follow this are provided with a warning by procurement.  Leverage the new P-card manual update to highlight P-card obligations. | * Launch the Accessibility Ambassador program which will offer professional development opportunities campus-wide for those interested. * Update the P-card manual (currently in review with Procurement) |
| 5.6  Develop a process to provide ongoing professional development for employees with ATI responsibilities. | Defined  **2023 Goal** | As mentioned, scope is currently focused on internal ITS Accessibility staff members. With the launch of the Accessibility Ambassador and the seats for WebAIM training, there will be ample professional development opportunities for any employee that has ATI responsibilities. | * Launch the Accessibility Ambassador program which will offer professional development opportunities campus-wide for those interested. |
| 5.10  Develop an ongoing general campus communication with executive support that promotes ICT procurement awareness. | Defined  **2023 Goal** | Current communications around ICT acquisitions are “allfaculty” and “allstaff” emails, as well as new staff orientations presentation, approximately every month. | * Launch a new awareness campaign around the ICT-PAR process once it has been revised to include the new ITS scope for all IT acquisition projects, and the scope of CSUBuy P2P. |