

# ATI Instructional Materials Report 2012-2013

Campus Name: [Select your campus](#)

Please refer to the report instructions before completing this form. The instructions were sent as a separate attachment and they are also posted on the [ATI Moodle Website](#).

## 1.0 Timely Adoption

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.	Managed	- APM 237 contains policy and procedures for timely materials adoption in all courses.	- Communication of current policy re: timely adoption will be enhanced by a newly formed ATI Communication Subcommittee charged with responsibility for disseminating information to the campus community. - As part of proposed revisions to address timely adoption in courses with late-hire faculty, additional guidelines are being developed for all faculty. The policy will include procedures for Kennel Bookstore to report adoption data to departments and Colleges/Schools.
<b>Comments</b>			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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		Yes	Yes	- APM 237 specifies policy and procedures to ensure timely adoption but compliance is inconsistent. Enforcement is informal. - Kennel Bookstore continues to accept Standing Orders as a means of increasing timely adoptions - Kennel Bookstore provides adoption information each semester to Academic Senate and ASI President to forward via letter to department chairs and faculty.

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
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		Yes	Yes	- Notices of course materials adoption deadlines are distributed formally and consistently by Kennel bookstore. Informal procedures such as reminders to faculty from the Academic Senate leadership are also in place.  - Re-branding of Kennel Bookstore Textbook department to new Course Materials Department, making adoptions of all course materials inclusive to the entire campus.
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		Yes	Yes	- Kennel Bookstore tracks course materials adoption at regular intervals and reports the data to the ATI Steering Committee and IM Subcommittee, as well as ASI President to forward via letter to department chairs and faculty.

Area(s) of Requested Collaboration for Timely Adoption	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.		No		
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.		No		

## 2.0 Identification of IM for Late-Hire Faculty

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.	Defined	- Working group of IM Subcommittee members and Chairs of relevant Academic Senate Standing Committees has been formed to review existing policy, APM 237, and identified proposed revisions.	- Submission of revised policy to Senate Academic Policy & Planning Committee: October 2013. Timeline for approval of revised policy by other Senate Committees depends upon individual Committees - Implementation of procedures to disseminate policy

Goal	Goal Status	Key Accomplishments	Key Plans
Comments		- Current APM 237 contains policy and procedures for materials adoption in courses with late-hire faculty. Policy and procedures are standard and formal but not consistently followed by all academic units.	

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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	2007	Yes	Yes	- APM 237 currently covers materials adoption for courses with late-hire faculty but policy and procedures are not consistently followed by all academic units.
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		Yes	Yes	- Kennel Bookstore has established procedures to track adoption rates at various intervals in order to attempt to distinguish between regular and late-hire faculty. To date, it has not been possible to distinguish adoption rates between late-hire faculty and regular faculty who are simply late in submitting course material adoption information. - The IM Subcommittee will review data provided by current procedures, refine procedures as needed, and communicate data to campus and CSU stakeholders.

Area(s) of Requested Collaboration for Identification of IM for Late-Hire Faculty	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.		No		
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.		No		

### 3.0 Early Identification of Students with Disabilities

Goal	Goal Status	Key Accomplishments	Key Plans
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Goal	Goal Status	Key Accomplishments	Key Plans
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.	Optimizing	<ul style="list-style-type: none"> <li>➤ SSD will actively participate in Student Affairs Strategic Plans for Outreach, Early Start, Diversity and Learning Outcomes to assure those needing alternate media and other accommodations were served.</li> <li>➤ Alt Media Coordinator modified order / production tracking process to streamline process.</li> <li>➤ Full CAM update in multi-format produced from SSD Library</li> <li>➤ Asst. Tech position re-hire approved and filled Aug. 2013</li> <li>➤ Forms available online for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SSD will participate in similar events as noted in 11-12 on an ongoing basis.</li> <li>➤ SSD will develop a new assessment process for students needed AT services and collaborate with Alt Media for application of same.</li> <li>➤ SSD will continue and expand efforts to collaborate with other campus groups (ALS, TILT, ATI, Kennel Bookstore, etc.) to provide Alt media information and resources to the campus community.</li> </ul>
<b>Comments</b>			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
3.1 Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	Optimizing	10 + years	YES	Yes	All Students who register with SSD office receive priority registration when alternate media is given as an accommodation. SSD accepts requests for alternate media immediately afterward
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]	Optimizing	2008	YES	Yes	SSD uses PeopleSoft and SAM in order to assist with enrollment and tracking.
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]	Established	2008	YES	YES	Students currently can email request and on-line content for editing to the Alternate Media Coordinator.
3.4 Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	Optimizing	2008	YES	YES	SSD continually uses inner office program to assist and track request for alternate media and utilizes book store report for titles to effectively work on request from students.

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
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]	Managed	2010	YES	YES	SSD program SAM and PeopleSoft are utilize to obtain reports of those using the accommodation for both early registration and alternate media.

Area(s) of Requested Collaboration for Early Identification of Students with Disabilities	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff	3.3	YES		Request to see if other SSD offices have an online system to request for instructional materials.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff				

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

Goal	Goal Status	Key Accomplishments	Key Plans
<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>	Established	Continued faculty outreach and training, including Syllabus redesign workshops.	Continue current efforts.

Goal	Goal Status	Key Accomplishments	Key Plans
Comments			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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	2009	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]	Managed	2010	Yes	Yes	We rely on the chancellor's office evaluation of Bb for accessibility.
4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Defined	07/08	No	No	TILT trains and assists faculty in development and posting of online instructional material.
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]	Optimizing	07/08	Yes	Yes	When textbooks or instructional materials are formatted in-house by the SSD office, textbooks and materials are emailed to students. If textbooks are requested from publishers, FTP accounts are set up to download textbooks or publishers directly email to the Alternate Media Coordinator.
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]	Established		No	No	Faculty members control access to their course materials and may request a review. If a student is enrolled in SSD office and is accommodated with alternate media services, SSD staff will request materials from student or faculty member to format and make documents accessible.
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]	Defined		No	Yes	All courses have a shell. TILT is piloting analytics for learn which may enable us to determine how many courses have syllabi posted.

Area(s) of Requested Collaboration for Faculty Use of LMS (or non-LMS) Course Websites	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.		No		
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

### 5.0 Accessibility Requirements for Multimedia

Goal	Goal Status	Key Accomplishments	Key Plans
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.	Established	Continued educating faculty on the importance of accessible multimedia, while identifying alternate or innovative solutions to accomplish the task.	
<b>Comments</b>			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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]	Managed		Yes	Yes	TILT currently is assisting faculty to caption material . TILT's streaming media system uses an accessible player.
5.2 Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]	Initiated	2013	Yes	Yes	The conversion of VHS material to digital material has begun. All converted material will be replaced with captioned content (new DVDs) or will be digitized with captions.

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
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]	Defined		No	No	A list of the most frequently used titles and formats have been provided by the library. Fewer than 14 of titles used more than 20 times per year still require captioning.
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]	Managed	2009	Yes	Yes	TILT has staff and procedures to assist faculty in making multimedia content 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]	Not Started		No	No	

Area(s) of Requested Collaboration for Accessibility Requirements for Multimedia	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

### 6.0 Accessibility Requirements for Curricular Review and Approval

Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.	Initiated		<ul style="list-style-type: none"> <li>- Development of process for reviewing new traditional (vs. online) course proposals</li> <li>- Incorporation of accessibility assessment in faculty peer evaluation policy and template</li> </ul>
<b>Comments</b>			



Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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		Yes	Yes	- While reviewing and proposing revisions of current policies, the IM subcommittee determined that components of review of new traditional course proposals for accessibility and assessment of faculty compliance should be incorporated with proposals for policy changes re: late-hire faculty textbook adoption and a general policy on faculty responsibility for accessible IM so that these items are not considered piecemeal by the Academic Senate.
6.2 Campus has established accessibility standards or guidelines for selecting and authoring curricular materials. [Commitment]	Managed		Yes	Yes	- APM 237 currently provides guidance to faculty on the need to select accessible instructional materials. - TILT website and Atomic Learning online tutorials provide detailed guidance to faculty for authoring accessible materials across multiple software programs.
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]	Defined		Yes	Yes	- Data is tracked but not applied consistently across all aspects of curriculum. For example, accessibility requirements are included in review process of online courses but not traditional face-to-face courses.

Area(s) of Requested Collaboration for Accessibility Requirements for Curricular Review and Approval	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

## 7.0 Supporting Faculty Creation of Accessible IM

Goal	Goal Status	Key Accomplishments	Key Plans
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Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.	Established	<ul style="list-style-type: none"> <li>- We have procedures and staff to support faculty in selecting, authoring, and delivering accessible instructional materials.</li> <li>- Working group of IM Subcommittee members and Chairs of relevant Academic Senate Standing Committees has been formed, reviewed existing policies, and identified proposed revisions.</li> </ul>	<ul style="list-style-type: none"> <li>- The IM subcommittee will work with the University Curriculum Committee and Senate Personnel Committee to develop formal documentation (through Policy, Resolution or Procedure) of the nature of faculty responsibility for selecting and authoring accessible curricular materials</li> <li>- Coordinated outreach to faculty (e.g., training at dept. faculty meetings, training of a department point-person for accessibility questions), including the identification of resources outside of TILT.</li> </ul>
<b>Comments</b>			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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]	Defined	2008	Yes	Yes	- APM 237 currently provides guidance to faculty on the need to select accessible instructional materials but the policy is not consistently followed and lacks an enforcement mechanism.
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		Yes	Yes	<ul style="list-style-type: none"> <li>- TILT provides informal recognition in newsletters, and pays stipends to faculty who redesign their syllabi.</li> <li>- ALS: Currently Rima Maldonado &amp; Vang Vang sit on the Affordable Learning Solutions committee (ALS). Affordable Learning Solutions FLC (2013 – 2014) The goal of the Affordable Learning Solutions at Fresno State is to provide faculty information about affordable and accessible content that meets the educational objectives of their courses. Currently there are 10 faculty members participating in the Faculty Learning Community in the 2013 – 2014 AY.</li> </ul>

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
7.3 Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]	Optimizing		Yes	Yes	- TILT offers accessible syllabus template for online and face-to-face courses. - Samples of accessible materials available now in BlackBoard Faculty Forum - BlackBoard Student Orientation course page, in which all faculty can self-enroll, is an existing model of an accessible course. - Affordable Learning Solutions activities provide information about ATI
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		Yes	Yes	- The IM committee will work with departments to identify the location of resources outside of TILT. - TILT has a faculty resource lab staffed with student assistants who can assist faculty with the creation of accessible materials using the lab resources.
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]	Not Started		no	yes	With the hiring of a full-time assistive technology coordinator at SSD, and the hiring of the new Procurement program manager ( section 508 compliance), we hope to see more efforts made in the new year,
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	2012	Yes	Yes	Affordable Learning Solutions group and its website identifies faculty exemplars of accessible instructional materials.

Area(s) of Requested Collaboration for Supporting Faculty Creation of Accessible IM	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

### 8.0 Communication Process and Training Plan

Goal	Goal Status	Key Accomplishments	Key Plans
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Goal	Goal Status	Key Accomplishments	Key Plans
The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.	Initiated	In spring 2012 a new sub-committee of ATI was formed to work with the three ATI teams in campus wide communication and ATI awareness:	<ol style="list-style-type: none"> <li>1. Summarize efforts of sub-committees. Distill Chancellor reports to narrative form for campus distribution.</li> <li>2. Develop campus messaging on various Accessibility/ATI topics of interest to the campus community</li> <li>3. Develop information “cheat sheets” to be distributed to campus community spotlighting key elements of ATI compliance</li> </ol>
<b>Comments</b>			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Managed	2008	yes	yes	<ul style="list-style-type: none"> <li>• Current work is done through the IM Committee.</li> <li>• University Communication finalized policies and campus main website reconstruction project.</li> <li>• PCD will be discussing idea for accessibility liaisons on campus.</li> </ul>
8.2 Campus has built capacity (e.g. specified staff time, technology, and/or materials) in support of this awareness campaign. [Ability]	Established	2008	yes	yes	<ul style="list-style-type: none"> <li>• Due to budget reductions, there were no increased of staff last year, but existing staff continued to accept responsibility for the awareness of accessibility.</li> <li>• New staff in SSD :Assistive technology Coordinator position approved; position filled in Aug, 2013</li> </ul>
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	2008	Yes	Yes	IDs have put accessibility into faculty training classes, taught usability/universal design, and the university had the accessibility training package from Atomic Learning.
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]	Managed		yes	yes	Blackboard Training materials are on the website. In addition, there are specific instructions for uploading an Accessible Syllabus.

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	Comments
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]	Defined		yes	yes	TILT has been tracking faculty participation in TILT workshops.
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]	Not Started		No	no	

Area(s) of Requested Collaboration for Communication Process and Training Plan	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

### 9.0 Process Indicators

Goal	Goal Status	Key Accomplishments	Key Plans
Campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.	Defined	IM Committee maintains a formal consultative and collaborative relationship with the Office of the Provost and Administrative team.	
<b>Comments</b>			

Success Indicator	Status	Year Started	Worked on? (Yes/No)	Will work on? (Yes/No)	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]	Established		Yes	Yes	The committee will identify and recruit stakeholders from all key units.
9.2 Campus IMAP committee has suitable authority to ensure effectiveness of IMAP effort as well as to resolve issues and challenges. [Ability]	Managed		Yes	Yes	The ATI initiative is chaired by the Janice Brown Director of SSD (designated ESSC) (Executive Sponsor Lynette Zelezny)
9.3 Campus IMAP committee has established a system to effectively track its task delegations and overall project management. [Measurement]	Initiated		Yes	Yes	IMAP team members will continue developing this structure.
9.4 Campus has established a formal administrative review process by campus executive leadership for all IMAP components. [Verification]	Not Started		No	No	

Area(s) of Requested Collaboration for Process Indicators	Indicator Number	Assistance Requested? (Yes/No)	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	9.3	Yes	No	IM Committee would appreciate collaboration with other campuses regarding tracking project management.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

### Contributors

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

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