2022-2023 President Annual ATI Report Summary

Contents

2022-23 President Annual ATI Report Summary Instructions:

This guide provides a template (see Appendix A) outlining what to include in each section of the Progress and Remaining Effort Report. Please include the requested additional information about web performance in the Web section of the Progress and Remaining Effort template.

Due Dates and Submission Instructions

Due Date: **December 15, 2023**

Submission: Email the report to the campus President and copy ati@calstate.edu

Background and Overview

Coded Memo AA-2015-22 issued December 2, 2015 included requirements to address the systemwide audit findings from the audit completed in 2014 (Audit Report 14 -28). The Audit finding recommended that each campus submit a summary of accomplishments and remaining effort to inform the campus President as to the annual status of the Accessibility Technology Initiative effort on the campus. This Audit recommendation was incorporated into Coded Memo AA-2015-22. The March 8, 2021 ATI Memo carries this requirement forward. The purpose of the President Annual Summary Report is to build and/or maintain executive support on the campus. This is in addition to the ATI Annual Reports.

Each campus formulates a yearly plan based on impact and campus capacity that includes the Success Indicators that will be addressed throughout the year. A yearly ATI Annual Report is submitted for each of the three Priority Areas Web, Procurement and Instructional Materials which reports the detail on progress and evidence of that progress.

The Presidents Annual Report Summary provides executive highlights of the information on the ATI Annual Reports. The report includes a summary of accomplishments and areas that need improvement which informs the President as to the state of Accessible Technology Initiative on the campus.

Please use the template provided in Appendix A for the President Annual ATI Summary Report.

Progress and Remaining Effort in each ATI Priority area

The report is a summary of the milestones that have been met according to the yearly campus plan and implementation process in each ATI priority area. A comparison to the systemwide median status level is optional. The systemwide ATI Aggregate Report was distributed to Executive Sponsor Steering Committee members on 5/10/2021. The report summarizes each priority area based on the ATI Annual Report for all three sections of Web, Procurement and IM.

The report should address the bulleted points below.

- Provide an overview of Progress for each ATI Priority Area; Web, Procurement, IM.
- Provide an overview of Remaining Effort for each ATI Priority Area; Web, Procurement, IM. Review the Goals and Success Indicators in each area, summarize the Remaining Effort in needed to reach the status level of Established.
    - Address the areas where processes, procedures and resources have yet to be put in place to integrate accessibility into the campus business processes in each priority area.
    - A priority area which has not met an overall level of Established would reflect the need for improvement or focus, and should be addressed in the Remaining Effort.

The goal of providing this information is to present an opportunity to share challenges (e.g. budget and staffing needs) with campus leadership.

Changes for 2022-23 Reporting Year

For the reporting year 2022-23, the Web Performance Report requirement has been eliminated from the President's Annual ATI Report Summary. Campuses should continue both automated and manual evaluation of digital content and applications (web and mobile) to ensure accessibility issues are discovered and remediated in a timely manner; to support continuous improvement and increasing maturity in these practices; and to maintain evidence of their efforts and progress in these practices.

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions

Appendix A: President Annual ATI Report Summary

Name of Campus: California State University, Sacramento

Reporting Year: 2022-2023

Submitted by: Mark Hendricks, Vice President of Information Technology, Chief Information Officer

Progress and Remaining Effort in each Accessible Technology Initiative (ATI) Priority Area
Sacramento State has worked diligently this past year to advance the three ATI priority areas of Web, Instructional Materials (IM), and Procurement. During this reporting period, Information Resources and Technology (IRT) and contributing partners Library, Disability Access Center (DAC) formerly the Services for Students with Disabilities (SSWD), Center for Teaching and Learning (CTL), University Communications, and Procurement worked together to meet ongoing post pandemic demands for accessible technology for students, faculty and staff. Together with our partners, IRT has established ongoing advisory/governance groups for all three ATI priority areas that have enabled greater engagement across the campus and initiated a shift from technology-focused work to compliance and user experience-focused work.

At its heart, ATI is a major component of diversity, inclusion and equity work. The Division of Inclusive Excellence Vice President and Executive Director of Universal Access and Inclusion/ADA Coordinator will be included in the ATI Steering committee starting in Fall 2023. ATI is not only about meeting status level goals on a maturity model; ATI is about creating an accessible environment where all university community members, especially students, can be successful. The University Disability Advocacy Committee (UDAC) has partnered with IRT, DAC, Academic Affairs and Inclusive Excellence to revise this committee's charter to incorporate the ATI encoded memo. Integrating the ATI work into UDAC provides a comprehensive view of physical and technology digital equity needs at Sacramento State. Additionally, the AVP for Academic Technology and Campus Engagement is a member of the Sacramento State Affordable Learning Solutions (AL$) Advisory Board and the Anti-Racism and Inclusion Campus Plan Council (AICP) as well as the UDAC.

The Chancellor's Office (CO) suspended the reporting of ATI progress by each campus during the 21-22 reporting year. The Chancellor's Office resumed Executive Sponsor meetings in January 2023 and re-established the reporting requirement for the campuses for this 22-23 reporting year. Sacramento State has attended all CO meetings including participation in a CSU system-wide Future of ATI survey regarding the improvements to the current ATI framework and structure. Additionally, the CO has moved the responsibilities of ATI within the CO from the Academic Affairs division to the Information Technology division and is in the process of hiring a new Director of Accessibility.

Since the last reporting period, progress has been made in Universal Design for Learning (UDL) and instructional materials accessibility but adding faculty participation is necessary to achieve an

appropriate level of maturity and representation. Discussions with Faculty Senate and the Faculty Senate Curriculum Committee are planned for Winter/Spring.

(Campus) IRT Funding for ATI
IRT (Information Resources & Technology) allocates approximately $532,000 in support of eleven staff with accessibility responsibilities and developed a student team to address instructional materials remediation.

IRT Support for ATI 22/23

Support Description	Estimated Annual Support Costs
4 Full and 7 Partial IRT ATI Support Staff	$532,068
Student IM Remediation	$21,865
Captioning Support	$58,380
ATI Tools (Site Improve, Ally, etc.)	$73,667
Total IRT/Campus Support for ATI 22/23	$685,912

Starting with HEERF funding, IRT was able to build a student team to address instructional materials remediation during 20/21 and has continued this service through this reporting year. With the move to on-line, we continue to experience growth in the use of digital media and captioning services. With improvements to captioning in our lecture capture software (Panopto) and conferencing tools (Zoom) we have seen a decrease in requests for human captioned video captioning support. It is anticipated this trend will continue through FY 23-24.

Progress and Remaining Effort in each ATI Priority area

Web:
Summarize milestones met based on yearly plan:

Since 2021, we have made progress on web accessibility for the university's website and training support for web publishers (campus web editors). The overall accessibility score of the university's website has improved almost 10% since 2021: from 75.5% on 7/1/2021 to 84.7% on 7/2/2023 (scored via the Site Improve tool).

Web publishers must complete an asynchronous training course before being provisioned into the WCM (web content management) system. The course has the following modules related to accessibility: Document Accessibility; Reviewing Accessibility Guidelines; and Writing for the Web. Approximately 100 web publishers have completed the course. The training course was improved during summer 2022, which included adding articles and videos covering the use of the WCM (web content management system) and the accessibility evaluation process. Information regarding the training as well as how to enroll can be found at: https://csus.edu/wcm

During the summer of 2023, a new opportunity was initiated for web publishers to drop in and receive support and assistance from the IRT Web Developer and IRT Web Content Specialists, called the "Web Publishers Open Lab" series. The open lab is conducted once a semester. A walkthrough of SiteImprove is conducted as well as a review of accessibility compliance for web content. The training calendar can be found at: https://www.csus.edu/information-resources-technology/web-mobile/

As part of the ICT web review process for non-renewals, the Director of Digital User Experience now asks the requester for confirmation that their website will comply with Section 508 accessibility guidelines. Additionally, the requester is made aware that their website will be added to the SiteImprove tool for web accessibility reporting.

A new workshop was created that introduced web publishers to SiteImprove and provided an overview for how to use SiteImprove to improve web accessibility. It was conducted on June 2, 2023, and 52 web publishers attended. The workshop was recorded and added to the university website for future reference (https://csus.edu/wcm). This workshop has been mentioned by web publishers as being quite valuable.

A new dashboard ("Sac State Web Publishers Report") was developed in SiteImprove specifically to target the accessibility errors that web publishers can remediate. Web publishers can also now opt-in to a monthly email reminder about the report.

In January 2023, a "Monthly Web Accessibility Working Session" was established for the IRT Web & Mobile Services team to review the web accessibility of the university's main website. The team identifies inaccessible websites, web applications, and digital content and repairs/replaces what is within their scope of work and reaches out to the appropriate campus contact for areas outside of their scope of work. Topics have included: color contrast issues, template-level errors, link label accessibility best practices, image alt text best practices, mobile app accessibility, custom web applications accessibility.

The Web Content Advisory Group continues to meet regularly. The WCAG is an administrative leadership level group with broad representation across campus. Monthly meetings include accessibility updates and announcements. The charter for this group includes overseeing campus web accessibility compliance for respective areas. Information regarding the WCAG can be found at: https://www.csus.edu/information-resources-technology/ati/web.html

Remaining Effort: Areas that are below Established (Not Started, Initiated and Defined) Goals for this reporting period ATI 23/24:

Indicator Number	Indicator Goal	Status	Planned work ATI 23/24
1.19	NEW Develop an application support process that	Defined	The university's accessibility statement is available on the

			university's website at https://www.csus.edu/information-resources-technology/ati/accessibility-statement.html. Reported issues or feedback can be emailed to the Sacramento State ATI at ati@csus.edu.
5.12	NEW Developed a training process on accessibility for social media content.	Not Started	A plan for the training process will be developed by the IRT Campus Applications Team and University Communications.
5.13	NEW Developed a training process on accessibility for marketing and communication materials (such as emails and flyers).	Not Started	A plan for the training process will be developed by the IRT Campus Applications Team and University Communications.
5.14	NEW Develop a process to provide ongoing professional development for employees with ATI Web responsibilities.	Initiated	The IRT Web & Mobile Services team has annual staff goals related to ATI Web responsibilities and web accessibility professional development.
6.7	NEW Developed 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.	Initiated	Web publishers are directed to the Web Publisher Essentials webpage to find information regarding training, assistance, resources, and support: https://www.csus.edu/wcm
6.8	NEW Developed 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,	Not Started	This process will be developed via the Web Content Advisory Group (WCAG).

	assistance, resources and support.		
7.5	NEW Developed a process for the ATI Steering Committee to review, revise and approve the updated ATI Web Accessibility Plan.	Initiated	The ATI Steering Committee will develop the process to review, revise, and approve the updated ATI Web Accessibility Plan.
7.6	NEW Developed a process for the web accessibility subcommittee to inform the revision and coordinate the implementation of the annual ATI Web Accessibility Plan.	Not Started	The Web Content Advisory Group (WCAG) will identify members from the group to form the web accessibility subcommittee. The web accessibility subcommittee will then communicate with the ATI Steering Committee regularly about the implementation of the annual ATI Web Accessibility Plan.

Additional key plans for 2023/2024:
- Define the process for the auxiliary sites and digital content, including: 1) identification; 2) process for auditing; and 3) assessing cost for additional SiteImprove licensing.
- Update the ICT process to assess submitted website designs.
- Increase the regularity of accessibility scans.
- Train a WMS staff member to assist in procurement approval.
- Faculty websites will be audited for accessibility compliance and a plan will be created to monitor and remediate errors. Additionally, a new faculty website template will be developed within the university's web content management (WCM) system and a plan will be created to transition faculty websites into the WCM.
- Develop a renewal course for web publishers that will be required every other year to complete. The course will focus on accessibility, security, and branding requirements for web content.
- Define the process for the auxiliary sites and digital content: 1) identification; 2) process for auditing; 3) assess cost for additional SiteImprove licensing. (Goal 1.2)

ATI Web Priority Area
Below Baseline 8

At Minimal Baseline 24

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions

Above Baseline 5

Success Indicators Added (21-22) 6

Instructional Materials (IM):
Summarize milestones met based on yearly plan:

Information Resources and Technology Universal Design for Learning (UDL) Program

The IRT UDL (Universal Design for Learning) program, spearheaded by a team comprising both staff and students, has established procedures for evaluating the accessibility of course materials at the course level. This includes tasks like inventory management, workflows, document remediation, and training and support for faculty in the remediation and design of instructional materials. With the assistance of HEERF funding, IRT assembled a student team, averaging three students, to tackle instructional materials remediation in FY 20/21 and 21/22. During the 22/23 reporting period, IRT maintained a 2-3 student team working on instructional materials remediation and web PDF documents.

The demand for digital media and captioning services has been on the rise, especially with the significant surge in instructional materials being uploaded to the LMS (Learning Management System) during the shift to online/hybrid teaching. With the increased usage of the Panopto lecture capture system, the anticipates a yearly uptick in captioned content, utilizing automated captioning with the capability for manual editing to ensure accuracy. The UDL team has formulated a Captioning Process workflow and a Captioning Prioritization Guideline document in collaboration with members of the Instructional Materials working group. These resources are available to faculty to help them identify which instructional materials necessitate professional captioning services.

An additional focus of our UDL program's communication plan in the upcoming academic year is to share with Sac State students how to more effectively utilize Blackboard Ally. Our communication efforts will guide students on downloading alternative formats, a key element in ensuring a universally accessible learning environment. By offering resources that cater to the individual needs of each student, particularly through features like Anthology Ally, which generates audio and electronic braille alternatives for those with visual impairments, we aim to enable all students to meet the same learning objectives. This plan represents a significant step towards fostering inclusivity and equal educational opportunities within our campus community.

Instructional Materials Metrics in 22-23 there were:

- 119,500 alternative format window launches

- 64,331 total downloads of alternative formats by students were recorded
- 44,908 downloads of tagged PDF's (the most downloaded alternative format)
- 904 captioning requests via Panopto from July 2022-June 2023 totaling 23,928 hours
- 257 remediated items compared to 1749 remediated items 21-22

Academic Affairs Center for Teaching and Learning (CTL)

Sacramento State actively participates in the CSU systemwide quality assurance program. Within this framework, the CTL (Center for Teaching and Learning) Quality Matters committee conducts internal reviews of courses, focusing on accessibility, and subsequently forwards courses for evaluation in the national QM certification process. To foster accessibility, the CTL prioritizes it across all faculty development programs, including Faculty Learning Communities (FLCs) and redesign initiatives. These efforts emphasize early design alignment with accessibility standards and the provision of remediation tools and resources, drawing upon the Quality Matters standards for guidance.

Furthermore, CTL offers a course template featuring a Canvas module, which includes links to Online Teaching Resources provided by the IRT Academic Technology Services. A dedicated link directs users to a section specifically focused on making instructional materials accessible.

CTL is committed to supporting the Open Educational Resources (OER) and Affordable Learning Solutions (ALS) program. We are actively working to integrate accessibility reviews and remediation into selected instructional materials, as part of our ongoing efforts to enhance accessibility.

University Library

Between Spring 2020 and Fall 2021, the library undertook a substantial accessibility remediation initiative to address compliance issues within the University's institutional repository, the Electronic Thesis & Dissertation (ETD) collection. As part of this effort, the library transitioned to the ProQuest ETD Administrator (PQETDA) to streamline the ETD submission process during the Fall of 2021. Simultaneously, as library staff returned to on-site duties, they worked on enhancing the integration of accessibility compliance into the ETD deposit workflow.

Looking ahead, the library aims to sustain employment for a student assistant who will focus on accessibility remediation for incoming ETD submissions that fall short of compliance standards. While awaiting the appointment of a new staff member, the library will review Ally error reporting and assess existing documentation to identify common issues and explore strategies for further mitigation.

The library is collaborating with Information Resources and Technology (IRT) to establish a system for tracking changes in accessibility within electronic resource subscriptions and e-books.

Additionally, the Library is procuring specialized translation and transcription services for video interviews hosted in the Chicano Movement Oral History Collection.

Ongoing monitoring of accessibility for web content related to the library on library.csus.edu and its associated websites remains a priority.

Furthermore, the Library is actively developing a "Course Books at the Library" page, which will serve as a comprehensive list of all course book assignments available in the library collection in the form of accessible e-books.

<u>University Bookstore</u>

The [Hornet Bookstore](#) and Disability Access Center ([DAC](#)) manage the process for timely instructional materials adoption as follows: The bookstore is driving the adoptions for the upcoming terms, the calendar of the Education campaign, and collects metrics on adoption

- Early in the semester, the Hornet Bookstore contacts colleges and departments about textbook requisition due dates. This information is also listed in the [academic master calendar of deadlines](#). Once they find out the first day of registration, we will set up our due dates for the faculty to get their adoptions in to the bookstore.
- Two weeks before the Textbook Identification Deadline, the Hornet Bookstore contacts department chairs and deans to inform them about courses that lack instructional materials selections.
- Communication from the bookstore will come from the Hornet Bookstore Textbook Manager or from a shared email within the textbook department (textbooks@csus.edu)
- The bookstore tries to send up multiple missing lists to the departments. Also, as time permits the textbook team will send out individual emails to faculty who currently show in the course schedule.
- After priority registration, students requiring their course materials in alternate format, contact DAC staff who, in turn, contact faculty or departments to request assistance with identifying instructional materials for alternative media conversion purposes.

IRT Academic Technology Services (ATS) Communication and Campaigns

Faculty Professional Development training, Inclusive Syllabus, Accessibility Champions.

<u>Faculty campus trainings</u>

Throughout the past year the IRT Universal Design for Learning (UDL) program staff have facilitated one to two-hour workshop sessions on captioning media, accessible instructional material design, and accessible materials assessment technology tools.

After reviewing an informal awareness survey sent by the UDL program on campus accessibility supports, challenges include faculty awareness of where to go for support, including where to find how-to resources, remediation assistance and expert staff consultation options.

The UDL Program is developing detailed communications to specific campus academic departments to highlight issues most detected on the department's Ally accessibility report. The outreach will include contact information for campus accessible materials design support services offered. Customized training will be offered to departments this academic year.

The development of a future accessibility badging program from the UDL Program is in process. This program would be an avenue for faculty to obtain training on how to design accessible course materials and fix accessibility issues as they work in different applications: Word, PowerPoint, Adobe Acrobat, and Canvas. The core of this program would be addressed via a Canvas training course that

enables learners to earn badges as they complete modules on different Accessibility Topics. Challenges include providing incentives for faculty to complete the training and funding sources to financially compensate faculty for their work. Additional challenges are staffing for accessibility consultants to support proactive instructional material training and in specific disciplines such as STEM (Science, Technology, Engineering, and Math).

<u>Inclusive Syllabus Initiative Faculty Learning Community (FLC)</u>

The Universal Design for Learning program in the IRT Academic Technology Services developed, with IRT executive support, a training program on the Inclusive Syllabus. The Syllabus Initiative supported the Syllabus Policy requirements placed on the faculty. This includes Section 508 requires that Federal agencies' electronic and information technology is accessible to people with disabilities, including employees and members of the public.

The formal training program was presented as a Faculty Learning Community promoted through the CTL. The FLC focused on the syllabus to increase knowledge of accessibility issues and responsibilities that extend beyond the syllabus and can be applied to all instructional materials.

<u>Accessibility Champions Competition</u>

To encourage a proactive approach to accessible material design, for the second time, Sacramento State's UDL program sponsored a fun campus competition to see which department makes the most improvements to its overall accessibility score. At the end of the contest, the department and faculty with the highest percent improvement are recognized campus wide.

<u>ATI Instructional Material Workgroup Meetings</u>

For the past 2 years, campus community members from the areas of the Library, Disability Access Services (DAC) formerly Services to Students with Disabilities (SSWD), Inclusive Excellence, IRT Academic Technology Services Universal Design for Learning program, and the Center for Teaching and Learning (CTL) meet monthly to discuss items pertaining to accessible Instructional Materials (IM). The IM workgroup is led by the IRT UDL program lead and was formerly known as the IMAP committee in the past president's report. The IM working group will work to recruit and include faculty from the curriculum review committee.

Remaining Effort: Areas that are below Established (Not Started, Initiated, Defined)

The IM (Instructional Materials) group refreshed each goal and subsequent success indicator. 16 new strategic indicators were added to the Instructional Materials report in 2021. Progress in reporting on processes has not been made on some of the new indicators. Advancement in training opportunities and faculty participation in Faculty Learning Communities (FLCs) has been made in accessibility training and Universal Design for Learning. We find we have greater faculty participation with incentivized training and compensation for faculty. With funding we were able to compensate over 110 faculty over 4 semesters and created as many newly accessible and universally designed syllabi. Additional faculty representation is necessary to elevate the report indicators.

Indicator Number	Indicator Goal	Status	Planned work ATI 23/24

| 5.12 | Develop a process for creating, selecting, adopting, and remediating instructor developed course readers. | Initiated | To ensure the creation and selection of accessible course materials, we aim to implement a formalized process for instructor-developed course readers. Faculty members will receive comprehensive training on creating accessible course readers, and there will be guidelines for selecting or adopting materials. As part of our commitment to accessibility, we are integrating the expertise of the UDL program's student workers to provide remediation services, enhancing the overall quality of instructor-developed course readers. |
| 5.15 | Develop a process for creating, selecting, adopting, and remediating publisher created content. | Defined | A Course Accessibility Checklist is available to faculty, and in 2021 campus implemented the Ally tool within CanvasAlly tool within Canvas to aid faculty in determining the accessibility of the instructional materials that they create or obtain from publishers.

The library is collaborating with Information Resources and Technology (IRT) to establish a system for tracking changes in accessibility within electronic resource subscriptions and e-books. |

| 6.0 | The campus has implemented procedures to ensure that accessibility requirements have been incorporated into the course review and remediation process. | Defined | Although the E-learning PolicyE-learning Policy designates this process of course evaluation is facilitated by the IRT ATS, the campus lacks an official process to review any courses prior to publishing and making them available to students and does not stipulate the requirement of accessibility reviews. To achieve this, we aim to institute an official pre-publishing review and remediation process for all courses, ensuring they meet accessibility standards. This proactive approach will guarantee that courses are thoroughly examined for accessibility compliance before being made available to students, fostering an inclusive learning environment for everyone. |
| 6.4 | Develop a process to facilitate the review and remediation of the accessibility of online courses before posting. | Defined | We will implement an official process that proactively verifies and guarantees accessibility compliance for all online courses and materials. This process will be in place regardless of whether there is a student with documented accommodations present. Faculty members will collaborate with the IRT's UDL Program and the Disability Access Center (DAC) to proactively |

			address accessibility requirements, ensuring an inclusive learning environment for all students.
9.5	Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Instructional Materials Plan	Initiated	The ATI Steering Committee will develop the process to review, revise, and approve the updated ATI Instructional Materials Accessibility Plan.

- In 22-23 the UDL Program Remediation team remediated 257 items.
- 904 captioning requests from Panopto from July 2022-June 2023 totaling 23,928 hours
- Discussions with Faculty Senate and the Faculty Senate Curriculum Committee are planned for Winter/Spring 23/24.

ATI Instructional Materials Priority Area

Below Baseline 4

At Minimal Baseline 23

Above Baseline 4

Success Indicators Added (21-22) 16

Procurement:

Summarize milestones met based on yearly plan:

Since 2021, progress has been made on our ICT request process, our training materials, and our outreach to the campus community.

In 2021, the instructions on the ICT request process were updated to reflect the addition of Canvas LMS integration questions to the ICT request form. The ICT instructions were also updated to include information on the additional workflow that requires a review by the Project Management Office (PMO). A vendor questionnaire was also created for LMS integrations for vendors to provide additional information about their tool is being requested.

The "ICT Requesters Annual Survey" that was developed with the Procurement Department and other campus stakeholders has been distributed annually to campus ICT requesters to collect formalized feedback on the efficacy of the ICT request process. Results from the 2021 survey indicated that several requesters were interested in a training video or a live training on the ICT Request Process. In response to these training requests, an on-demand [Technology Procurement Training Video](#) was

created for all ICT Procurement stakeholders and posted on our ICT Procurement page. ICT Procurement training continued to be provided to Procurement staff members and both current and potential campus ICT requesters who requested further training. The Procurement Department continues to introduce the ICT review requirement in both their Procurement 101 training and Procurement Card training.

Instructions on the ICT process was also posted in the Canvas Online Teaching Resources (OTR) course for faculty members to have as an additional method of disseminating information on the ICT review requirement.

A link was added from the Technology Procurement page to the [Canvas integrations page](#) to inform faculty what Canvas integrations are already in place to support or enhance their course curriculum. The integrations that are listed on this page have gone through the ICT review process and have been evaluated for conformance with accessibility standards, security requirements, and successful integration with our campus's instance of Canvas.

The Accessible Technology Consultant and Information Security Risk Analyst presented our campus's ICT process at the Cal Tech Conference in July 2021.

The Accessible Technology Consultant completed the Department of Homeland Security Trusted Tester certification training in 2021/22.

Our Associate Vice President for Academic Technology & Campus Engagement, Accessible Technology Consultant, and Universal Design for Learning Lead continued to serve on our campus-wide University Disability Advocacy Committee (UDAC) and assisted with creating an updated committee charge and membership roster.

In 2022/23, the ICT training video and written instructions on the ICT request process were updated to reflect the addition of the Diversity, Equity, and Inclusivity (DEI) related questions regarding vendors' support for inclusive practices (e.g. support for end-users to provide their preferred name and preferred pronouns).

A new Information Security Analyst was hired who reviews the information security portion of ICT requests. Our ICT Procurement documentation was updated to introduce our new Information Security Analyst, and the new analyst was trained in the review process.

The Accessible Technology Consultant completed the Educause Digital Accessibility Program Planning Learning Lab in 2022 and attended the CSUN Assistive Technology Conference in 2023. The Accessible Technology Consultant completed the Freedom Scientific JAWS Certification Program to support the process of testing software applications and validating vendor accessibility conformance claims.

Total ICT requests submitted in AY21/22: 1401
ICT requests reviewed for accessibility in AY21/22: 540

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions

Total ICT requests submitted in AY22/23: 1447
ICT requests reviewed for accessibility in AY22/23: 487

Remaining Effort: Areas that are below Established (Not Started, Initiated, Defined):

Indicator Number	Indicator Goal	Status	Planned work ATI 23/24
9.1	NEW (Was 1.1) Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Procurement Plan.	Initiated	The ATI Steering Committee will develop the process to review, revise, and approve the updated ATI Procurement Accessibility Plan.
9.2	NEW Develop a process for the procurement subcommittee to inform the revision and coordinate the implementation of Annual Procurement Plan.	Initiated	The Procurement Group will identify members from the group to form the procurement accessibility subcommittee. The procurement subcommittee will then communicate with the ATI Steering Committee regularly about the implementation of the annual ATI Procurement Accessibility Plan.

Key Plans for 2023/24:

- IRT will work with the Procurement Department to make updates to their training manuals to reflect current staff ICT members and updated processes.
- A full assessment of the ICT process will be completed that will include a review of the accessibility portion. The statements on the ICT request form will be updated to be more understandable and user-friendly to non-IT requesters.
- Knowledge base articles will be created that outline the purpose of ICT reviews and the request process. These will include articles internal to the IRT division and external to campus requesters.
- The Accessible Technology Consultant has been moved to the Web & Mobile Services group to better align the support for both ICT reviews and our campus website accessibility. To have

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions

back-up support, a member of the Web & Mobile Services team with knowledge of accessibility standards will be trained in the process of reviewing the accessibility portion of ICT requests.

- Further individual and small group training will continue to be provided to requesters who request additional training on the ICT process.

ATI Procurement Priority Area

Below Baseline 2

At Minimal Baseline 2

Above Baseline 15

Success Indicators Added (21-22) 4

Appendix B: Status Levels with Evidence checklist

The table below is intended to give guidance on selecting an appropriate Status Level. For each Status Level, a description is provided indicating how it would be manifested for different Success Indicator types. If the campus has undertaken several actions related to a Success Indicator, select a Status Level that best reflects overall progress. You may use this table as a reference while completing the report. For a non-table format of this data, refer to the end of this document under header Non-Table Status Levels list.

Status Level	Description for Procedures	Description for Documentation	Description for Resources
Optimizing	The campus has mature practice. Additional procedures are in place to conduct regular administrative reviews of success indicators to gauge effectiveness and implement improvements.	Documentation is continually revised to reflect the managed practice. Periodic administrative review of documentation is conducted. ✓ Documented administrative review ✓ Documented milestones and measures of success. ✓ Process documentation is stored in a campus electronic location and the process has been communicated to the campus. **ATI Annual Report Evidence Column** ✓ Include link to administrative review documentation ✓ Include link to milestones and measures documentation or location of process document on internal drive ✓ Include link to documentation or location of process document on internal drive	Resources have been both identified and allocated. Periodic administrative review of resource allocations is conducted. ✓ Review process and success criteria – review for process improvement ✓ Identified measures of success and collected success data ✓ ATI tasks have been added to campus job descriptions ✓ New positions have been created as needed. ✓ Budget allocated for ATI processes **ATI Annual Report Evidence Column** ✓ Include job titles associated with the indicator ✓ Include budget allocations or other resources associated with the indicator

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions

Status Level	Description for Procedures	Description for Documentation	Description for Resources
Managed	Campus has a mature practice. Additional procedures are in place to track and capture success indicators (milestones and measures of success).	Documentation is complete and fully reflects the standard practice. ✓ Documented milestones and measures of success. ✓ Process documentation is stored in a campus electronic location and the process has been communicated to the campus. **ATI Annual Report Evidence Column** ✓ Include link to milestones and measures documentation or location of process document on internal drive ✓ Include link to documentation or location of process document on internal drive	Resources have been both identified and allocated. ✓ Identified measures of success and collected success data ✓ ATI tasks have been added to campus job descriptions ✓ New positions have been created as needed. ✓ Budget allocated for ATI processes **ATI Annual Report Evidence Column** ✓ Include job titles associated with the indicator ✓ Include budget allocations or other resources associated with the indicator
Established	Campus has a standard practice. Procedures are consistent and formal.	Documentation is complete and fully reflects the standard practice. ✓ Process documentation is stored in a campus electronic location and the process has been communicated to the campus. **ATI Annual Report Evidence Column** ✓ Include link to documentation or location of process document on internal drive	Resources have been both identified and allocated. ✓ ATI tasks have been added to campus job descriptions. ✓ New positions have been created as needed. ✓ Budget allocated for ATI processes **ATI Annual Report Evidence Column** ✓ Include job titles associated with the indicator ✓ Include budget allocations or other resources associated with the indicator
Defined	Campus has a common practice. Any procedures in place are consistent but informal.	Documentation, if present, is in working draft form. ✓ Draft documentation is stored in a campus electronic location **ATI Annual Report Evidence Column** ✓ Include link to documentation or location of process document on internal drive ✓ If no documentation has been written, then briefly describe the process.	Resources have been firmly identified but not yet allocated. ✓ Job descriptions/new positions that need ATI tasks added should be identified in campus plan ✓ Budget allocations should be identified in campus plan **ATI Annual Report Evidence Column** ✓ Include identified job titles associated with the indicator ✓ Include other identified resources associated with the indicator
Initiated	Campus has an ad hoc or developing practice. Any procedures in place are generally ad hoc.	Documentation is generally absent. ✓ Success Indicator should be identified in campus ATI Plan with proposed implementation plan **ATI Annual Report Evidence Column** ✓ Brief description of proposed implementation plan	Resources have been tentatively identified but not yet allocated. ✓ Identified resources should be included in the campus plan

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions

Status Level	Description for Procedures	Description for Documentation	Description for Resources
Not Started	No action has yet been taken.	No documentation has yet been generated. • Success indicator should be identified in ATI campus Plan with reason stating why it is not started.	No resources have yet been allocated.

ATI Annual Report 2022-2023 President Annual ATI Report Summary Instructions