2024-2025 ATI President's Summary Report

Table of Contents

2024-25 ATI Annual Report President's Summary Instructions

This guide includes a template (see Appendix A) that outlines the key elements to address in each section of the Progress and Remaining Effort Report. Campuses should also include additional details on web performance within the Web section. The template is intended as a reference and may be adapted as needed.

Due Dates and Submission Instructions

- **Due Date: Monday, December 15th, 2025**
- Submission: Email the report to the campus President and copy ati@calstate.edu

Background and Overview

As outlined in the March 8, 2021, ATI Memo, the President's Annual Summary Report plays a key role in sustaining executive support for ATI on each campus. Serving as a companion to the ATI Annual Report, it distills key highlights into a concise format.

Each campus also develops an ATI Campus Plan that prioritizes success indicators for the coming year, based on current status levels, anticipated impact, and available capacity. This plan serves as an internal roadmap to guide ATI activities and support annual reporting.

The President's Annual Summary Report captures both achievements and areas for improvement, providing campus presidents with a clear, high-level overview of ATI progress and ongoing challenges at their institution.

Instructions for Completing the Report

Please use the template in Appendix A to prepare the President's Annual ATI Summary Report. While campuses are free to adapt the format as they see fit, the template provides a baseline structure to ensure consistency.

Progress and Remaining Efforts by ATI Priority Area

The report should highlight both accomplishments and remaining efforts in each ATI priority area:
- Web Accessibility
- Instructional Materials (IM)
- Procurement

For each area, include:
- A summary of progress achieved during the reporting year.
- A description of ongoing challenges and planned next steps.

This section also provides an opportunity to communicate campus-specific challenges to leadership, such as funding limitations, staffing needs, or other barriers to continued progress.

Highlights for the 2024-25 Reporting Year

- **Previous Statuses displayed**: This year's ATI annual report will provide the previously reported statuses and prompt whether the status has changed. This should improve reporting by saving time and building on previous reporting.
- **Campus Manual Homepage Evaluations:** While the web performance scan requirement has been removed, campuses must continue to conduct regular automated and manual web accessibility scans to comply with the ATI Capability Maturity Model Web Priority Success Indicators. This year included targeted web accessibility reports on each campus homepage (and template) via a manual accessibility evaluation from our vendor partner TFA. Follow-up support from TFA was provided for campuses to assist with technical remediation.
- **Remediation Framework:** This reporting year also included phase 1 funds to campuses to kick off or supplement on-campus digital content remediation. ATI has established a remediation hub with training and software to train on-campus student employee remediation teams under the supervision of a campus ATI employee.

Appendix A: President's Annual ATI Report Summary Template

Name of Campus: California State University, Sacramento
Reporting Year: 2024-2025
Submitted by: Mark Hendricks, Vice President of Information Resources & Technology/Chief Information Officer

Progress and Remaining Effort in each ATI Priority area

Sacramento State has made significant strides in advancing the three ATI priority areas—Web, Instructional Materials (IM), and Procurement—through the collaborative efforts of Information Resources and Technology (IRT) and key campus partners, including the Library, Disability Access Center (DAC), Center for Teaching and Learning (CTL), University Communications, and Procurement. These teams have worked diligently to ensure that accessible technology is available to all students, faculty, and staff.

On April 24, 2024, the Federal Register published the Department of Justice's (Department) final rule updating its regulations for Title II of the Americans with Disabilities Act (ADA). The final rule has specific requirements about how to ensure that web content, social media and mobile applications (apps) are accessible to people with disabilities. During the 2024–2025 fiscal year, the university placed special emphasis on preparing for the new ADA Title II requirements, which will take effect on April 24, 2026.

This preparation included major initiatives such as developing new web templates for faculty sites, conducting comprehensive audits and remediation of web and PDF content, expanding accessibility training and resources for instructional materials, upgrading to a new accessibility assessment tool, UDOIT, and formalizing processes to sustain compliance, and participated on the project team for implementation of CSUBUY Procure- to-Pay. The university also launched targeted communication and training campaigns, engaged student interns in remediation projects, and strengthened cross-departmental collaboration to address accessibility challenges and meet evolving federal standards.

(Campus) IRT Funding for ATI

IRT (Information Resources & Technology) allocates approximately $820,000 in support of thirteen staff with accessibility responsibilities and supports a small student team to address instructional materials remediation.

IRT Support for ATI 24/25

Support Description	Estimated Annual Support Costs
4 Full and 9 Partial IRT ATI Support Staff	$639,732
Student IM Remediation	$7,636
Captioning Support	$72,058
ATI Tools (Site Improve, Ally, etc.)	$75,540
Chancellor's Office ATI Grant awarded	$25,000
Total IRT/Campus Support for ATI 23/24	$819,966

Web:

Summarize milestones met based on yearly plan:

July 2024 – June 2025 Milestones:

- The university's main website, www.csus.edu, has an accessibility score of 86.6% compliance against Web Content Accessibility Guidelines (WCAG) 2.1 AA level, as reported by Siteimprove, an application that provides website optimization, accessibility and compliance assessments. Per Siteimprove, the industry benchmark for education is 86.4%, meaning that the Sacramento State university website has a higher percentage of compliance than the benchmark.
- The Chancellor's Office (CO) sponsored WebAIM (Web Accessibility in Mind) training opportunity was promoted to university web publishers through various communications.
- IRT Web & Mobile Services worked with the CO-led initiative to review the accessibility of the university homepage with the vendor Tech for All (TFA).
- IRT Web & Mobile Services hosted Siteimprove workshops for web publishers on October 10, 2024, for beginners (19 attendees) and March 25, 2025, for intermediate/advanced (16 attendees).
- IRT Web & Mobile Services continued to set up Siteimprove groups for each area of the university website and provisioned at least one user to each group. Auxiliary groups were also provided with the opportunity to use Siteimprove for their website accessibility reporting.
- The IRT Web & Mobile Services team reviewed template-level accessibility issues on a weekly basis, creating IRT service tickets for items that needed to be remediated. A total of 96 service tickets were resolved for both template-level and content-level accessibility issues from July 1, 2024 – June 30, 2025.
- As part of the university's ADA Title II project awareness campaign for the FY24-25 reporting year, presentations were given to Faculty Senate, Web Content Advisory

Group (WCAG), University Disability Advocacy Committee (UDAC), Academic Information Technology Committee (AITC), University Communications Council, Academic Chairs and Directors, and other meetings regarding the ADA Title II new ruling.

- IRT Web & Mobile Services provided consultation and support to web publishers in reviewing their digital content for WCAG 2.1 AA level accessibility compliance. In addition, open labs were hosted on August 13, 2024, September 18, 2024, February 12, 2025, and June 11, 2025 that gave web publishers opportunities to review their web content with IRT web content specialists.
- PDF documents on the university website were audited for accessibility. A plan was created to remove as many outdated documents as possible and convert to HTML or remediate the rest.
- Faculty websites were audited for accessibility compliance. A new faculty website template within the university's web content management (WCM) system was developed with feedback from a faculty piloted project, and a plan was initiated to transition faculty websites into the WCM.
- University Communications updated their social media best practices document for the campus community that included information about social media content accessibility. https://www.csus.edu/brand/social-media.html
- The University Library continued remediation of the Library website content for accessibility. With the implementation of AI into the Siteimprove accessibility checker, several new issues have arisen that require review, validation, and resolution. Overall, the accessibility numbers remain high, with a particular focus on our faculty profile system and student research repository (Esploro) which has an overall compliance score of 91.3. While some issues are structural in nature, requiring significant work to resolve, we continue to work with vendors to remediate issues on their platforms and have scheduled a content review for locally hosted applications in the coming months.
- The Library added text transcripts for all Chicano Movement Oral History Collection video artifacts accessible on the web.
- The Library held an accessibility workshop for the ORCA Catalytic Awards grant project - The Open Research Project - to ensure we proactively create accessible resources.
- The Library developed a working partnership in cooperation with the Office of Graduate Studies to make Electronic Theses and Dissertations accessible as a requirement for manuscript approval. As a result, all new theses published on ProQuest Theses and Dissertations Global and Sac State Scholars are accessible
- The Library worked with the vendor EBSCO to migrate to their new web search interface. The vendor states that the new interface is, "partially conformant with the WCAG 2.1 level AA." Working with the VPAT requirements, the vendor has a timeline for addressing noncompliant elements. This is a notable accessibility improvement as EBSCO content is frequently used by researchers.
- Over the course of the past year the IRT Web and Mobile services team along with the Web Content Advisory Group and university web publishers were able to raise the status of five indicators to the level of Established and two indicators to the status level of Defined.

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

Indicator Number	Indicator Goal	Status	Planned work ATI 24/25
5.12	Developed a training process on accessibility for social media content.	Defined	University Communications has a self-service training document for social media content accessibility best practices available at: https://www.csus.edu/brand/social-media.html
5.13	Developed a training process on accessibility for marketing and communication materials (such as emails and flyers).	Defined	Emma, used for internal email marketing, has training and accessible templates. IRT provides training for PDF accessibility for flyers.
6.4	Developed a process that integrates web accessibility information into the on-boarding/orientation process for new staff.	Defined	IRT has established a process to onboard new web publishers which provide web accessibility information.
7.5	Developed a process for the ATI Steering Committee to review, revise and approve the updated ATI Web Accessibility Plan.	Initiated	Due to significant attrition resulting in the loss of half its members, the ATI Steering Committee was subsequently incorporated under the University Disability Advocacy Committee.

Key Plans for 2025/26:

As part of the university's ADA Title II project in alignment with ATI Success Indicators:

- Continue to provide consultation and support to web publishers in reviewing their digital content for WCAG 2.1 AA level accessibility compliance.
- Based on the project plan, PDF documents on the university website will be removed, converted to HTML, or remediated for accessibility.
- Faculty websites will be migrated into the new web template.
- A process for audio content accessibility is being planned.
- Beginning August 2025, a team of 6 student interns will work on remediating PDF documents that are on the website as well as migrating faculty website content into accessible web templates.
- Redesign the campus map for web accessibility compliance.

ATI Web Priority Indicator Status

Managed 7
Established 33
Defined 3
Initiated 1
Not Started 0

Instructional Materials (IM):

Summarize milestones met based on yearly plan:

July 2024 – June 2025 Milestones:

- To help faculty meet Title II accessibility requirements, Information Resources and Technology (IRT) Academic Technology Services (ATS) has expanded its workshop topics and modalities. All staff in the department team have position descriptions to support accessible instructional materials for faculty. As of November 10, 2025, 79.6% of courses are published and 91.6% of faculty are using Canvas.
- Course Accessibility Check (UDOIT) and TidyUp, two powerful new tools for enhancing Canvas course content, have been in use on campus since June 2025. We ask all faculty to begin running UDOIT scans and cleaning courses with TidyUp by the beginning of Spring 2026, so that by April 2026 every course is prepared to meet ADA Title II accessibility requirements.
- Work was completed on transitioning to accessible forms within OnBase platform for the new Student OnBase form status check web page for students. Initiated work on transitioning within OnBase platform for the student OnBase form status check web page for faculty and staff access.
- The Center for Teaching and Learning (CTL) established and incentivized Faculty Learning Communities to provide accessibility improvements in instructional materials. Faculty members received support and compensation for participating in these communities as they worked to make their course content fully accessible. This initiative fostered a culture of peer support and shared responsibility for accessibility, with CTL providing resources, guidance, and incentives.
- The library worked with EBSCO to make accessibility improvements to their eBook reader, which helps ensure users can access content through a variety of formats. Content is checked using Ace by Daisy for ePub articles.
- The ATS successfully achieved its objective of providing remediation services for courses during Academic Year 24-25. ATS student interns are actively engaged in remediation activities as part of the established Remediation Program. Service Level Agreements (SLAs) were determined based on data analysis, and staffing requirements are evaluated each semester. A team of two student assistants has concentrated efforts on remediating instructional materials, with a particular emphasis on web-based PDFs. Looking ahead to the next academic year, four new graduate student interns have received training in accessibility remediation and will dedicate a portion of their responsibilities to instructional materials remediation.
- Panopto usage led to more captioned content, guided by a prioritization document. Automated captioning was used with manual edits to ensure accuracy.

- Over the past five years, representatives from the Library, Disability Access Center (formerly Services to Students with Disabilities), Inclusive Excellence, IRT Academic Technology Services, and the Center for Teaching and Learning have convened monthly to address accessible Instructional Materials (IM). Under the leadership of the IRT UDL program lead, the IM Workgroup seeks to engage faculty from the curriculum review committee and foster collaboration on key indicators identified in the CSU ATI report that warrant targeted discussion.
- IRT ATS staff participated in on-campus conferences to train Sac State faculty, staff, and students on how to use Anthology Ally and the new UDOIT accessibility remediation tool. These resources offer audio versions and electronic braille options to support visually impaired students. The Ally Accessibility Course Report also delivers summaries and scores for each Canvas course, making it easier for instructors to spot and address accessibility issues according to content type. The newly adopted UDOIT tool provides an accessibility report with specific errors and suggestions and offers features to help instructors easily remediate these issues directly within the platform.
- The Ally Instructor Feedback Panel/Fixes tool made it easier for instructors to review and improve course accessibility by providing a streamlined interface with specific feedback on accessibility issues.
- The Ally Course Accessibility Report and Fixes adopted a comprehensive, course-wide approach to evaluating and remediating accessibility concerns. This report consolidates data to reveal both strengths and challenges related to accessibility across the entire course. With this strategic overview, instructors are equipped to recognize trends, efficiently prioritize remediation activities, and monitor progress over time. Collectively, these Ally initiatives supported a unified strategy aimed at promoting inclusive educational environments.

Ally Instructor Course Report (from Aug 1, 2024-June 1, 2025)

Faculty access to the Instructor Feedback Panel: 15,726
Total fixes: 8608
Faculty access to the Course Accessibility Report: 4,114
Total courses with fixes: 852

UDOIT Instructor Course Report (from June 1, 2025-June 30, 2025)

Error Count: 208,784
Total Issues 405,414

- The Canvas course "Hornet Learning Online 101" offers students baseline training on academic technology, including how to use the Ally tools for students within Canvas, with about 3,000 enrollments per semester. In addition, Canvas announcements for faculty displayed key information regarding the Ally reports to encourage faculty to utilize these tools to create more accessible course materials for their students. We have messaged the campus community about the transition from Ally to the new UDOIT tools. These efforts emphasized building student awareness of Ally's and UDOIT's alternative formats by highlighting their role in creating inclusive learning experiences.
- IRT ATS created and delivered several virtual accessibility training courses to faculty.
  - How to Ensure Accessible Videos from the Start

- o 5 Tips for Creating Accessible Materials
- o Accessibility Tools in Canvas: Make your course more accessible and usable for your students.
- o Captioning workshops
- o MS Word Accessibility
- o PDF Accessibility
- Plans are made for the fall 2025 workshops and dates have been established to expand faculty development for the 2025–26 Title II Accessibility Training Series: UDOIT & TidyUP Overview; Word, PDF, and PowerPoint Accessibility; Captioning in Zoom and Panopto.

Student Access to Ally Alternative Formats Metrics for Fall 2024 through Spring semester 2025

Alternative format window launches: 157,366
Downloads of alternative formats by students recorded: 92,126.
Downloads of Tagged PDF's (most downloaded alternative format): 59,179

Additional Instructional Materials Metrics

The ATS Instructional Materials Remediation team completed 22 IM remediation requests between July 1, 2024, to June 30, 2025.

19 unique requests of the 22 (each request represents a Faculty/Staff member)
A total of 276 files were remediated across these 22 requests:
- 230 PDFs
- 41 PowerPoint Files
- 5 Word Files

Panopto Captions requested directly from Captionsync/Verbit

July 2024 - June 2025: 485 requests with 250.82 hours of total caption time.

ATI Instructional Materials Priority Indicator Statuses

Managed: 4
Established: 25
Defined: 2
Initiated: 1
Not Started: 0

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

Indicator Number	Indicator Goal	Status	Planned work ATI 25/26
5.12	Develop a process for creating, selecting, adopting, and remediating instructor developed course readers.	Defined	To ensure the creation and selection of accessible course materials, we have discussed with our faculty colleagues a formalized process for instructor-developed course readers. ATS student assistants and interns perform remediation tasks under the established Remediation Program, supporting faculty with accessibility reviews (e.g., video captioning priorities and multimedia checks), enhancing the overall quality of instructor-developed course readers.
6.4	Develop a process to facilitate the review and remediation of the accessibility of online courses before posting.	Defined	ATS will collaborate with the Disability Access Center (DAC) and faculty to support verification and remediation of accessibility issues. ATS will provide training and tools through UDOIT to help faculty identify and resolve accessibility barriers. CTL Quality Matters is available for certifying online courses for accessible content and quality assurance.
9.2	Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Instructional Materials Plan	Initiated	Due to significant attrition resulting in the loss of half its members, the ATI Steering Committee was subsequently incorporated under the University Disability Advocacy Committee.

Key Plans for 2025/26:

- Posting Accessible Materials in Canvas
  - Improve data collection and reporting to identify accessibility needs and guide training priorities.
  - Conduct an inventory and assessment of instructional materials to identify high-impact remediation areas and prioritize captioning needs. Establish LMS course adoption metrics and formalize reporting.
  - Generate regular accessibility reports using UDOIT to maintain progress toward Title II compliance.
  - Partner with Academic Affairs to expand Canvas adoption and promote accessible course design.
  - Analyze UDOIT scan data to target training where accessibility issues are most common.
  - Expand migration of procedural content to the centralized Knowledge Base for consistent faculty guidance.
- Accessible Multimedia and Interactive Content
  - The Library and Information Resources & Technology (IRT) are collaborating to track accessibility of electronic resources and e-books.
  - Increased use of Panopto and multimedia tools will continue to raise the amount of captioned content.
  - ATS student interns are performing remediation tasks under the established Remediation Program, supporting faculty with accessibility reviews (e.g., video captioning priorities and multimedia checks).
- Accessibility in Course Review and Remediation
  - The E-Learning Policy assigns ATS to facilitate course evaluation but does not currently require accessibility review before publication. Review Form A documentation and consider establishing an academic subcommittee to formalize this process that would institute an official pre-publishing accessibility review and remediation process, so courses meet standards before students gain access.
  - Collaborate with the Disability Access Center (DAC) and faculty to support verification and remediation of accessibility issues. ATS will provide training and tools through UDOIT to help faculty identify and resolve accessibility barriers.
  - ATS student interns are performing remediation tasks under the established Remediation Program
  - Develop a campus-wide course inventory listing low-scoring instructional materials, with action plans and remediation workflows tracked through UDOIT reports.
- Faculty Support for Accessible Materials
  - Strengthening faculty support through training, resource development, and structured assistance aligned with Title II requirements.
  - The Remediation Program service model is launched; new ATS interns will execute remediation workflows that help faculty improve document accessibility and prepare courses for compliance.
  - Evaluate adding third-party vendors for complex, high-profile, or short-notice PDF remediation needs.
  - Continuing consultations, one-on-one support, and accessibility workshops.

- - - Expand faculty mentorship opportunities and update guides, templates, and Canvas modules supporting accessible course design.
  - Campus Awareness and Training Infrastructure
    - Expand campus-wide accessibility awareness and professional development aligned with Title II digital accessibility requirements by April 2026.
    - Review service level agreements (SLAs) based on current staffing, workload, and resource data.
    - Six student interns will work on these projects:
      - Automated UDOIT and TidyUP reporting, benchmarking, and remediation support.
      - Generate monthly reports from Cidiscape's UDOIT and TidyUP data showing course accessibility status by college and department.
      - Develop automated Planner tasks for interns and staff, including new faculty web templates and Title II content reviews.
      - Build automated email alerts to notify faculty when accessibility scores drop below thresholds.
      - Create benchmarking and report-card systems comparing departmental progress toward accessibility goals.
    - Continue Hornet Learning Online 101 student training (approximately 3,000 students per semester).
    - Expand faculty development through the 2025–26 Title II Accessibility Training Series: UDOIT & TidyUP Overview; Word, PDF, and PowerPoint Accessibility; Captioning in Zoom and Panopto.

Procurement:

Summarize milestones met based on yearly plan:

July 2024 – June 2025 Milestones:

- As an integral part of the ICT Process compliance reviewers, the Accessible Technology consultant has participated in project meetings and training for the deployment of CSUBuy Procure-to-Pay (P2P) which is an integrated, end-to-end procurement and payment solution designed to connect requisition, approvals, purchase orders, receiving, invoicing and payment in a single, user-friendly platform. It is a critical component of the CSU's strategic vision for collaborative efficiency, transparency, and cost-effective procurement.
- As part of the ICT Working Group, the Accessibility Technology consultant completed phase one of the projects to make updates to the ICT request form, streamlined the desktop portion of the review, and presented updates at the IT Collaboration and Business Partners Roundtable meetings.
- The Accessible Technology Consultant completed the Certified Professional in Accessibility Core Competencies (CPACC) certification training and completed the following webinars on WCAG, ADA, Section 508:
  - Using Chrome's accessibility tree for manual testing of HTML and ARIA
  - Accessible Signage
  - Ready, Set, Document Accessibility
    - Equidox Trainings

- The Accessible Technology Consultant continues to cross train the Web & Mobile Services Content Specialist in the process of reviewing the accessibility portion of ICT requests to ensure back-up support.
- The Accessible Technology Consultant completed training to the QA Analyst on evaluating web content for compliance with accessibility standards.
- Individual and small group training is still being provided to ICT requesters who have asked for additional instruction on the ICT process.
- The "ICT Requesters Annual Survey," created in collaboration with the Information Resources & Technology division, the Procurement Department, and other campus stakeholders, was distributed to campus ICT requesters to gather structured feedback on how effective the ICT request process is.
- The Procurement Department continues to introduce the ICT review requirement in both their Procurement 101 training and Procurement Card training.

ICT Request Process Metrics:
Total ICT requests submitted in AY24/25: 1,452
ICT requests reviewed for accessibility in AY24/25: 425
Total Voluntary Product Accessibility Templates (VPATs) reviewed in AY24/25: 271

ATI Procurement Priority Indicator Statuses
Managed: 16
Established: 1
Defined: 0
Initiated: 2
Not Started: 0

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

Indicator Number	Indicator Goal	Status	Planned work ATI 25/26
9.1	Develop a process for the ATI Steering Committee to review, revise and approve the updated ATI Procurement Plan.	Initiated	Due to significant attrition resulting in the loss of half its members, the ATI Steering Committee was subsequently incorporated under the University Disability Advocacy Committee.
9.2	Develop a process for the procurement subcommittee to inform the revision and coordinate the implementation of Annual Procurement Plan.	Initiated	Our Procurement Governance group has not met recently due to changes in campus leadership and the loss of administration members in our Administration & Business Affairs division.

			We will plan to reconvene meetings when these leadership positions have been filled or determine a new membership structure that would be appropriate to meet going forward.

Key Plans for 2025/26:

- In 2025/26, we will begin using the CSUBuy P2P system for software and hardware purchasing requests. Once the updates are ready to go live, we will communicate these pending changes to the campus community with Procurement.
- The ICT Working Group will continue their project work on making updates to the ICT process that includes 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. The ICT Process will need to continue to primarily address auxiliary purchases. Once these updates are ready to go live, we will communicate the pending changes to the campus community.
- Equally Effective Alternative Access Plans (EEAAPs) will continue to be completed for high-impact items with known accessibility issues. We will begin using the Chancellor's Office version of the EEAAP form, when available. The ICT requester survey for 2025/26 will once again ask whether the alternative plans listed on an EEAAP are necessary and how effective they are overall.
- The Accessible Technology Consultant will continue to attend online webinars related to accessible technology, when available.
- The Accessible Technology Consultant will continue to cross train the Web & Mobile Services Content Specialist in the process of reviewing the accessibility portion of ICT requests to have back-up support.
- Requests from those who seek more training on the ICT process will receive ongoing individual or small group sessions as needed.
- The Procurement Department will work with the CSU Buy team to provide new and ongoing training to all individuals who have a role in the procurement process.

President Signature

Appendix B: Status Levels with Evidence Checklist

The table below is intended to guide the selection of an appropriate Status Level. For each Status Level, a description is provided that indicates how that Status Level 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.

Status Level	Description for Procedures	Description for Documentation	Description for Resources
Optimizing	The campus has a 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 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
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 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 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**	Resources have been firmly identified but not yet allocated. ✓ Job descriptions/new positions that need ATI tasks added should be identified in campus plan

Status Level	Description for Procedures	Description for Documentation	Description for Resources
		✓ Include link to documentation or location of process document on internal drive ✓ If no documentation has been written then briefly describe the process.	✓ 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
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.