ATI Instructional Materials Report AY 11/12

Campus Name: California Maritime Academy

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. Timely Adoption

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.	Established	Early deadline to name textbooks Early reminder(s) to faculty from Provost and bookstore	The plan now creates classes 1 year in advance.
Comments			Earlier registration and payment deadlines allows earlier textbook ordering for the bookstore.

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (Yes/No)	Comments
1. Campus has formally documented (e.g. Policy, Resolution or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials. [Commitment]	Defined	2010	Yes	Yes	Bookstore sets the deadline and this deadline is reinforced by academic affairs emails to faculty. ATI Committee will request that the Provost Council consider creating a written policy regarding established deadlines and steps to ensure consistent implementation of early adoption of textbooks and instructional materials.
2. Campus has developed capacity (e.g. established practices, specified staff time, educational/training resources, and/or technology) to achieve compliance with timely adoption. [Ability]	Defined	2010	Yes	No	The Provost works with the Bookstore to initiate and to monitor the process of textbook ordering by the established deadlines.
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]	Not Started		No	No	Once a written policy is in place then benchmarks for creating metrics can be created.

Area(s) of Requested Collaboration for Timely Adoption	Indicator Number	Assistance Requested?	Assistance	Comments

		(Yes/No)	Offered? (Yes/No)	
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				
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2. Identification of IM for Late-Hire Faculty

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.	Defined	Multiple section courses use the same textbook in all cases.	Due to union concerns regarding academic freedom, local administration does not feel it is appropriate to require specific textbooks for late-hire faculty. Fortunately, on our small campus, late-hire faculty account for a very few of our courses.
Comments			

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (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]	Not Started		No	No	
2. Campus has developed specific measures of success for late-hire faculty (e.g. percentage of late-hire adoptions completed by campus deadline) and implemented a system to track these measures. [Measurement]	Not Started		No	No	

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.	1	Yes	No	We would like to request assistance from the CO in gaining information from other campuses on how they handle academic freedom and union issues in creating policy related to late-hire faculty textbook selection. If other campuses have handled this through their faculty senates, this would be especially helpful information.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

3. Early Identification of Students with Disabilities

Goal	Goal	Key	Key Plans 11/12

	Status	Accomplishments 10/11	
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.	Initiated		Disability Services receives notice of students declaring disabilities (primarily learning disabilities on our campus) from our Medical Review Committee as a part of the acceptance procedure. First contact communication with incoming students with disabilities will include notice of the deadline to request alternative media resources. (Late requests may results students receiving materials after the start of the semester if the accommodation is deeded appropriate.)
Comments			Disability Services will put a list of resources available on its web site as well as deadlines for application are noted in our new Disability Services Handbook.

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (Yes/No)	Comments
3. 1. Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]	Established	2011	No	No	All students receiving disability services are given priority registration during our early registration period.
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]	Not Started		No		
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]	Not Started		No	Yes	Future communication regarding alternative media text requests will offer the student the opportunity to submit documentation in electronic form.
4. Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	Not Started		No	No	
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]	Not Started		No	No	

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	1	Yes	No	Would like the CO to assist in gaining information regarding methods employed by other engineering intensive campuses to assess early identification and early registration systems for disability services students.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff				

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

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
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. *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.	Managed	We will continue to promote Moodle through training workshops and one-on-one training. New hires will be introduced to Moodle as the campus LMS an central repository for course instructional materials.	We will continue to provide resources for faculty and students as to the use of Moodle. We will also work with fellow CSU Moodle Consortium campuses to develop metrics to analyze the use statistics for Moodle.
Comments			

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (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]	Not Started		No	No	The campus does require that faculty submit electronic syllabi to the Academic Dean's Office prior to the beginning of classes. There is no requirement for the use of Moodle (our LMS system) or the posting of Instructional Materials there due to union and academic freedom issues.
6. Campus has screened its LMS to determine whether it conforms to Section 508 accessibility standards and	Managed	2009	Yes	Yes	Our standard campus installation of Moodle was not specifically screened. However, our implementation is part of the CSU common code base version of Moodle. It has

established a plan to address (or work-around) identified gaps. [Ability]					been fully vetted to be 508 compliant.
7. Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Not Started		No	Yes	We have no review process for materials hosted in the campus LMS. However, our academic technologist provides document templates which are accessible for posting online. Workshops will be held during the year and methods for creating accessible documents will be reiterated.
8. 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]	Initiated	2010	Yes	Yes	In 2010, the campus subscribed to a new alternative media vendor, AccessText Network. No tracking method has been established as yet because no alternate media requests were submitted. When requests are made Disability Services will develop a tracking system for monitoring the time between request and delivery of material.
9. 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]	Not Started		No	No	We have no staff dedicated to alternative media production.
10. Campus has established specific measures of success (e.g., number of course sites with posted syllabi) for faculty posting of curricular materials in the campus LMS. [Measurement]	Not Started		No	No	Though all new courses or changed courses are required to have accessible syllabi, we have no automatic method for checking to see if these documents are made available via our LMS. We will also work with fellow CSU Moodle Consortium campuses to develop metrics to analyze the use statistics for Moodle.

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.	6	Yes	No	We are interested having the CO assist our campus in learning what other campuses are using as a benchmark for accessible syllabi within their LMS systems and how they go about confirming these benchmarks.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

5. Accessibility Requirements for Multimedia

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption	Not Started		For 11/12, our IM ATI workshops and online resources for faculty will provide support and demonstrate techniques to select accessible multimedia instructional materials

process for all multimedia-based instructional resources.			when available.
Comments			Due to Academic Freedom issues, our campus does not limit resources that faculty can adopt to support their classes. Our academic technologist can provide a list of accessibility factors to be considered when choosing multimedia-based resources.

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (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]	Not Started		No	No	Due to Academic Freedom issues, our campus does not limit resources that faculty can adopt to support their classes. Our academic technologist can provide a list of accessibility factors to be considered when choosing multimedia-based resources.
11. Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]	Not Started		No	No	
12. 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]	Not Started		No	No	
13. 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]	Not Started		No	No	Our campus does not have the staff, funding, or capacity for greater support for multimedia accessibility.
14. 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.	1	Yes		We would like the CO to assist in partnering with other CSU campuses to collaborate on tools,procedures and policies to improve multimedia accessibility.

Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

6. Accessibility Requirements for Curricular Review and Approval

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.	Managed	All new courses or curricular changes must go before the curriculum committee and are required to have an accessible syllabus. In addition, faculty who submit new course proposals must complete an online ATI training course. On completion of the course, participants are awarded a certificate which is kept on file in the Academic Dean's Office.	The Academic Dean in conjunction with the campus ATI Oversight Committee can recommend that the Faculty Senate examine additional accessibility requirements for supplemental materials in proposed new courses and curricular changes.
Comments			Due to academic freedom and union issues, such requirements for additional accountability in accessibility should be routed through the Academic Senate for determination and action to be monitored and maintained via the Curriculum Committee.

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (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]	Managed	2009	Yes	Yes	The Academic Dean in conjunction with the campus ATI Oversight Committee can recommend that the Faculty Senate examine additional accessibility requirements for supplemental materials in proposed new courses and curricular changes.
15. Campus has established accessibility standards or guidelines for selecting and authoring curricular materials. [Commitment]	Not Started		No	No	
16. Campus has established specific measures of success (e.g., number of courses that have undergone accessibility review) for incorporating accessibility into the curricular review and approval process. [Measurement]	Not Started		No	No	

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.				
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7. Supporting Faculty Creation of Accessible IM

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.	Not Started	The Academic Dean in conjunction with the campus ATI Oversight Committee can recommend that the Faculty Senate examine additional accessibility requirements for supplemental materials in proposed new courses and curricular changes. As a interim measure, our academic technologist will provide training opportunities for faculty on the accessibility factors to be considered when choosing multimedia-based resources.	The ATI Oversight Committee will recommend to the Academic Dean that all faculty be required to take at least one hour training per academic year on authoring and selecting accessible instructional materials.
Comments			

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (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]	Not Started		No	No	The ATI Oversight Committee will meet with the Faculty Senate Executive Committee to discuss our needs for policy and procedure regulating faculty selection and authoring of curricular materials.
17. 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]	Not Started		No	No	
18. Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]	Managed	2009	Yes	Yes	An accessible syllabus template is available to all faculty and an email reminding all faculty of this requirement is sent out each semeter. All new faculty are provided a workshop to make the accessible template known to them. Additional examples of accessible course materials will be developed and illustrated during workshops in the coming year.
19. 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]	Not Started		No	No	These accessibility software packages are available via Disability Services and site licensing: Lecshare Pro , Dragon Naturally Speaking, ZoomText, LiveScribe, Acrobat Pro and the latest versions of Microsoft Office. Our campus does not have the resources to provide greater support to faculty in making materials

					more accessible using these tools.
20. 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	No	
21. Campus has established specific measures of success for faculty creation of accessible instructional materials (e.g. improving quality of course reader and/or e-reserve material submissions). [Measurement]	Not Started		No	No	

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.	3	Yes	No	Cal Maritime would be interested having the CO to assist in providing guest experts from other campuses to make presentations regarding authoring more accessible instructional materials.
Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.				

8. Communication Process and Training Plan

Goal	Goal Status	Key Accomplishments 10/11	Key Plans 11/12
The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.	Not Started	Notice is provided across campus to upcoming ATI Webinars via email. Also, new faculty are provided notice of the accessible syllabus template. Lastly, faculty are invited to an accessible instructional materials training session each semester.	If the Faculty Senate moves ahead with the creation of policy and procedures regarding the selection and authoring of accessible instructional materials, that body will be assisting with systematic notice to faculty regarding required ATI compliance.
Comments			Our campus does not have the resources to provide greater support in the creation of accessibility infrastructure.

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (Yes/No)	Comments

8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Initiated		Yes	Yes	The campus will send at least once a semester to the faculty and staff distribution lists an ATI update message to raise general awareness regarding accessibility issues at Cal Maritime. Our academic technologist will also provide training opportunities for faculty on the accessibility factors to be considered when choosing multimedia-based resources once per semester.
22. Campus has built capacity (e.g. specified staff time, technology, and/or materials) in support of this awareness campaign. [Ability]	Initiated		Yes	Yes	The campus will send at least once a semester to the faculty and staff distribution lists an ATI update message to raise general awareness regarding accessibility issues at Cal Maritime
23. 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]	Not Started		No	Yes	Our ATI website will be updated to provide current information and access to updated resources.
24. 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]	Initiated	2009	Yes	Yes	We will continue to update our online instructional materials training course in Moodle.
25. 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]	Not Started	2010	Yes	No	The campus uses the CSU Depot software to track attendance at on campus workshops and training events. http://depot.csuprojects.org/fdc/em-code/login.html Our campus does not have the capacity to track and anaylze compliance at a more granular level.
26. 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.				
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9. Process Indicators

Goal	Goal	Key Accomplishments 10/11	Key Plans 11/12

	Status		
Campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.	Not Started	The IMAP committee attempted to engage broader participation on the committee but still lacks sufficient authority breadth, resources, and authority to effectively implement a comprehensive IMAP initiative particularly without financial support.	Current membership only consists of the Director of the Center for Engagement, Teaching and Learning and the Coordinator of Instructional Technology.
Comments			

Success Indicator	Status	Year Started	Worked on 10/11? (Yes/No)	Will work on 11/12? (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]	Not Started		No	Yes	Current membership only consists of the Director of the Center for Engagement, Teaching and Learning and the Coordinator of Instructional Technology.This year the major focus of this committee again will be to try to expand our membership in order to increase awareness across campus and its authority regarding accessibility in a variety of areas. This year, CMA will have a new Dean, a new President and a new Vice President and we recognize this an an opportunity to leverage for change.
27. Campus IMAP committee has suitable authority to ensure effectiveness of IMAP effort as well as to resolve issues and challenges. [Ability]	Not Started		No	No	
28. Campus IMAP committee has established a system to effectively track its task delegations and overall project management. [Measurement]	Not Started		No	No	
29. 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.				
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Contributors

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

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