# ATI Instructional Materials Report AY 09/10

#### 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.

**Timely Adoption** 

Goal	Goal Status	Key Accomplishments 09/10	Key Plans 10/11
The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.			Fall 2011 - Earlier scheduling of classes will be established through our new Registrar's office. The plan will create classes 1 year in advance.
Comments			

S	uccess Indicator	Status	Year Started		Will work on 10/11? (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]	Initiated	2010	Yes		Bookstore sets a deadline and this deadline is reinforced by academic affairs emails to faculty.  New earlier class scheduling will allow greater/earlier coordination on textbook orders.
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]	Initiated	2010	Yes		Provost provides encouragement to faculty to order earlier; by the bookstore deadline at the latest.  The Registrar will advance issues related to the new earlier class scheduling.
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	

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

	Number	Requested?	Offered?	
		(Yes/No)	(Yes/No)	
Briefly describe the areas in which your campus would				
like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would				
like to collaborate with other campuses and the ATI staff.				

#### **Identification of IM for Late-Hire Faculty**

Goal	Goal Status	Key Accomplishments 09/10	Key Plans 10/11
The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with latehire faculty.			The ATI committee will bring this issue before the Faculty Senate to discuss the implications of earlier textbook identification for late-hire faculty. 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		Worked on		Comments
		Started		on 10/11?	
	N C			(Yes/No)	
2.	Not Started		No	Yes	Propose issue to Faculty Senate to have that body consider the implications.
<ol> <li>All academic units have implemented specific procedures for late hire or adjunct faculty members for the timely adoption of curricular materials. [Ability]</li> </ol>					
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	Indicator	Assistance	Assistance	Comments
IM for Late-Hire Faculty	Number	Requested?	Offered?	
		(Yes/No)	(Yes/No)	

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

## **Early Identification of Students with Disabilities**

Goal	Goal Status	Key Accomplishments 09/10	Key Plans 10/11
The campus has implemented a	Not Started		Disability Services receives notice of students declaring
comprehensive plan to ensure that students			disabilities (primarily learning disabilities on our campus) from
with disabilities are identified and able			our Medical Review Committee as a part of the acceptance
to request alternate media materials in a			procedure. A new plan will include reminding students of
timely manner.			alternative media resources and deadlines for application for
			such materials.
Comments			Disability Services will put a list of resources available on its
			web site as well as deadlines for application. Coordination with
			the Registrar's office regarding communication about available
			resources in our emails reminding students about registration
			deadlines.

Success Indicator	Status	Year	Worked on	Will work	Comments
		Started		on 10/11? (Yes/No)	
<ul><li>3.</li><li>1. Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]</li></ul>	Not Started		No	No	However, Disability Services will discuss with the Registrar about the potential for early identification of disability services students who may wish for alternative media. This can begin the consideration for early registration in the future.
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		
4.	Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]	Not Started	No	Yes	Disability Services will create a tracking method for determining the timeliness of alternative media to allow for analysis of delivery time required.
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		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		Would like to know if other engineering intensive campuses can share their assessment measure for 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				

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

Goal	Goal Status	Key Accomplishments 09/10	Key Plans 10/11
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.		with PeopleSoft. As a result, all instructor course sections	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.
*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.			

Comments		

Success Indicator	Status	Year Started	09/10?	Will work on 10/11? (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 established a plan to address (or work-around) identified gaps. [Ability]	Managed	2009	Yes	No	Our standard campus installation of Moodle was not specifically screened. However, our implementation was developed as a clone of the Monterey Bay campus implementation which was screened and found compliant.
7. Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment]	Not Started		No	Yes	In general, 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	The campus subscribed to a new alternative media vendor, AccessText Network, and Disability Services will develop a tracking system for monitoring the time between request and delivery of material.
<ol> <li>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]</li> </ol>	Not Started		No	No	We have no staff dedicated to alternative media production.
<ol> <li>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]</li> </ol>	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.

Area(s) of Requested Collaboration for Faculty Use of	Indicator	Assistance	Assistance	Comments
LMS (or non-LMS) Course Websites	Number	Requested?	Offered?	
		(Yes/No)	(Yes/No)	

Briefly describe the areas in which your campus would like to collaborate with other campuses and the ATI staff.	_	Yes	We are interested in 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.			

**Accessibility Requirements for Multimedia** 

Goal	Goal Status	Key Accomplishments 09/10	Key Plans 10/11
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimediabased instructional resources.	Not Started		
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		Worked on	Will work	Comments
		Started		on 10/11?	
			(Yes/No)	(Yes/No)	
5.1	Not Started		No	No	Due to Academic Freedom issues, our campus does not limit resources that
Campus has developed and implemented accessibility					faculty can adopt to support their classes. Our academic technologist can provide
requirements for selecting and adopting multimedia					a list of accessibility factors to be considered when choosing multimedia-based resources.
curricular materials (e.g. requirements for captions,					i esources.
transcripts, audio description, accessible web players).					
[Commitment]					
11. Campus has established a strategic process, based on	Not Started		No	No	
available resources, for prioritizing the remediation					
of inaccessible multimedia materials. [Commitment]					
12. Campus has gathered survey information from media			No	No	
libraries regarding multimedia usage and format types					
(e.g. most frequently utilized titles and formats)					
to aid in tool selection and prioritization decisions.					
[Measurement]					

13. Campus has built capacity (e.g. established practices,	Not Started	No		Our campus does not have the staff, funding, or capacity for greater support for
specified staff time, budget, tools, and/or work				multimedia accessibility.
space) necessary to address the accessibility of				
existing and planned multimedia content and its				
delivery. [Ability]				
14. Campus has established measures of success related	Not Started	No	No	
to multimedia accessibility (e.g. percent of new				
materials that are accessible, percent of existing				
materials that have been remediated). [Measurement]				
	-			

Area(s) of Requested Collaboration for Accessibility Requirements for Multimedia			Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would	1	Yes		We would like to collaborate with other campuses to see what tools and
like to collaborate with other campuses and the ATI staff.				procedures and policies they use.
Briefly describe the areas in which your campus would				
like to collaborate with other campuses and the ATI staff.				

**Accessibility Requirements for Curricular Review and Approval** 

Goal	Goal Status	Key Accomplishments 09/10	Key Plans 10/11
The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.		curriculum committee and are required to have an accessible	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	Worked on	Will work	Comments
		Started	09/10?	on 10/11?	
			(Yes/No)	(Yes/No)	

6.1		Managed	2009	Yes	Yes		Pean in conjunction with the campus ATI Oversight Committee can
Accessibility requirements have been develop	oed and						t the Faculty Senate examine additional accessibility requirements
integrated into the academic curriculum revie	ew process					for supplementa	al materials in proposed new courses and curricular changes.
for new course adoptions and existing course	reviews.						
[Commitment]							
15. Campus has established accessibility stand guidelines for selecting and authoring cur materials. [Commitment]		Not Started		No	No		
16. Campus has established specific measures (e.g., number of courses that have underg accessibility review) for incorporating accinto the curricular review and approval pr [Measurement]	gone cessibility	Not Started		No	No		
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Area(s) of Requested Collaboration for Acce Requirements for Curricular Review and Ap	proval	Indicator Number	Assistan Request (Yes/No)	ed?	Assistance Offered? (Yes/No)	Comments	
Briefly describe the areas in which your camp							
like to collaborate with other campuses and t							
Briefly describe the areas in which your camp like to collaborate with other campuses and t							
Supporting Faculty Creation of Acces					l		
		Key Accompl	lishments	s 09/10			Key Plans 10/11
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.
Comments							
Success Indicator		Status	Year Started		on Will work	Comments	

			(Yes/No)	(Yes/No)	
7.1	Not Started		No	No	
Campus has formally documented (through Policy,					
Resolution or Procedure) the nature of faculty					
responsibility for selecting and authoring accessible					
curricular materials. [Commitment]					
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 fall. 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. Dr. Bruce Hartman presented a workshop on 03-24-2010 to faculty illustrating his method for updating his course materials to be accessible Web pages, MS Word documents and PDFs.
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, 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]			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	Indicator	Assistance	Assistance	Comments
Faculty Creation of Accessible IM	Number	Requested?	Offered?	
		(Yes/No)	(Yes/No)	

Briefly describe the areas in which your campus would	3	Yes	No	Cal Maritime would be interested in guest experts from other campuses making
like to collaborate with other campuses and the ATI staff.				presentations on our campus. Utilizing online materials of other campuses is also
				of interest to us.
Briefly describe the areas in which your campus would				
like to collaborate with other campuses and the ATI staff.				

# **Communication Process and Training Plan**

Goal	<b>Goal Status</b>	Key Accomplishments 09/10	Key Plans 10/11
The campus has implemented a broad-based	Not Started	Notice is provided across campus to upcoming ATI Webinars	
ATI awareness campaign, supported by a		via email. In addition, new faculty are provided notice of	
comprehensive training infrastructure to		the accessible syllabus template. Lastly, Dr. Bruce Hartman	
increase technological accessibility across		presented a workshop on 03-24-2010 to faculty illustrating his	
the campus.		method for updating his course materials to be accessible Web	
		pages, MS Word documents and PDFs.	
Comments			Our campus does not have the resources to provide greater
			support in the creation of accessibility infrastructure.

Success Indicator	Status	Year Started		Will work on 10/11? (Yes/No)	Comments
<b>8.1</b> Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]	Not Started		No	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]	Not Started		No	No	The voluntary ATI committee members will provide efforts to raise general awareness of accessibility on campus.
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 academic technologist can provide a list of accessibility factors to be considered when choosing multimedia-based resources, quick user guide(s), or a FAQ page to better support accessibility adoption by faculty.

24. Campus has disseminated training materials for	Initiated	2009	Yes	Yes	
faculty regarding methods to post curricular materials					
to the campus LMS course site or equivalent (see					
Section 4). [Ability]					
25. Campus is tracking participation in training activities	Not Started	2010	Yes	No	The campus uses the CSU Depot software to track attendance at on campus
and usage of training materials for accessible					workshops and training events. http://depot.csuprojects.org/fdc/em-code/
authoring, conversion, and delivery of curricular					login.html
materials (e.g. number of workshop attendees,					
number of users who download templates, or watch					
training videos) . [Measurement]					
26. Campus is tracking the effectiveness of training	Not Started		No	No	
activities and materials for accessible authoring,					
conversion, and delivery of curricular materials.					
(e.g., user satisfaction levels, decreased demand for					
alternate media conversion). [Measurement]					

Area(s) of Requested Collaboration for Communication Process and Training Plan	Number	Requested?	Assistance Offered? (Yes/No)	Comments
Briefly describe the areas in which your campus would		(1.00.110)	(100,110)	
like to collaborate with other campuses and the ATI staff.				
Briefly describe the areas in which your campus would				
like to collaborate with other campuses and the ATI staff.				

## **Process Indicators**

Goal	Goal Status Key Accomplishments 09/10	Key Plans 10/11
Campus IMAP committee has sufficient	Initiated	To provide for more breadth, resources and authority,
breadth, resources, and authority to		participation in the campus IMAP Oversight Committee will
effectively implement a comprehensive IMAP		invite others to participate including the the Student Affairs,
initiative.		Academic Senate, Curriculum Committee, Academic Technology,
		Library, Registrar, etc. (Current membership only consists
		of the Director of the Center for Engagement, Teaching and
		Learning and the Coordinator of Instructional Technology.)
Comments		This year the major focus of this committee will be to expand
		our membership in order to increase awareness across campus
		and its authority regarding accessibility in a variety of areas.

Success Indicator	Status				Comments
		Started	09/10? (Yes/No)	on 10/11? (Yes/No)	
9.1	Not Started		No	Yes	
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]					
27. Campus IMAP committee has suitable authority to	Not Started		No	No	
ensure effectiveness of IMAP effort as well as to					
resolve issues and challenges. [Ability]	N C		h 1	\ I	
28. Campus IMAP committee has established a system to effectively track its task delegations and overall	Not Started		No	No	
project management. [Measurement]					
29. Campus has established a formal administrative	Not Started		No	No	
review process by campus executive leadership for all					
IMAP components. [Verification]					

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

## **Contributors**

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

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