ACCESSIBLE TECHNOLOGY INITIATIVE
FALL 2021 ACADEMIC SENATE
WEDNESDAY, NOVEMBER 3, 2021
WHAT IS ATI?

• **Capability maturity model** strategy for continuous improvement.

• The model establishes **Goals and Success Indicators**, which are measured by six **Status Levels**.

**Big Change:**
Executive sponsors and the CSU ATN now set priorities.
WHAT DID WE ADDRESS IN 2019-2020?

2020/2021
CSUDH addressed Procurement Goals #1, #2, and #3 with plans to address #5 in 2021, 2022 and #4 in 2023.

2019/2020
DH was below baseline in 21 of the 23 ATI priorities

Now it is 18 of 23.
“Develop a formal communication and training campaign with executive support to increase knowledge of accessibility issues and responsibilities.”

- ICT procurement awareness.
- Web accessibility awareness.
- Increase knowledge of accessibility issues and responsibilities for faculty.
“Develop a process to conduct manual accessibility evaluations on campus-affiliated websites and applications (web or mobile).”

Websites, Social media posts and e-mails put the campus at risk. These site owners need to be:

- Identifiable
- Made aware of accessibility best practices and posts screened by accessibility professionals prior to publishing.
ACADEMIC TECHNOLOGY/FACULTY AFFAIRS

- Develop a process to:
  - Conduct regularly scheduled accessibility evaluations using automated tools and manual techniques to identify course content that requires remediation.
  - For creating, selecting, adopting, and remediating digital content.
  - Prioritize and remediate inaccessible course content.

- Develop a process to:
  - Facilitate the review and remediation of the accessibility of online courses before posting.
  - Document specific guidelines and procedures for creating accessible course content hosted in the campus LMS.
  - Review the accessibility of faculty-maintained websites or web applications, whether hosted on the campus domain or elsewhere.
ACTION ITEMS FOR FACULTY?

Academic Affairs needs policy support that:

- Promotes awareness,
- Requires training,
- Provides specific guidelines,
- And examples.
Nationally, nearly **20 percent of undergraduates** reported having a disability in 2016, and almost 90 percent of colleges and universities reported enrolling students with disabilities in 2011.

**Graduation Rates/Retention**

Approximately a third of students with disabilities enrolled in a four-year college or university graduate within eight years.

At a two-year school, less than 42 percent graduate at all.
### COVID-19 DISPROPORTIONATE IMPACT

Percent of respondents indicating that students experienced difficulty in the transition to remote education in each of the following areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Students with Disabilities</th>
<th>General Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having needed equipment/devices</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>Access to network/Wi-Fi access</td>
<td>85%</td>
<td>61%</td>
</tr>
<tr>
<td>Access to needed technology support and/or training</td>
<td>71%</td>
<td>65%</td>
</tr>
<tr>
<td>Using the learning management system (e.g., Blackboard, Canvas, Moodle, etc.)</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>Access to learning materials, course texts</td>
<td>60%</td>
<td>51%</td>
</tr>
<tr>
<td>Access to course assessments or exams</td>
<td>60%</td>
<td>46%</td>
</tr>
<tr>
<td>Communication with instructors</td>
<td>74%</td>
<td>63%</td>
</tr>
<tr>
<td>Communication/collaboration with other students</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>Access to housing and food</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>Access to health services</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Access to financial services</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Access to counseling/mental health services</td>
<td>59%</td>
<td>54%</td>
</tr>
<tr>
<td>Access to academic advising</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>Access to academic support/tutoring</td>
<td>57%</td>
<td>49%</td>
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<tr>
<td>Access to library resources</td>
<td>50%</td>
<td>45%</td>
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</tbody>
</table>
BOTTOM LINE

- DH needs further investment in staff, training, communication, and overall faculty resources towards a more accessible learning community for all students.