



# **Mt. San Antonio College**

## **Electronic Accessibility Plan**



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# Mt. San Antonio College Accessibility Plan

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## Executive Summary

Mt. San Antonio College (Mt. SAC) is in the implementation phase of establishing a comprehensive Digital Accessibility Program (DAP) to ensure compliance with WCAG 2.1 AA standards across all digital platforms and instructional technologies.

### Background

Mt. SAC is committed to ensuring that all members of its community—students, faculty, staff, and visitors—can access and benefit from the College’s educational programs, services, and resources. While specific units of the college have taken steps to raise accessibility awareness and participation of a multi-constituent group attended the CCC RP Group’s “Leading from the Middle” Program in 2020/2021 to begin consolidating this work into a comprehensive institutional approach that aligned unit efforts and resources, the college requires additional efforts to implement strategies, create dedicated governance structures, and set specific compliance targets with respect to accessibility. The Title II ADA requirement to comply with WCAG 2.1 Level AA standards by April 24, 2026, and going forward, necessitates the immediate establishment of a systematic plan for accessibility management at Mt. SAC.

This document provides initial suggestions from IT, FCLT, and Distance Learning. It highlights strategies for digital accessibility, training, incident reporting, remediation, and transparency, noting where we are already meeting standards and where more efforts are required. Through these measures, Mt. SAC demonstrates its dedication to fostering an inclusive and equitable learning environment that reflects its values of diversity, respect, and innovation, which rely on accessibility as a foundation.

## Program Goals and Objectives

1. **Establish Group:** Form a dedicated Digital Accessibility group with cross-departmental representation that represents all college constituency groups.
2. **LMS Management:** Create a plan to address the gap in institutional accessibility dashboard oversight for Canvas accessibility monitoring and hire or identify personnel to work with IT and FCLT accessibility services to coordinate implementation and training. This includes the remediation of documents.
3. **Compliance Achievement:** Assess domains of compliance across web, Canvas, intranet, and any other relevant areas where institutional content is provided digitally. Work toward the achievement of 90%+ compliance across all domains.
4. **Training Implementation:** Assess training across units for different constituencies and training options offered through systemwide resources. Deploy tiered accessibility training.
5. **Institutional Communications & Events:** Create a communication plan to involve all constituent groups in education and remediation of content in advance of the April 2026 date established by the U.S. Department of Justice, and beyond. Consider events and challenges that could be a part

of communication to incentivize and reward compliance work among the constituency groups (faculty, students, employees, managers).

## The People

Since Mt. SAC relies on a system of work groups, committees, and councils to organize shared governance institutional tasks, the recommendations of the CCC Accessibility Center and the Chancellor's Office is to form an appropriate group to work on accessibility across the institution, with key people serving as members of other committees where they can represent accessibility perspectives and concerns, such as within Education Technology, ITAC, and Distance Learning Committee, and other relevant committees.

Leadership buy-in, stakeholder feedback, and technical expertise across all departments are vital to achieving sustainable accessibility compliance. Because it is not a "one and done" issue and several aspects of accessibility implementation rely on understanding the context for the content, it is critically important that all content creators understand how to implement basic accessibility requirements and understand the services available to support more technical implementation of accessibility requirements.

1. **Digital Accessibility Committee or Work Group** A steering committee or work group will coordinate accessibility efforts institution-wide and will include representation from key stakeholder groups, e.g., IT Services, FCLT, ACCESS, Student Services, Faculty Senate, Student Government, Marketing, Library Services. The committee will plan to meet on a schedule as needed up to the April 2026 date and will set a monthly schedule after that time to maintain progress on the established work.
2. **Digital Accessibility Coordinator:** A full-time coordinator who can oversee implementation of the Digital Accessibility Plan across stakeholder groups could be placed under ACCESS, FCLT, or IT, or directly under the Office of Instruction. This person is a co-chair of the digital accessibility committee or work group.
3. **Coordinating Staff:** An Instructional Designer with an accessibility specialization is recommended for the coordination of faculty dashboards in Canvas and training for faculty. The IT administrator who currently manages institutional accessibility metrics, remediation services, and coordination of training for non-faculty employees of the college. Consider additionally a student-facing instructional designer who can incorporate accessibility in student-facing training and initiatives that are also being recommended through the Student Equity Plan and Mt. SAC 2035. There is currently a gap in Canvas skills to make content that is meant directly for students.
4. **Faculty Involvement:** This may be best accomplished by offering a program through the FCLT in which at least one faculty member from each division participates in a 1-2 year program that offers advanced training and tasks faculty fellows or mentors with the necessary reviews and supplementation of workshops. Faculty participating in this program will get reassigned time to participate and will serve as accessibility, RSI, SPOT, and potentially POOCR reviewers for all review-based programs related to distance learning. They will also serve as communication liaisons between the FCLT/Instruction and their own division to improve two-way communication.

5. **Document Remediation Specialists:** Review and potentially expand the student employees or services aimed at remediation of documents currently offered and managed by IT for the Mt. SAC website to extend into Canvas. Estimate the increase in workload and work with the above coordinators to implement an easy workflow from Canvas to allow remediation of documents based on dashboard reports and by request (but also potentially, with no requirement of a request to be completed).

## Accessibility Policy

### Digital Accessibility Policy Statement

Consider the development of a single, umbrella AP gathering all accessibility APs and BPs together across procurement, development, online course content, public web pages and other relevant areas as a part of the policy review taking place in the 2025/2026 year, and incorporating any language necessary to align with compliance with the Title II ADA mandate to meet or exceed WCAG 2.1 Level AA standards. The committee reviews the policy biennially.

## Accessibility Practices

### Contracts

Mt. SAC has implemented a multi-step procurement process requiring accessibility review for all technology purchases exceeding \$5,000. The Digital Accessibility Coordinator reviews Voluntary Product Accessibility Templates (VPATs) while IT Services evaluates Higher Education Community Vendor Assessment Toolkit (HECVAT) documentation. All software contracts include accessibility compliance clauses stating: "Contractor acknowledges that information technology must provide individuals with disabilities access equivalent to that provided to individuals without disabilities, in accordance with federal and state accessibility laws and WCAG 2.1 AA standards".

### Training and Education Suggestions

**New Employee Orientation:** All new faculty and staff complete mandatory digital accessibility training within 30 days of employment through the college's LMS, covering basic accessibility principles, legal requirements, and institutional resources.

### The College Website

The College ensures that all electronically published documents shared on the websites conform to WCAG 2.1 Level A & AA standards. Automated scanning tools run nightly to identify accessibility issues, enabling timely remediation of web pages and documents.

### The College Learning Management System

Canvas includes several accessibility-related tools that help faculty prepare accessible content and assist students in adjusting content to suit their needs.

- **UDOIT:** The college licenses this course-level accessibility software through Cidi Labs. This software offers accessibility checking with built-in learning. It also reviews document accessibility and offers some simple remediation options or the ability to transition documents into Canvas pages to simplify accessibility tasks. UDOIT offers institutional dashboards and scorecards for the entire Canvas account, which can also be viewed for subaccounts, semesters, down to the individual course.
- **PopeTech:** through the CCC Accessibility Center and built from the WebAIM WAVE tool, PopeTech offers page-level accessibility checking to professors and course designers. This tool flags items and teaches professors about each item with descriptions and examples for each type of accessibility error and suggestion.
- **Cidi Labs Accessibility and Usability Tools:** Cidi Labs provides flags that identify and remediate accessibility errors, regardless of whether these tools were used to design the page. Tools in Cidi Labs make corrections easier to complete and verify.
- **UDOIT Alternative formats:** Students can select alternate formats (Replaced Sensus Access alternate formats in Fall 2025).
- **ReadSpeaker:** students can access ReadSpeaker from any page in Canvas or when reading any document linked in Canvas courses. In addition to reading documents aloud to the person, there are several tools that supplement readings, such as a Focus mode and making the print larger.
- **Microsoft Immersive Reader:** this Canvas native tool is turned on. Students can access this from the top right of any Canvas page to see a simplified view, make text bigger or have the page read aloud to them.

## Training and Capacity Building

Accessibility is integrated into Mt. SAC's Skills and Pedagogy for Online Teaching (SPOT) certification process, preparing faculty to design inclusive courses. Regular training opportunities are provided through the Professional and Organizational Development (POD) calendar, Faculty Flex Day, Classified Professionals' Day, and other professional events. Mt. SAC also contributes to industry conferences such as CISOA and HighEdWeb, sharing its accessibility practices with the broader higher education community.

The Accessibility Impact website links to additional training resources from the California Community Colleges Accessibility Center and organizations such as WebAIM, supporting continuous learning and professional development.

Faculty and staff have access to step-by-step scan instructions and resources to make documents, presentations, and multimedia accessible. Mt. SAC also promotes accessible course materials within Canvas, ensuring students encounter equitable learning experiences in both online and face-to-face courses.

# Reporting and Remediation

To promote accountability, Mt. SAC maintains an Accessibility Noncompliance Reporting Form for faculty, staff, students, and the community. The IT team monitors reported issues and prioritizes timely resolution. If a noncompliant incident is reported, the issue is immediately escalated to the Mt. SAC Title IX office for investigation. Additionally, the Accessibility Team offers direct remediation services: faculty and staff can submit noncompliant documents to be corrected, typically receiving accessible versions within a week. The College also supports multimedia accessibility. Faculty and staff can request captioning services for instructional and promotional videos, ensuring equitable access to audiovisual materials.

# Transparency and Accountability

Mt. SAC's IT Department demonstrates transparency by publishing monthly accessibility statistics on its website, documenting progress toward compliance goals. This openness fosters trust and highlights the College's sustained efforts to improve accessibility for all users.

# Inclusive Procurement Practices

The College incorporates accessibility into its purchasing process by requiring that technology tools and platforms undergo an accessibility review. Faculty and departments are encouraged to check vendors' Accessibility Statements and Voluntary Product Accessibility Templates (VPATs) before adopting tools for student use. An Accessibility Checklist, a resource available on the Accessibility Impact website, can be used as a guide to help determine the best vendor to provide the most accessible tools that meet the College's business needs.

# Conclusion

Through continuous improvement, transparency, and collaboration, Mt. San Antonio College has built a robust accessibility framework that reflects its mission to provide equitable opportunities for all. This Accessibility Plan ensures that accessibility remains a living commitment—embedded in training, digital practices, procurement, and accountability—so that every member of the Mt. SAC community can thrive.