

1. Assessment Plan - Four Column



PIE - Student Services: ACCESS Unit

Where We Are: Analysis and Summary

2017-18

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Program Planning Dialog: The retirement of two key faculty this year in the same Center has created an opportunity to review assignments, need, and coverage of the Accessible Technology Center, our non-credit course offerings, and credit courses. It has also prompted a discussion on creating equivalencies for some of minimum qualifications for certain faculty positions which seem outdated particularly in technology. Desire to continue work in universal design of learning in particular.

External Conditions, Trends, or Impacts (Student Services): 1. Additional workload: a) Student Equity initiative--Transfer Goal to address; b) Community colleges open access policy and civil rights laws do not allow ACCESS to cap program or services; c) workforce need for a higher degree and/or vocational training.

2. Funding: At times, fluctuations in categorical funding make it difficult to plan and address needs. District funding is needed to meet mandates. The amount of district funding also fluctuates which affects district planning. The Chancellor's office is implementing a new ACCESS funding allocations model, which may significantly change ACCESS funding levels; uncertainties of SSSP and Student Equity.

3. Legislation/Certification: a) Statewide change integrating the planning, budgeting, and reporting for SSSP, Basic Skills Initiative, and Student Equity; b) Registry for Interpreters of the Deaf (RID) currently offers only one level of certification. Need to finish development of our own tool to assess interpreter skill level; c) evolving court and OCR cases are a challenge to anticipate and plan for; d) Course repeatability constraints negatively affect DSPS student progress and success by limiting options in DSPS curriculum (DSPS 30 and 33) and general curriculum. e) Adjusting to the Title 5 changes to DSPS Regulations. f) AB 705 requires assessment for course placement to include use of high school transcripts and grade point average. This has resulted in significant changes to students' placements into English and math courses (usually placing in higher levels).

4. Outreach: a) High School Outreach efforts include students with disabilities. b) Off campus referrals to ABI program fluctuate due to fluctuations in numbers of medical rehabilitation patients appropriate for our program and ready for discharge, and to changes in awareness of our program by changes in the medical rehabilitation staff. c) Popularity of certain units in ACCESS increase numbers of students from other colleges, d) OEI may have unforeseen impacts on ACCESS, e) Dual enrollment agreements with k-12 partners will have unforeseen impacts on ACCESS. f) Multiple Measures, AQ will have significant impact on ACCESS students and other students with disabilities, which are currently undetermined. g) Guided Pathways will have significant impact on ACCESS students, which are currently undetermined.

5. Technology: a) Limited availability of language-improving software for ABI; b) Software migrating to software as a service/cloud based rather than licensed software for ABI and Alternate Media; c) Resources for securing alternate media continues to improve. d) Students have increasing options, availability, interest and use of mobile applications. e) Publishers are providing improved accessible content, using standard navigation through e-Pubs and Bookshare. f) Chancellor's Office Initiative to improve accessibility of documents and websites. g) Chancellor's Office initiative to implement more universal design strategies.

6. Increased public awareness of mental health issues, concerns, needs and increases in support for students.

7. Personnel: Student Assistants are hired for office operations, in-class scribes, test proctoring, and events. They are limited to 19 hours maximum per week due to HR policy. Students have expressed having multiple jobs in addition to their employment with ACCESS and being enrolled in 12 units or more due to the limit it hours they are allowed to work on campus. Other departments on campus request accommodations from ACCESS for their activities or events such as tram or interpreters which adds to the working hours Student Assistants are limited to per weekly. These are additional assignments in addition to their workload.

Internal Conditions, Trends, or Impacts (Student Services): 1. Growth in ACCESS staffing has resulted in space needs, inappropriate work stations, ergonomic concerns. There are constraints in our ability to provide services in DHH, Accommodated Testing, ACCESS Counseling and Front Counter assistance by Classified Staff. Storage space is low.

2. Processes and Procedures: a) AP 5140 needs updating. b) New Sign Language Interpreter Assessment instrument is only completed for 3 of 5 interpreter levels. c) Changes as a result of new Title 5 Regulations especially in MIS. f) Transition to APEX (eFiles) requires changing of student file process and has made it difficult for front counter to capture services given to collect MIS data (i.e. Registration Assistance, Campus Map, Notetaking Services, etc).

3. Additional workload caused by: a) success of Puzzle Project for students on the Spectrum and increase in reports of autistic students needing extra support ; b) limited staffing in HR; c) changes in personnel due to retirements and hiring of new faculty and staff, reassignments, and procurement of additional spaces, such as The Center (for DHH), and the Student Success Building; d) maintaining paper records while transitioning to a paperless, electronic system "eFiles"; e) shift of responsibilities from HR and Fiscal Services to Administrative Specialist IV and operational staff; f) collaboration with Student Health to address mental health concerns of students; g) continual need for qualified student assistants in the ATC, in accommodated testing, front counters, classroom accommodation support; h) Increased student petitions for repeatability; i) Shared use of the ATC by ACCESS students, ACCESS veteran-students, and non-ACCESS veteran students. The ATC is open an extra 10 hours per week to accommodate the additional students. j) The Sonocent Grant required training of ATC staff and will bring additional workload on the ATC. k) Serving increasing needs by visually impaired students for Braille and tactile graphic in science and math courses. l) Additional workload for front counter as migration to paperless files occurred by front counter personnel uploading 100% of student verification and follow up of online applications. An increase in requests for in-class scribes and furniture as approved by ACCESS Faculty.

4. National shortage of qualified interpreters including at Mt. SAC. Continued growth of DHH Services, including a dedicated Center has increased demand for back office and front office clerical support. Services are provided 7 days/week from 6:30am-10:00pm with only one full time clerical person.

5. Two full-time faculty retirements at the end of 2016-17 with assignments in the ABI Program, credit specialized credit instruction, and non-credit specialized instruction in the ATC have resulted in the ABI Program being staffed with 100% adjunct faculty, decrease in written language strategy support instruction, and no full-time faculty assigned to the non-credit lab instruction in the ATC.

6. Promotion of Director of ACCESS to Dean over two large, major departments has resulted in less administrative support to ACCESS.

7. Technology: IT-APEX continued delays, Campus IT Security Policy affects ABI software functions, increase in social media and mobile devices some for class-related functions and accommodations.

8. Technology: As per Broadcast Services direction, Digital radios were purchased and received in 2014-15. Infrastructure to support use is not in place. Therefore, they are being used but not to their full capacity.

9. Facilities: a) DHH current temporary facilities are inadequate as there is no private space for the Director or DHH Counselors. This is negatively affecting our ability to provide appropriate services and support to students. b) Lack of a permanent location for DHH coupled with multiple moves to temporary locations negatively impacts our programming and efficiency. c) Delays and changes in plans for Testing Center have caused continued lack of designated and adequate accommodated testing space.

Impacts space for other SS departments and rooms in other buildings that ACCESS uses to accommodate mandated testing accommodations. Spaces used in comparison between Spring 2016 and Spring 2017 has grown by 48.3%. Assessment Questionnaire (AQ) has impacted space availability and support from Assessment Center which he highly depended on to provide accommodated testing. Updates from Facilities show a delay in construction of the Testing Center.? New projected completion date is late Summer /early Fall 2019. d) Two brand new classrooms and ATC Meeting Room in 9E are inadequate, and there are still other facilities needs in the ATC that have not been addressed.

10. Due to noise level in 9B Student Services hallway, ACCESS Front counter personnel are not able to hear callers on the telephone and students standing in front of them. Confidential information is easily overheard by bystanders.

11. Increased visibility, reputation, and involvement on campus results in requests to present, staff information tables, and participate in events. The requests often fall outside normal work hours resulting in shortage of available staffing, or use of comp time or overtime, and use of limited Student Assistant hours.

12. Increased inclusion of Universal Design (UDL) concepts in major college plans is decreasing the barriers to students and also increasing workload for some ACCESS faculty and staff, and identification of and expectations to carry out additional UDL projects.

13. Demand has increased for certain services such as student involvement in student life activities which result in extra-curricular accommodations such as tram, scribes, sign language interpreters and has increased the use of limited Student Assistant hours.

14. Inreach: Students continue to be reluctant to ask for assistance from ACCESS. The thought is that part of the problem is students are unaware of the department's name change. Formal approval was granted for the name change from Disabled Student Programs & Services to Accessibility Resources Centers for Students. Marketing and Publicity Committee is working towards promoting awareness of name change, inreach and outreach efforts. This creates an opportunity for continued awareness of the program and also increases urgency and workload by way of marketing and roll out of name.

15. Staffing: Student Assistants are hired for proctoring and in class scribes: Applicants are demonstrating to have completed or placed into lower English/Math levels resulting in needing to hire more qualified candidates with minimal availability to appropriately accommodate students. Student Assistants with higher Math/English levels completed transfer sooner requiring more interviewing/hiring/training of new student assistants. Similar issue with Honors student mentors in the Puzzle Project, and ATC lab Assistants.

16. Curricular changes have occurred in math and English in anticipation of increased student need for support courses due to the recent change in the course placement assessment process. Additionally, some courses at the basic skills level will not longer be offered in the future. It is unknown at this time about where possible gaps may exist with regards to support instruction and/or remedial instruction for students with educational limitations.

17. Scanning of paper files continues to be needed.

18. Administrative Specialist IV employed with ACCESS for over 18 years was on medical leave for several months within the fiscal year and received transfer to another division in Spring 2018. This caused need for substitutes at different times making it difficult to keep track of activities occurring in this department such as budget monitoring, conference and travel requests and not meeting specific deadlines on time. Classified employee was hired Out of Class to substitute for newly vacant position. Short term seasonal employees hired received substitute assignments to fill for full time employee absent from her position in Spring 2018 causing shortage of staff support in MIS, Testing and Scanning.

19. Increased submission of electronic testing materials by professors via ACCESS testing email has created an increased burden on the limited ACCESS testing staff to print and sometimes enlarge/format test materials prior to logging and administration.? This has created a need for additional/consistent support staff for ACCESS testing, especially at midterm and finals.

20. Full time counselor out of maternity leave has resulted in need to backfill with hourly counseling in order to satisfy student needs to meet with counselors, complete accommodation requests, and drop-ins.

Critical Decisions Made by Unit: 1. To comply with the direction to separate non-credit and credit faculty assignments in the Accessible Technology Center non-credit lab.
2. Faculty modified the non-counseling courses to change the current DSPS prefix to the course prefix ACCS and submitted the modified courses to the Educational Design Committee for review and approval.

3. Changed the time of year to offer the transfer-focused interactive workshop to the start of fall semester, immediately preceding the UC and CSU application filing period for transfer.

4. DHH will be discontinuing the Interpreter Internship Program for the immediate future. This is due to having too large a pool of new interpreters who are need of support in accelerating their skill development in order to provide improved interpreting services to DHH students. We will institute Peer Mediation in place of the Internship program.

5. Three full-time support staff members were utilized in addition to Testing Coordinator for Fall 2017 finals week.

6. Hire professional experts, substitutes, and short term hourly to address reported workload issues.

7. Developed ACCESS Marketing & Publicity Committee to address name change marketing needs. Will eventually shift focus to program/event marketing and website maintenance.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. COUN 20 was offered for students interested in being hired as peer mentors for the Puzzle Project. The counselor who serves as lead staff for the Puzzle Project taught COUN 20 in Fall 2017.

2. Alternate Media continues to expand STEM support as more ACCESS students are in various health-related majors such as Nursing and Radiology, higher level math courses, and science. Increasing needs by students who are blind or have low vision for Braille and tactile graphics in science and math courses.

3. Deaf students traditionally struggle to pass English classes where they are integrated into a regular classroom. DHH Collaborated with the English Department to create an all deaf English class cohort. 74% passed English 67, 86% passed English 68, and 76% passed English 1A. All classes were linked to a ACCESS support class. The same instructor and interpreters were working in all of the classes for consistency.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Curriculum modifications for COUN 12 and COUN 13 successfully completed the curriculum process. Modifications included change of prefix from DSPS to COUN to avoid identification of disability on college transcripts.

2. DHH provided 33,048 hours of interpreting/captioning services (+6%) to 102 students (-16%) despite a reduction in the pool from 73 to 65 interpreters/CART providers (-11%).

3. Development of a professionally-designed tactile and Braille map of Mt. SAC campus, which was utilized and praised by students.

4. ACCESS Testing Accommodations and Universal Design awareness across campus has helped faculty become more aware of the disability related needs for students regarding testing. Faculty has become more cooperative with ACCESS Testing Services and supportive of testing accommodations for students.

5. ACCESS proctored 4,904 classroom/placement tests (11% increase) by borrowing space across the campus including buildings 9B, 9C, 9E and the LAC.

6. ACCESS provided 245 days/week of in-class scribe services to 63 students enrolled in 119 CRNs; number of students who are accommodated with in-class scribe decreased by 3% resulting in a decrease of scribe assignments by 20%. Decrease is believed to be due to faculty review of accommodation requests in stricter forms; and offering other forms of accommodations such as assistive technology or note taking services.

7. ATC provided assistive technology and academic strategies instruction to 823 ACCESS and Veteran students in 17-18 (Summer 2017: 80, Fall 2017: 340, Winter 2018: 78, Spring 2018: 325). This is a 35.58% increase when compared to 607 students for 16-17. Of the 823 students served, 200 (24.3%) were veterans (Summer 2017: 20 veterans,

Fall 2017: 77 veterans, Winter 2017: 39 veterans, Spring 2018: 64 veterans). This is a 24.22% increase when compared to 161 veterans in 16-17. 15016.6 hours of service were provided (Summer 2017: 638.2 hours, Fall 2017: 6873 hours, Winter 2018: 810.2 hours, Spring 2018: 6695.2 hours).

8. ABI Program provided instruction to 103 students with an acquired brain injury for 17-18 (Summer 2017: 22 ABI students, Fall 2017: 30 ABI students, Winter 2018: 22 ABI students, Spring 2018: 29 ABI students). This is a 68.85% increase when compared to 61 students in 16-17. 2393.1 hours of service was provided (Summer 2017: 399 hours, Fall 2017: 756 hours, Winter 2018: 257 hours, Spring 2018: 981.1 hours). This workload was undertaken by adjunct faculty due to the retirement of full time faculty. Full time faculty member has been hired and is set to begin July 1.

9. ATC provided alternate media services to 271 students in 17-18 (Summer 2017: 24 students, Fall 2017: 118 students, Winter 2018: 42 students, Spring 2018: 87 students). This is a 23.18% increase when compared to 220 students in 16-17 (Summer 2016: 19 students, Fall 2016: 97 students, Winter 2017: 27 students, Spring 2017: 77 students).

10. Students accommodated with adaptive furniture remained the same from 2016-17 and 2017-18. However, furniture location placement decreased from 143 (16-17 FY) to 115 (17-18 FY); this is a 24% decrease which is believed to be due to the campus implementing adaptive furniture in advance for ACCESS students or universal design in its classrooms.

11. 5,441 "Classroom Accommodation Requests" were submitted (Summer 2017: 299, Fall 2017: 2,590; Winter 2018: 362; Spring 2018: 2,190). An overall increase of 8.5%. However, largest increase seen was in Winter 2018 with a total increase of 45% of accommodations requests compared to Winter 2017 - showing that we have more ACCESS students enrolling in short term semesters.

12. Tram provided mobility assistance to 150 students (increase of 16%), a total of 4,261 tram rides (increase of 12%); which does not include mobility assistance for events and courtesy rides to individuals not established with ACCESS Center.

13. ATC successfully provided alternate media accommodations to assist a blind student (who is not completely proficient in braille) access instructional materials for Japanese 1 and 2, and successfully complete the courses. The ATC worked on a technical solution to help the student navigate his coursework, instructional material, quizzes, and homework through audio and touch. Starting with the hiring of a student worker fluent in Japanese and a strong technical background, we were able to utilize ABBY OCR software to prepare the hardcopy Japanese text into a digital format; assigned English and Japanese text through a secondary program called Ghost Reader; and finally tagged and edited the entire document to be made accessible into a multi-language MP3 through built-in MAC OS language programs. Japanese characters were rendered to be made into tactile graphics, so the student can feel the raised lines and surfaces and obtain an understanding of the language through touch. Our transcription methods are now being used at other colleges as our team has been active in sharing this knowledge base with the alternate media and accessible technology community.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. The tenure-track full-time faculty position (Instructional Specialist--Math Emphasis) was board approved and began employment at the start of the 2017-18 academic year.

2. Tenure-track non-credit professor, speech/language pathologist position opened, screened, interviewed, and selected. Selection decision goes to the board of trustees for approval at the end of June 2017.

3. DHH Interpreter Assessment tool has been completed for Level 1,2, 3. Levels 4, 5 are being base-lined and are expected to be used beginning Fall, 2018.

4. We have moved with electronic file system and eliminated many paper forms.

5. Hired seasonal support to help with MIS, Scanning and Testing Services for finals week of each major term by creating a complicated schedule for rotation of assignments and space usage.

6. Hired an additional adjunct counselor, who had previously been assigned to the Veteran's Resource Center, resulting in a total of three adjunct counselors assigned to ACCESS.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. Held ACCESS Advisory Committee meeting at the end of May. In attendance were students, staff and faculty, university representatives who serve students with disabilities, and representatives from Pomona San Gabriel Regional Center.

2. ACCESS collaborated with Athletics, Facilities, Event Services and local community resource (SCIL) to coordinate the shird (Annual) Disability Athletics Faire, with an estimated 500 participants.

3. DHH Staff provided 3 workshops to the campus during Disability Awareness Month on ASL and Deaf culture.

4. DHH provided our 3rd Annual Thanksgiving Dinner and a Winter Holiday Dinner for deaf students.

5. Collaboration between Health Services, Athletics, and ACCESS brain injury specialists resulted in more rapid and coordinated services and follow-up for athletes who have had concussions.

6. ABI Program in collaboration with local medical rehabilitation centers co-sponsored the 2nd annual TBI Symposium [17-18] which had 150 attendees (66.67% increase from 90 attendees from the previous years TBI Symposium [16-17]). 3rd annual TBI Symposium [18-19] is scheduled for August 8, 2018 and will be held in a larger venue to accommodate a greater number of expected attendees.

7. ATC has launched new ATC and ABI web pages to make information about these programs available to students, faculty, staff, and external visitors of our website. In addition to designing the ABI web page, Heather Ponce has also designed a new ABI brochure with information on our ABI program. An ABI Program brochure was also shared with Governor Jerry Brown.

8. Governor Jerry Brown was given a tour of the Accessible Technology Center and given an overview of the great resources and services available.

9. President's office staff filmed interview with ATC Program Coordinator/faculty (Matt) and ATC student (Mario) for promotional purposes.

10. Boxing Writers Association of America (BWAA) awarded Mt. SAC ABI student BWAA Courage Award.

11. Disability Awareness Month (D.A.M.) Committee collaborate with ASL, Faculty, Associated Students, Student Life office and Mt. SAC Radio for the annual Disability Awareness Month series of events.

12. Planning for College held it's first event with multiple language presentations available to parents. The languages included English, Spanish and Mandarin. Collaborated with HSO for marketing of event and presenters, and other student services departments to participate in our information tables.

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| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> |
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| <p>Equal Access - Ensure students' equal access to instructional programs and services. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Goal Entered: 09/01/2016</p> | <p>Full Funding Requested - 1. Collaborate with Transfer Center and other Student Services and academic departments to increase student awareness and utilization of transfer-relevant services. 2. Continue to develop critical partnerships universities through our Advisory Council. 3. Continue to provide interactive workshops for students that focusing on transfer awareness and preparation. Describe Plans & Activities Supported: Faculty and staff to host the Advisory Council. Counseling faculty to coordinate with campus resource departments in planning</p> | <p>Reporting Year: 2017-18 % Completed: 50 1. A good number of students receive specialized educational counseling services through the ACCESS program. Students are counseled regarding transfer goals and are routinely referred to the Transfer Center and other campus services related to their individual transfer goals. A counselor in the ACCESS program services on the Transfer Advisory Committee to assist in ensuring students' access to the College's transfer services. 2.. The Advisory Committee met in June 2018 with university and community agency representatives. Sharing of ideas and a discussion of challenges and opportunities occurred. 3. Last spring semester the interactive workshop was poorly attended, with only 12 attending. The counseling faculty in ACCESS made the decision to offer the interactive workshop at the end of September of Fall 2018 semester, : While Interactive Workshops remains aligned with Unit and College Goals, it needs to have better attendance in order for it to impact students success. Ideas for improvement next year include again expand advertising, from advertising within the special programs to including campus-wide advertising and consider consulting with Counseling for possible extra credit within their classes. Student workers who manage the questionnaires need to be instructed to be more specific about form completion prior to providing food. Topics appear to be good, and may be</p> |
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| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> | |
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| | <p>and delivering the Interactive Workshops. Funding for food and supplies requested for both events.</p> <p>Lead: Faculty</p> <p>On-Going Funding Requested (if applicable): 1000</p> <p>Type of Request: Non-Instructional Supplies</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: An increase of 5% in students with disabilities who are determined to be eligible for transfer. Student data to be obtained from Research Office.</p> <p>Documentation Attached?: No</p> <p>Full Funding Requested - Professional Expert, Certified Deaf Interpreter at \$55/hour and/or Professional Expert, Deaf Interpreter at \$49/hour.</p> <p>Describe Plans & Activities</p> <p>Supported: DHH Staff will prioritize policies and procedures to be offered in sign language. Staff will work with Broadcast Services and a Certified Deaf Interpreter/Deaf Interpreter to convert 1-3 policies/procedures into sign language per year.</p> <p>Lead: Don Potter</p> <p>On-Going Funding Requested (if applicable): 5000</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: By self-reporting, DHH students will better understand and comply with the requirements in their contract for</p> | <p>immediately preceding the UC and CSU application dates. The workshop topics will be more transfer-specific focused. It is expected a much greater attendance rate will be achieved, and it provides an opportunity for students to get critical information about transfer timelines, application workshops offered in the Transfer Center in October and November, and Financial Aid application timelines. (06/11/2018)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>CDI has been identified and met with DHH staff to clarify project and meet with students to analyze variety of signing styles in order to meet their communication needs. CDI has completed rough draft of ASL version for the Contract for Interpreting/Captioning Services. Final version to be filmed by Broadcast services by 6/30/18. (05/29/2018)</p> | <p>potentially repeated next year due to low attendance this year. (06/28/2017)</p> |

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DHH services.
Documentation Attached?: No
 ATC will continue to provide students with federal/state mandated alternate media services to ensure equitable access to instruction. Funding needed to maintain alternate media software licenses, hardware, and hourly support staff who assist in production of alternate media.
Describe Plans & Activities Supported: ATC staff use software and hardware to produce and provide alternate media for students. Students utilize specialized software to access alternate media content.
Lead: Matthew Dawood
On-Going Funding Requested (if applicable): 40000
Type of Request: Staffing, Instructional Equipment
Planning Unit Priority: High
What would success look like and how would you measure it?:
 Alternate media software licenses continue to be maintained and upgraded, sufficient hourly staff support available to meet student demand.

Reporting Year: 2017-18
% Completed: 50
 ACCESS Program provided alternate media services to 271 students in 17-18 (Summer 2017: 24 students, Fall 2017: 118 students, Winter 2018: 42 students, Spring 2018: 87 students). This is a 23.18% increase when compared to 220 students in 16-17 (Summer 2016: 19 students, Fall 2016: 97 students, Winter 2017: 27 students, Spring 2017: 77 students).
 Data shows that student demand for alternate media services has increased while faculty support has significantly decreased with retirement of FT faculty member responsible for assistive technology and alternate media. Workload from retired FT faculty assignment has been assigned to adjunct faculty. (06/14/2018)

Assistive technology/alternate media/computer adaptive technology instruction needed to work with students to determine appropriate alternate media accommodations and teach assistive technology.
Describe Plans & Activities Supported: Non-credit and credit

Reporting Year: 2017-18
% Completed: 0
 Retirement of FT faculty member with alternate media and assistive technology assignment has resulted in less instruction and student support in these areas. The growth position of tenure track faculty request for fill was not granted this academic year. Need for full-time faculty position remains. (06/14/2018)

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

course instruction for students who are eligible for accessible technology accommodations.

Lead: Matt Dawood, Department Chair(s)

One-Time Funding Requested (if applicable): 150000

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and how would you measure it?:

Specialized instruction in assistive technology/alternate media/computer adaptive technology is offered in a manner that meets the needs of students.

Funding needed for faculty with expertise in assistive technology/computer adaptive technology.

Describe Plans & Activities

Supported: Faculty utilizing educational technologies and multimedia instructional content consult ATC adjunct faculty and staff regarding accessibility. Retirement of a full time faculty member who worked with distance learning and accessibility of instructional materials has created a gap that continues to grow. Variables contributing to the increase in this gap include the increasing number of online course offerings and the implementation of OEI at Mt. SAC and the technology tools for instruction that came with that. Distance Learning continues to grow and so is the demand for accessibility guidance.

Reporting Year: 2017-18

% Completed: 50

DLC processed 103 DL Amendment forms (50 new courses + 53 4-year review courses) in 17-18, a 368.12% increase from 22 in 16-17 (18 new courses + 4 4-year review courses). Full time assistive tech/UDL faculty position request submitted and ranked #20 out of 60. Only positions ranked #1-4 were moved forward. Void currently remains. (06/14/2018)

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Lead: Faculty

On-Going Funding Requested (if applicable): 150000

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and

how would you measure it?: Faculty assignment(s) in the area of accessible technology and UDL is hired. allow for consultation with faculty peers regarding accessibility of course materials to ensure students with disabilities have equitable access to instruction.

Full Funding Requested - Additional counseling faculty to address new placement process with students and lessen the current appointment wait time of 3 weeks.

Describe Plans & Activities

Supported: Counseling faculty member to take the lead on addressing student issues related to the new placement process and keeping other ACCESS faculty informed of updates and trainings.

Lead: ACCESS Faculty

On-Going Funding Requested (if applicable): 150000

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and

how would you measure it?: ACCESS students will be informed and be placed appropriately with necessary supports in place. Low number of ACCESS student complaints regarding AQ results, ACCESS student completion and success rates stay the same or increase, ACCESS counseling

| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> |
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faculty report understanding of placement process.

Full Funding Requested - Instructional faculty with expertise in reading and writing.

Describe Plans & Activities

Supported: Hire faculty to support ACCESS students in reading and writing to close the gap that will exist when students place into higher levels of English courses without appropriate preparation and with no LERN and ENGL 67 classes and few ENGL 68 classes as fall back options.

Lead: Faculty

On-Going Funding Requested (if applicable): 150000

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and how would you measure it?: ACCESS students will report having enough support options available for reading and writing improvement.

Documentation Attached?: No

Full Funding Requested - Promote universal design for learning (UDL) in the classroom.

Describe Plans & Activities

Supported: Hiring a Faculty Member with expertise in UDL in the classroom and technology will assist us to continue promoting UDL and accessible technology throughout campus. This is now a Chancellor's Office Directive.

Lead: Tim Engle, Grace Hanson

On-Going Funding Requested (if applicable): 150000

Reporting Year: 2017-18

% Completed: 0

Request for UDL faculty was not prioritized high enough to be funded. It came in at #20 in faculty prioritization process. (06/29/2018)

Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: Faculty member focusing on universal design is hired.
Documentation Attached?: Yes
No Funding Requested - Staff and equipment/technology to allow the college to ensure closed/open captioning of all multimedia used in relation to classes and events connected to the campus. This may include a full time staff person and dedicated server or a cloud-based repository which could be accessed by faculty and staff. These resources would be part of Technical Services.
Describe Plans & Activities
Supported: A work flow map to be developed by the Captioning Task Force (inter-departmental) which details how faculty/staff would receive support for having their multimedia materials captioned. This would include copyright permission, time lines, and how the materials would be accessed by faculty/staff once the captioning has been added. This would bring the campus into compliance with multiple State and Federal Laws and avoid unnecessary complaints being filed with the Office of Civil Rights.
Lead: Grace Hanson/Don Potter
Type of Request: Facilities , Staffing, Non-Instructional Equipment, IT Support
Planning Unit Priority: High
What would success look like and

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

how would you measure it?:

Faculty/Staff would have a clear process to have all educational multimedia materials captioned in compliance with the law. Universal access would be in place for students/staff/visitors to have full access to these materials. There would be a decrease in complaints regarding the showing of non-captioned materials on campus.

Full Funding Requested - Funds for increased cost of services provided for Deaf/Hard of Hearing students

Describe Plans & Activities

Supported: The DHH student population continues to grow as does student involvement in campus activities. Rate driven increases for interpreters/CART providers was Board approved in late June, 2017. This has/will drive the costs for accommodations up beyond what was predicted for the 2017-2018 fiscal year and potentially for future fiscal years. There has been no increase in the District allocation in the last 8 years.

These funds will ensure that full access to all aspects of education for DHH students is maintained.

Lead: Don Potter/Grace Hanson

On-Going Funding Requested (if applicable): 250000

Type of Request: Staffing

Planning Unit Priority: High

What would success look like and

how would you measure it?: DHH budget would be balanced

Documentation Attached?: No

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| <p>Instruction and Support - Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Goal Entered: 09/01/2016</p> | <p>In Progress - Continue to provide a structured program for students on the Autism Spectrum that will offer social interaction and executive functioning skills improvement.</p> <p>Describe Plans & Activities Supported: Funding for Peer Mentors for students in the program, hourly clerical and budgetary support.</p> <p>Lead: Elizabeth Hernandez</p> <p>On-Going Funding Requested (if applicable): 43000</p> <p>Type of Request: Staffing, Instructional Supplies, Non-Instructional Supplies, Professional Development</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: 75% of Puzzle Project students will pass at least 1 credit course during regular semesters (fall and spring).</p> <p>Documentation Attached?: No</p> | <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>Fall Semester 2017: Thirteen students participated in fall semester 2017 with 12 students enrolled in academic classes. Nine of the 12 students passed one or more academic classes, for a total of 75%. Three students did not pass one academic class, 23%. One student was enrolled in a physical education class only (non-academic class) and passed, but will not be included from the results above, 0.7%.</p> <p>All students participating in fall 2017 established one individual academic goal and one individual social goal. Eight students successfully completed their academic goals (85%). Five students did not complete their academic goals (38%). Nine students passed their social goal (69%). (06/11/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 50</p> <p>In spring 2017, thirteen students participated in Puzzle Project. The participants attended Friday workshops throughout the semester and received one-on-one assistance from their peer mentors. Ten of the students passed at least 1 credit class, a total of 77% (0.7692). One student achieved a 3.89 GPA, and received President's List recognition. (08/30/2017)</p> |
| | | <p>: While the goal of 75% of students in the Puzzle Project will pass at least one credit course was met, the results indicate that additional, academic support is needed to help the students reach their potential. Academic and vocational counseling will be emphasized at a greater extent. The DSPS Counselor will introduce academic and disability related topics (major selection, monitoring grades, probation, GPA, DSPS accommodations, etc.) earlier and will assign a progress report for all students to complete by week 9 of the semester. Students who are placed on academic probation will meet with the DSPS Counselor before the semester to identify appropriate class selections and</p> |

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strategies that will help increase GPA. All students will be required to meet with a DSPS Counselor to create an educational plan and formulate a plan that includes certificate, degree completion, or university transfer. Peer Mentors will introduce and take the students to visit tutoring centers on campus (MARC, LAC, Writing Center) in addition to the Accessible Technology Center. A combination of early alert and timely academic counseling should help students reach their goals. (08/30/2017)

ABI Program will continue to provide instruction for students with acquired brain injuries. Funding is required to maintain and upgrade ABI software and hardware.

Describe Plans & Activities Supported: ABI faculty utilize various cognitive retraining software applications as well as web-based applications to provide cognitive retraining instruction.

Lead: Matthew Dawood, Speech/Language Pathologist/Professor- Noncredit

Type of Request: Instructional Equipment

Planning Unit Priority: High

What would success look like and how would you measure it?: Software licenses will be maintained and students will continue to receive high quality instruction.

Reporting Year: 2017-18
% Completed: 50

Instruction was provided to 103 students with an acquired brain injury for 17-18 (Summer 2017: 22 ABI students, Fall 2017: 30 ABI students, Winter 2018: 22 ABI students, Spring 2018: 29 ABI students). This is a 68.85% increase when compared to 61 students in 16-17. 2393.1 hours of service was provided (Summer 2017: 399 hours, Fall 2017: 756 hours, Winter 2018: 257 hours, Spring 2018: 981.1 hours). This workload was undertaken by adjunct faculty due to the retirement of full time faculty. Full time faculty member has been hired and is set to begin July 1.

(06/14/2018)

ATC will continue to provide assistive **Reporting Year:** 2017-18

| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> |
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| | <p>technology and academic strategies instruction to students with disabilities and veterans. Ongoing funds needed for hourly staffing and to maintain/upgrade software licenses and hardware.</p> <p>Describe Plans & Activities Supported: Noncredit lab instruction to provide academic support for students as they pursue their educational goals. Lead: Matthew Dawood, Department Chair(s) On-Going Funding Requested (if applicable): 120000 Type of Request: Staffing, Instructional Equipment, Instructional Supplies Planning Unit Priority: High What would success look like and how would you measure it?: ATC is properly staffed and software/hardware continue to be maintained and upgraded to provide students high quality instruction.</p> <p>No Funding Requested - Staff Time Describe Plans & Activities Supported: DHH will collaborate with the History department to offer all deaf History 7 and 8 in Spring/Fall 2019. We will also work with the Natural Sciences department to offer an all deaf class for Natural Disasters in 2019-2020. Lead: Julie Bradley, Department Chair/DHH Counselor Type of Request: Staffing Planning Unit Priority: High What would success look like and how would you measure it?:</p> | <p>% Completed: 50 Instruction in the Accessibility Technology Center was provided to 823 ACCESS and Veteran students in 17-18 (Summer 2017: 80, Fall 2017: 340, Winter 2018: 78, Spring 2018: 325). This is a 35.58% increase when compared to 607 students for 16-17. Of the 823 students served, 200 (24.3%) were veterans (Summer 2017: 20 veterans, Fall 2017: 77 veterans, Winter 2017: 39 veterans, Spring 2018: 64 veterans). This is a 24.22% increase when compared to 161 veterans in 16-17. 15016.6 hours of service were provided (Summer 2017: 638.2 hours, Fall 2017: 6873 hours, Winter 2018: 810.2 hours, Spring 2018: 6695.2 hours). (06/14/2018)</p> |

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Students will be able to pass History and Sciences classes in order to be able to transfer to universities.

Documentation Attached?: No

Full Funding Requested - Part time Instructional Specialist with proficiency in American Sign Language

Describe Plans & Activities

Supported: Instructional Specialist would provide specialized academic support to ACCESS/DHH students to increase their ability to be successful in their classes.

Lead: Julie Bradley, Department Chair/DHH Counselor

On-Going Funding Requested (if applicable): 40000

Type of Request: Staffing

Planning Unit Priority: Medium

What would success look like and how would you measure it?:

Students would have academic support through direct communication in their first language with consideration of language deprivation experiences as well as Deaf culture.

Documentation Attached?: No

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| <p>Promote Acceptance - Promote campus-wide acceptance and understanding of students with disabilities and reduce systemic barriers.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Goal Entered: 09/01/2016</p> | <p>No Funding Requested - ACCESS Center will have it's own logo and branding.</p> <p>Describe Plans & Activities</p> <p>Supported: Faculty and Staff for an Access Center Marketing and Publicity Committee. Marketing Department's help. Logo and branding will be on Mt. SAC website, ACCESS website, brochures, flyers</p> | <p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>Transitional logo created with new department name. Drafts of permanent icon created. Marketing and Publicity Committee has had discussion of icon to be used for permanent logo. Survey is being created post-name change for feedback of impacts of the name change for our students, faculty and staff. (06/13/2018)</p> |
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and handbook. Creating survey for ACCESS students to provide feedback on name change.
Lead: Grace Hanson
Type of Request: Marketing, Non-Instructional Supplies
Planning Unit Priority: High
What would success look like and how would you measure it?: Survey is being created for students to see thoughts of name change. Logo and branding is meant to reflect our name change positively.
Documentation Attached?: No
Full Funding Requested - ACCESS Center will have promotional materials for name change.
Describe Plans & Activities Supported: Faculty and Staff for an Access Center Marketing and Publicity Committee. Funding for promotional brochures, student give-away items during information tables, workshops and events, and revision of handbook. Promotional items for promotional campaign for awareness and inreach purposes.
Lead: Grace Hanson
On-Going Funding Requested (if applicable): 5000
Type of Request: Non-Instructional Supplies
Planning Unit Priority: High
What would success look like and how would you measure it?: Attendance rates and enrollment rate into ACCESS program.
Documentation Attached?: No
Partial Funding Requested - ACCESS Center will launch promotional
Reporting Year: 2017-18
% Completed: 50

| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> |
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| | <p>campaign for awareness and inreach purposes</p> <p>Describe Plans & Activities</p> <p>Supported: Faculty and Staff for an Access Center Marketing and Publicity Committee. Plan events or activities for inreach. Promotional items for giveaways. Food to attract attendees at events.</p> <p>Lead: Grace Hanson</p> <p>One-Time Funding Requested (if applicable): 2000</p> <p>Type of Request: Non-Instructional Supplies</p> <p>Planning Unit Priority: Low</p> <p>What would success look like and how would you measure it?: Attendance rates</p> <p>Documentation Attached?: No</p> <p>No Funding Requested - ACCESS will revise handbook</p> <p>Describe Plans & Activities</p> <p>Supported: Marketing and Publicity Committee (MPC) is revising existing handbook to update department name, include current information, make shorter in pages, and have digitally on ACCESS website.</p> <p>Lead: Grace Hanson</p> <p>Type of Request: Non-Instructional Supplies</p> <p>Planning Unit Priority: Low</p> <p>What would success look like and how would you measure it?: Handbook will be complete and published on ACCESS website.</p> <p>Documentation Attached?: No</p> <p>No Funding Requested - Develop new ACCESS Center shared vision statement</p> | <p>Marketing supplies such as new banners, pop-up stands, and table cloth for event tables were ordered with new name to replace supplies with "DSPS" name. Department signage was replaced with new name. Signage in test drop boxes were updated with new name. Department email and testing address was changed to new name (access@mtsac.edu, accesstesting@mtsac.edu). Approximately one-year worth of promotional giveaways were purchased with one time funds. (06/13/2018)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 75</p> <p>ACCESS faculty members made announcements in many venues (e.g. committee meetings) regarding the name change. The response from faculty members in general has been overwhelming positive. (06/11/2018)</p> |

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Describe Plans & Activities
Supported: Access Center Marketing and Publicity Committee (MPC) to create vision statement will help of all ACCESS faculty and staff.
Lead: Grace Hanson
Planning Unit Priority: Low
What would success look like and how would you measure it?: New vision statement created and published
Documentation Attached?: No
No Funding Requested - ATC will continue to promote ACCESS and raise awareness of available programs and services.

Describe Plans & Activities
Supported: ATC will launch new ATC and ABI web pages to make information about these programs available to students, faculty, staff, and external visitors of our website. In addition to designing the ABI web page, Heather Ponce will also design a new ABI brochure with information on our ABI program.
Lead: Matthew Dawood, Heather Ponce
Planning Unit Priority: Medium
What would success look like and how would you measure it?:
 Students, faculty, and staff are aware of our programs and services. Students utilize the available resources and make progress with their academics.

Reporting Year: 2017-18
% Completed: 100
 ATC and ABI websites have been launched and will continue to be updated. ABI brochure is being distributed and serves as a valuable resource for students and external agencies (local medical rehabilitation centers and community services) that refer students to Mt. SAC. An ABI Program brochure was also shared with Governor Jerry Brown. Governor Jerry Brown was given a tour of the Accessible Technology Center and given an overview of the great resources and services available. President's office staff filmed interview with ATC Program Coordinator/faculty (Matt) and ATC student (Mario) for promotional purposes. Mt. SAC ABI student was given a BWAA (Boxing Writers Association of America) Courage Award. (06/14/2018)

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| Currency of Employees - DSPS employees will keep current in technology, laws, regulations, and | Report directly on Goal | Reporting Year: 2017-18 % Completed: 100 Access moved the Annual Planning Day meeting from June |
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| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> |
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| <p>best practices in teaching and counseling related to students with disabilities by participating in professional development and intra-departmental training.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Goal Entered: 09/01/2016</p> | <p>Report directly on Goal</p> | <p>to February in order to allow faculty and staff to learn necessary information and to engage in planning efforts during the academic year instead of at the close of the academic year.</p> <p>Faculty and staff attended the Annual Association on Higher Education and Disability National Conference (AHEAD) in July 2017.</p> <p>Faculty and staff attended the California Association on Post-Secondary Education and Disability Conference (CAPED) in October 2017.</p> <p>Individual faculty members and staff attended conferences and workshops specific to their specific job assignment. Conference content included technology, mental health issues, behavior intervention team best practices, deaf-hard of hearing content, state-wide educational issue and initiatives, etc.</p> <p>Full-time counseling faculty attended the MBTI and Strong Interest Inventory 2-day training hosted on campus by the Student Services Division. (03/22/2018)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100</p> <p>The ATC staff provided a presentation at the annual Access planning day that informed all faculty and staff about the assistance available for students in the ATC, different alt media programs, and ATC operations. (03/22/2018)</p> |
| | <p>In Progress - All staff will attend departmental meetings and trainings, and be up to date in the field. Relevant information learned at professional development opportunities is shared with each other.</p> <p>1. DHH staff is collaborating with Library staff to develop a cataloging system and convert older materials to digital format. This project is</p> | <p>Reporting Year: 2017-18 % Completed: 0</p> <p>1. DHH is discontinuing the library goal at this time due to lack of space/staff/temporary space limitations.</p> <p>3. Access Mid-Year Planning Day and Planning Day continue to be valued by staff and will be held annually.</p> <p>A permanent on-going funding source is still being sought. (05/29/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 25</p> <p>: Results from Planning Day 2016 indicate we need to continue the</p> |

| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> | |
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| | <p>currently on hold due to lack of space.</p> <p>2. Explore how Accessible Technology Center staff can keep current with types, uses, and issues with mobile technology.</p> <p>3. Continue and evaluate annual DSPS Mid Year Planning and Planning Day.</p> <p>4. Cross training of ATC lab assistants with alternate media technology. Focus on fostering talents and skills of lab assistants and use them!</p> <p>5. ATC staff to provide general training/refreshers on assistive/alternate media and technology. Provide on call or one-on-one scheduled trainings depending on capacity. Be cognizant of changing and current technologies by researching/keeping up-to-date with webinars and vendor updates. Work on an orientation for new ATC and Alt Media students. Find open source videos already available to share/provide.</p> <p>Describe Plans & Activities</p> <p>Supported: Funding for Planning Day venue, supplies, and food. Access Center restricted funding does not allow funding this activity. Faculty and staff to conduct the training.</p> <p>Lead: Don Potter, Grace Hanson, Matt Dawood, Tim Engle</p> <p>On-Going Funding Requested (if applicable): 7000</p> <p>Type of Request: Professional Development</p> <p>Planning Unit Priority: High</p> <p>What would success look like and</p> | <p>1. On hold due to lack of space.</p> <p>2. Two ATC full-time staff attended workshops through the HTCTU on mobile IOS and Andoid applications .</p> <p>3. Mid year Planning Day had mixed reviews. Planning Day continues to be a valued activity by faculty and staff who attend. Results from Planning Day 2016 indicate we need to continue the activity and it is more effective off campus. Further, participant survey results indicate the most effective and liked agenda item of Planning Day is the Focus Group activities. Wellness activities are also popular.</p> <p>4. ATC student lab assistants are now cross-trained upon hiring on accessible technology, alternate media, and strategies for assisting students. ATC student lab assistants provide information on their skills and academic topics they feel comfortable assisting students with. This is posted in the ATC for students.</p> <p>5. Matthew Dawood presented at a Faculty Meeting about the current available alternate media technology. Jill Wilkerson expanded on this in the Faculty Focus group of DSPS Planning Day, also focusing on how referrals should be handled after her retirement. Alternate Media staff continue to attend trainings, this year two staff attended Mobile Applications for IOS and Android. ATC Orientation presentation has been prepared and has been shared with a few students. It will need frequent updating due to frequent technology changes. The presentation is also being converted into PDF to allow flexibility of access. (06/29/2017)</p> | <p>activity and it is more effective off campus. Further, we will continue the Focus Group and Wellness activities. Mid year Planning will occur as a precursor to Planning Day and will be scheduled based on need. (08/18/2017)</p> |

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- how would you measure it?:**
1. DHH Resource Library is expanded with digital videos. DHH Resource Library collection is cataloged and cross referenced. On hold due to lack of space.
 2. Accessible Technology Center staff are current in mobile technology applications.
 3. Faculty and staff report that Planning Day is a worthwhile activity to continue and is fully funded.
 4. Student assistants are cross trained. Student assistants' talents and skills are documented and used.
 5. DSPS employees are up-to-date in technology applications used in DSPS.

Documentation Attached?: No
Full Funding Requested - Funding for faculty and staff for travel conference National Convention Association for Higher Education and Disability

Describe Plans & Activities
Supported: Mt. SAC typically sends classified and faculty to the national association's AHEAD convention every year. The college is an institutional member of the Association. This year, ACCESS funds cannot support reimbursing travel costs. Attendance at this convention is necessary for the ACCESS employees to remain current in their areas of expertise. Flight and hotel costs will be incurred.

Lead: Grace Hanson
One-Time Funding Requested (if applicable): 10000
Type of Request: Professional

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| | Development Planning Unit Priority: Low Documentation Attached?: No | |
| Efficiency and Effectiveness - Maximize efficiency and effectiveness in providing support services, instruction, and maintaining records. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Goal Entered: 09/01/2016 | No Funding Requested - Use Gridcheck V 3. until it can be replaced with an in-house APEX system Describe Plans & Activities Supported: More time devoted to the development of an interpreter scheduling system within APEX. Lead: Don Potter Planning Unit Priority: Medium What would success look like and how would you measure it?: An APEX system is developed as a Gridcheck replacement. Documentation Attached?: No | Reporting Year: 2017-18 % Completed: 0 On hold until APEX is fully operational for use by Access staff (05/29/2018) |
| | Full Funding Requested - Provide DHH with adequate ongoing permanent space for the DHH Center. Describe Plans & Activities Supported: New facility Lead: Don Potter, Grace Hanson One-Time Funding Requested (if applicable): 2000000 Planning Unit Priority: High What would success look like and how would you measure it?: Permanent location is secured and plans begin on it's design. Documentation Attached?: No | Reporting Year: 2017-18 % Completed: 25 DHH has been scheduled to relocate to a 3rd temporary space in August, 2018. It is estimated that this location will serve as the DHH Center for the next 3-5 years. A permanent space is still to be identified. (03/22/2018) <hr/> Reporting Year: 2016-17 % Completed: 50 The DHH Center was relocated to a new temporary space in 12/2016. It is expected that they will be relocated to another temporary space at the end of this year. There is currently no permanent home designated for the Center. This is having a negative effect on our ability to provide appropriate services and proceed with future programming. (07/26/2017) |
| | No Funding Requested - Staff Time Describe Plans & Activities Supported: Filming of faculty, staff, and students is completed for all 5 level of tests. Interpreter | Reporting Year: 2017-18 % Completed: 75 Assessment is valid and being used for Interpreter Levels 1-3; Levels 4-5 will be further developed during summer, 2018 and then used beginning fall, 2018 (05/29/2018) |

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| | <p>Assessment tool has been implemented for Levels 1-3. Baseline is being determined for Levels 4-5 and expected to be implemented in Fall, 2018.</p> <p>Lead: Don Potter</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: Students will have access in their native language to departmental policies and procedures, including an understanding of the student responsibilities.</p> <p>Documentation Attached?: No</p> | <p>Reporting Year: 2016-17</p> <p>% Completed: 75</p> <p>Levels 1-3 are complete and being used to assess interpreters. Levels 4-5 are still in progress (07/26/2017)</p> |
| | <p>Full Funding Requested - Full Time Student Services Specialist II</p> <p>Describe Plans & Activities</p> <p>Supported: Submit RTF for DHH SSPS II for 2018-2019 Fiscal Year</p> <p>Lead: Don Potter</p> <p>On-Going Funding Requested (if applicable): 81006</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: DHH will have two Program Specialist II positions to meet the needs of our students during office hours from 7:00am-7:00pm, Monday - Friday. This would allow us to also coordinate interpreting/captioning services for the rest of the campus including non-student/non-class related needs. One position to be funded from the District in order to meet non-classroom related needs.</p> <p>Documentation Attached?: Yes</p> | <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>Reorganization for DHH Services is completed and will be presented to Dean for approval. Then submitted to VPSS to bring forward if approved. Will seek 2nd full time SSPS II position as originally approved in 2016. (05/29/2018)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>Unsuccessful in receiving approval for reclassifying to Coordinator position and hiring second full time position. Will propose reorganization of DHH services to include an increase in clerical staffing level in order to meet programming needs for students. Will advocate for higher priority for this goal. (03/22/2018)</p> |

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Related Documents:

[SSPS II EZ Salary Projection.xlsx](#)

[Coordination of DHH Services for the Mt.docx](#)

In Progress - Reduce the number of human hours it takes to process paper accommodation letters and to professors other paper processes.

Describe Plans & Activities

Supported: More IT time

Lead: Grace Hanson

Planning Unit Priority: High

What would success look like and how would you measure it?: eFile Case Management system is fully implemented.

Documentation Attached?: No

In Progress - Automate processes to capture and report more accurate MIS data.

Describe Plans & Activities

Supported: More IT time.

Lead: Grace Hanson

Planning Unit Priority: High

What would success look like and how would you measure it?: Access Center MIS process is streamlined and staff time is freed for other responsibilities.

Documentation Attached?: No

In Progress - Improve testing services for students and plan for continued growth of service.

Describe Plans & Activities

Supported: Facilities, and funding for staffing, furniture, fixtures and equipment.

Lead: Grace Hanson, Gabrielle Garcia Untz

On-Going Funding Requested (if

Reporting Year: 2017-18

% Completed: 25

While the transition from paper accommodation notices to electronic accommodation notices is still in progress, the counselors began utilizing designated "accommodation days" to process large amounts of accommodation authorizations at one time. The intent of these designated days is to enhance "throughput" of accommodations and as a result should increase efficiency. (06/11/2018)

Reporting Year: 2016-17

% Completed: 25

A construction project manager has been assigned and an architect hired for the proposed Testing Center. Preliminary plans are under way. However, identified funding isn't sufficient to cover furniture, fixtures, equipment, and technology. (08/18/2017)

Related Documents:

[Test Counts.xlsx](#)

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applicable): 200000
Planning Unit Priority: High
What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Students would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Documentation Attached?: No

Related Documents:

[Test Counts.xlsx](#)

[Testing Accommodations Charts.docx](#)

Completed - Alternate Media will work with campus bookstore to obtain new textbook editions list, research and pre-order new editions on ATN.

Lead: Matthew Dawood

Planning Unit Priority: Medium

What would success look like and how would you measure it?: More lead time for Alternate Media Specialists to convert print material into alternate formats.

Documentation Attached?: No

In Progress - Migration to eFiles will change current employee's job duties. Redistribute clerical job functions to create an even workload for all.

Describe Plans & Activities

Supported: Assistance from HR as needed to make formal changes to job descriptions, functions.

Lead: Grace Hanson

Type of Request: Human Resources

[Testing Accommodations Charts.docx](#)

Reporting Year: 2016-17

% Completed: 100

Completed. The Alternate Media staff have a consistent and reliable communication system with the campus bookstore, enabling them to pre-order many of the frequently-requested texts for early conversion. (08/18/2017)

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Planning Unit Priority: Medium
What would success look like and how would you measure it?: Clerical workload is evenly distributed among the DSPS Clerical Staff.

Documentation Attached?: No

In Progress - Hire two tenure track faculty to replace the two faculty retirements in the Accessible Technology Center.

Describe Plans & Activities

Supported: Funding for two faculty members.

Lead: Grace Hanson

On-Going Funding Requested (if applicable): 200000

Type of Request: Human Resources

Planning Unit Priority: High

What would success look like and how would you measure it?: Two tenure track faculty are hired to replace the two faculty retirements in the ATC.

Documentation Attached?: No

On Hold/Discontinued - Obtain approval and hire Director of Accessible Technology.

Describe Plans & Activities

Supported: funding and approval

Lead: Grace Hanson

On-Going Funding Requested (if applicable): 160000

Planning Unit Priority: Low

Documentation Attached?: No

Full Funding Requested - Seasonal staff support

Describe Plans & Activities

Supported: Hire seasonal employee

Reporting Year: 2016-17

% Completed: 50

One Full Time faculty members was hired and started July 2017. This new faculty member will address the needs of students in mathematics and technology.

A second Full Time faculty member was identified and offered employment pending board approval. This faculty member is a speech pathologist who will provide direct service to students in the Acquired Brain Injury Program (ABI), students with Autism receiving enhanced support (Puzzle Project), and students receiving academic support in the Accessible Technology Center (ATC). The expected start date for this faculty member is July 2018. (08/21/2017)

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Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

not to exceed 980 hours/185 days to support scanning of all student files into OnBase and complete our migration of paper files to sole use of electronic data system (APEX).

Lead: Grace Hanson, Gabby Garcia-Untz, Diana Diaz

One-Time Funding Requested (if applicable): 20000

Type of Request: Staffing

Planning Unit Priority: Medium

What would success look like and how would you measure it?: All

student paper files in ACCESS will be electronically scanned into OnBase and accessible through APEX.

Documentation Attached?: No

Full Funding Requested - Sound barrier for front desk

Describe Plans & Activities

Supported: Add a sound barrier between front desk and hallway to prevent confidential information of students or operations to be heard outside of the department. This will also prevent sound from hallway to be heard by front desk staff which affects ability to hear students, faculty and staff in person or over the phone. Other faculty and staff have noticed and expressed that information is heard outside of the office into the hallway.

Lead: Grace Hanson, Gabby Garcia-Untz, Diana Diaz

One-Time Funding Requested (if applicable): 5000

Type of Request: Facilities , Non-Instructional Equipment, Non-Instructional Supplies

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Planning Unit Priority: Low
What would success look like and how would you measure it?: Sound barrier will be added to main office

Documentation Attached?: No
No Funding Requested - ATC looks to continuously improve its efficiency of data tracking, APEX options continue to be explored.

Describe Plans & Activities
Supported: ATC staff will continue to work with Brian to better track alternate media contacts in APEX.

Lead: Matthew Dawood

Type of Request: IT Support

Planning Unit Priority: Medium

What would success look like and how would you measure it?: Alternate media data tracking is streamlined, efficient, and reports can be efficiently generated in apex.

Full Funding Requested - ATC is continuously improving in its efficiency and effectiveness in providing alternate media to students. Ongoing funding is needed to support the technology needs to maintain high quality service.

Describe Plans & Activities
Supported: As technology improves and methods of accessing digital media evolve, ATC will transition from transferring content from device to device to delivering alternate media content electronically and hosting accessible instructional content on the cloud.

Lead: Matthew Dawood

Type of Request: Instructional

Reporting Year: 2017-18

% Completed: 25

Continue to utilize various forms of record keeping (i.e. log, MS project) until APEX can be relied upon for efficient and accurate reporting. (06/15/2018)

Reporting Year: 2017-18

% Completed: 100

Migration to cloud based alternate media delivery platform has proven to be beneficial for students because they are able to access their alternate media content anytime, anywhere, and from any device with internet access. Cloud based platform also provides better analytics regarding usage. (06/15/2018)

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Equipment

Planning Unit Priority: High
What would success look like and how would you measure it?:

Technology continues to be maintained and upgraded.

No Funding Requested - IT support and time to build APEX to include the ability to receive and process student classroom accommodation requests.

Describe Plans & Activities

Supported: Continue to build APEX to include the ability to receive and process student classroom accommodation requests to reduce or eliminate the current process.

Lead: Grace Hanson, Gabby Garcia Untz, Diana Diaz

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Type of Request: IT Support

Planning Unit Priority: High
What would success look like and how would you measure it?: Reduce the number of human hours it takes to process paper accommodation letters and send to professors. APEX will process accommodations

Documentation Attached?: Yes

Related Documents:

[PROCESS FOR ACCOMM_2017-18.pdf](#)

No Funding Requested - Automate processes to capture and report more accurate MIS data; identifying service contacts electronically and bridging database platforms.

Describe Plans & Activities

Supported: More IT time to continue building APEX to this functionality

Lead: Grace Hanson

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Type of Request: IT Support

Planning Unit Priority: High

What would success look like and how would you measure it?: ACCESS will increase efficiency in its services and service delivery. MIS process is streamlined and staff time is freed for other responsibilities.

Documentation Attached?: No

Related Documents:

[Scribe and Furniture Stats_Summer 2014 to Spring 2018_PIE.xlsx](#)

No Funding Requested - More IT time to continue building APEX to this functionality

Describe Plans & Activities

Supported: Automate processes to capture and report more accurate MIS data; identifying service contacts electronically and bridging database platforms.

Lead: Grace Hanson

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Type of Request: IT Support

Planning Unit Priority: High

What would success look like and how would you measure it?: MIS process is streamlined and staff time is freed for other responsibilities.

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Documentation Attached?: No

Full Funding Requested -

Maintenance renewal for new copier to be purchased for DHH Center

Describe Plans & Activities

Supported: Current copier in DHH Center is too old and parts are becoming obsolete. Fiscal services is requiring us to purchase a new copier because maintenance will be discontinued by the vendor. Copier will be purchased with approved SSSP funds, but ongoing maintenance is needed.

Lead: Grace Hanson

One-Time Funding Requested (if applicable): 750

Type of Request: Non-Instructional Equipment

Planning Unit Priority: Low

What would success look like and how would you measure it?: Ongoing maintenance of new copier for DHH Center

Documentation Attached?: Yes

Related Documents:

[Copier Maintenance Renewal Quote.pdf](#)

Full Funding Requested - Computer equipment, parts, and installation for two counselors needing technology when they meet with students and are accessing electronic files, records, and information.

Describe Plans & Activities

Supported: Complete requisition for computer equipment, parts, and installation for two counselors in ACCESS main. Larger monitor in

| <i>Unit Goals</i> | <i>Resources Needed</i> | <i>Where We Make an Impact: Closing the Loop on Goals and Plans</i> |
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counselor office for student/counselor interaction will be used to sign and complete documents needed for electronic files and other student related uses.
Lead: Grace Hanson
One-Time Funding Requested (if applicable): 3500
Type of Request: Non-Instructional Equipment, Non-Instructional Supplies
Planning Unit Priority: Low
What would success look like and how would you measure it?: Large monitor installed and operational in two counselor offices.
Documentation Attached?: No

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|--|---|---|
| <p>Promote Technology - Promote the campus use of the latest technologies to provide equal access to college information, resources, and instruction. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Goal Entered: 09/01/2016</p> | <p>Report directly on Goal</p> | <p>Reporting Year: 2017-18 % Completed: 50 Successful in incorporating accessibility tool (Sitecues) in the Mt. SAC website. Due to lack of commercial interest, Sitecues is no longer available. A new accessibility tool called Readspeaker has replaced Sitecues. Accessibility feedback link was also successfully incorporated into the Mt. SAC website footer. (06/15/2018)</p> |
| | <p>No Funding Requested - ATC will continue to work with partners across campus to promote accessible technology and assistive technology solutions to provide equal access.</p> | <p>Reporting Year: 2017-18 % Completed: 50 ATC staff presented to the department as a whole at the Annual ACCESS Planning Day. The presentation was very well well received and all staff and faculty in attendance had the opportunity to learn about, and ask questions about current technology available to students with disabilities. (06/11/2018)</p> |

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Describe Plans & Activities

Supported: Continue to work with campus partners including the IT Web Team, Faculty Center for Learning Technology, and campus computer labs to promote wide scale assistive technology solutions.

Lead: Matthew Dawood

Planning Unit Priority: Medium

What would success look like and how would you measure it?:

Technology is utilized effectively and college information resources and instruction are accessible