1. Assessment Plan - Four Column

PIE - Student Services: ACCESS Unit

Where We Are Now: Analysis and Summary

2018-19

Contact Person: Grace T. Hanson, Dean Access and Wellness
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Program Planning Dialog: The retirements of full-time faculty in 2017 continues to impact the program's instruction in the ATC lab, including the provision of writing strategies instruction to support students with written language deficits and the ability to adequately provide assessments of students' needs for specific types of accessible technologies to address their educational limitations. One credit instructor was hired in 2017-18 academic year to provide specialized credit instruction, especially in math strategies for student support in algebra and statistics, and later resigned in Spring 2019. A non-credit full time, tenure track professor ABI Specialist was hired and began in 2018. instructor assignment of the noncredit courses taught in the Accessible Technology Center continues to be challenging as well as the required curriculum review and development. ACCESS is still down two full time faculty positions in the ATC; math and writing professors.

With the substantial change in the community colleges being required to allow all students access to transferable level math and English courses, the faculty anticipate a need for an increase of specialized support instruction and possibly development of new curriculum to address potential needs of students with disabilities affecting learning. The faculty also recognize the need to have greater communications with the district high school personnel so that both educational sectors can better help students transition to Mt. SAC successfully.

The program desires to continue work in universal design of learning as the College is shifting from placing students into courses to giving students access to courses, and as students start matriculating to the College through Guided Pathways.

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 DSPS 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. This year, the Chancellor's office implementation of the new funding formula, substantially lowered the ACCESS allocation, however, the workload on staff increased.

3. Legislation/Certification: a) Statewide change to integrate 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. DHH has developed our own tool to assess interpreter skill level; c) evolving court and OCR cases are a challenge to anticipate and plan for; d) 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.

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.

6. Awareness: a) Increased public awareness of mental health issues, concerns, needs and increases in support for students.   b) Requests from other campus programs/departments to present, staff information tables, and participate in events continue to rise. The requests often fall outside normal work hours resulting in shortage of available staffing, or use of comp time, and use of limited Student Assistant hours. c) Requests from other campus programs/departments for ACCESS promotional items has become more common. Categorical funding does not allow for funds to be used to purchase promotional items, therefor ACCESS does not have enough promotional items to meet all requests and still maintain an inventory for events and projects coordinated by ACCESS.

7. Personnel: a) Student Assistants are hired to meet mandated accommodation requests from students such as in-class scribe and test proctoring, in addition to office support and assist with ACCESS events. They are limited to 19 hours per week due to HR policies. Student Assistants have expressed having multiple jobs to meet their own personal financial needs in addition to their employment with ACCESS, and are enrolled in 12 units. ACCESS students or departments on campus request accommodations from ACCESS for activities, events, or fieldtrips that are not directly associated with instruction (i.e. Tram, Scribe). These requests often fall outside of regular working hours. Student Assistants may have limited availability or are scheduled up to the 19 hour HR cap making it difficult to meet these requests.

Internal Conditions, Trends, or Impacts (Student Services): 1. Space: a) Growth in ACCESS staffing has resulted in space needs, inappropriate work stations, ergonomic concerns. There are constraints in our ability to provide services in Accommodated Testing, ACCESS Counseling and Front Counter assistance. Ergonomic and safety concerns specific to front desk layout include: Layout is not accommodating to students or visitors in wheelchairs; current monitor set up makes it very difficult for full time Administrative Specialists to communicate with students and visitors effectively specially if they are in wheelchair; front desk is shared with accommodated testing for storage, setting up of tests, and logging. Staff at front desk are constantly bumping into each other with chairs or walking and having to maneuver around each other, these accidents occur more frequently during finals exams. b) Storage space is low. c) Tram drivers do not have a designated space or computer to manually enter contacts in APEX.

2. Processes and Procedures: a) AP 5140 needs updating. b) New Sign Language Interpreter Assessment instrument is completed. b) Transition to APEX (eFiles) eliminated the use of Data Tracking sheets at the front counter and has made it difficult to capture services given to collect MIS data (i.e. Registration Assistance, Campus Map, Notetaking Services, etc). c) Missing Title 5 components for MIS are being caught after the student has met with a counselor and has received services and accommodations. Often times this is after the semester has ended in which it is extremely difficult or impossible for ACCESS to obtain missing components from students.

3. Additional workload caused by: a) success of piloting Puzzle Project for students on the Spectrum; b) changes in personnel due to retirements and hiring of new faculty and staff, reassignments, and procurement of additional spaces, such as the Student Success Building; c) maintaining paper records while transitioning to a paperless, electronic system "eFiles"; d) shift of responsibilities from HR and Fiscal Services to Administrative Specialist IV and operational staff; e) collaboration with Student Health to address mental health concerns of students; f) continual need for qualified student assistants in the ATC, in accommodated testing, front counters, classroom accommodation support requiring more frequent and on-going training; g) Increased student petitions for repeatability; h) 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; i) The Sonocent Grant required training of ATC staff and will bring additional workload on the ATC; j) Serving increasing needs by visually impaired students for Braille and tactile graphic in science and math courses; k) Migration to paperless files requires front counter personnel to upload 100% of student verification submitted in person and following up with all MyACCESS applications for services. Front Counter staff is also needing to look for student information in various database and locations prior to being able to schedule counseling appointments for brand new ACCESS student applicants (i.e. Banner, SSSP, APEX, S-Drive, paper file or in incoming fax/mail). Before APEX was live, front counter received assistance from student assistance working in office to search for files or documents in question; l) Increased use of access testing email by professors and students has created an increased burden on the limited ACCESS testing staff to print (and sometimes manipulate) test materials and respond to student/professor inquiries. This

adds to the need for support staff for ACCESS testing, especially at midterms and finals. m) Tram drivers have to keep a paper log of all tram rides per day (both accommodated and courtesy rides) and then must manually enter the contacts into APEX, this is separate to the other logs tram drivers have to maintain records for in paper form (i.e. Tests, Accommodations deliveries). Depending on time of year drivers may not have the chance to enter all contacts before the end of day and must enter them on a different day in addition to the tram rides of that particular day. n) Students accommodated for tram are submitting less schedules or submitting schedules on an on-call basis. This increases the amount of tram requests received by front counter. Front counter may be overwhelmed and forget to dispatch tram call, drivers sometimes don't hear the front counter clearly, drivers sometimes don't hear the tram call and front counter is unaware, front counter will often call drivers on their cellphones to reach drivers, tram drivers sometimes confuse front counter calls for students assistants or proctors for tram requests, and front counter may sometimes get the wrong location of a student or location is unclear for tram drivers requiring drivers to take longer and search more for students.

4. 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. Approval to hire a second full time clerical position has been obtained and the process of posting a new position has been initiated.

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 DSPS to Dean over two large, major departments and the newly created Behavior and Wellness Team has resulted in less administrative support to ACCESS.

7. Technology: a) IT-APEX continued delays. b) Campus IT Security Policy affects ABI software functions, increase in social media and mobile devices some for class-related functions and accommodations. c) ACCESS Main continues to keep records and processes in paper format requiring manual entry of contacts related to MIS.

8. Facilities: a) DHH has been relocated to a 3rd location which does provide appropriate space for all staff. We are still waiting for furniture, as well as AV equipment for the student area and the meeting room.
This space is temporary in that DHH will be relocated again after construction of new facilities on campus which are still to be determined. b) The ACCESS testing program has suffered considerable setbacks 18-19 FY with the loss of our largest designated testing room (Club Room). Testing Center project is currently on hold and lacks campus-wide support. ACCESS student complaints have increased and are related to inconsistent testing space and lack of distraction-reduced environment. ACCESS has to borrow space in Student Services, 9E Classrooms, ASAC, and 9D sometimes having to move students from one room to another. Assessment Questionnaire (AQ) has impacted space availability and has shifted use of space in Assessment Center. Large room in Assessment is available to ACCESS only 2 days/week. 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, DSPS 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. Marketing: 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.

14. Inreach/Outreach/Marketing: a) Students continue to be reluctant to ask for assistance from ACCESS. Front Counter is still seeing students that express having no prior knowledge of services and have a verified disability, same students are expressing that their professors were not aware of our program's services either and they've been

struggling in their class(es). Parents of new incoming students continue to express that their student does not want to come in to the ACCESS office and apply for services because they do not want to be identified as a person with a disability. Students and the public continue to refer to ACCESS as DSPS even though formal approval was granted for the name change from Disabled Student Programs & Services to Accessibility Resources Centers for Students in 17-18 FY; b) ACCESS lacks formal icon, branding, and handbook; c) Marketing and Publicity Committee was created and comprises of current ACCESS Faculty and Staff, continued need for awareness of the program has increased urgency and workload by way of marketing and acclimating students and public to our new name. Projects and plans are taking longer to complete than expected; d) ACCESS received one-time funding to purchase promotional materials, the amount received only allowed for enough promotional item giveaways to last for one year. Increase in other departments/programs requests for ACCESS involvement and promotional items has created a major loss in promotional items that ACCESS can use for it's own planned events or activities. ACCESS will no longer have any promotional giveaways by the end of 18-19 FY except for a limited quantity of "prize" items; h) Department needs dedicated person for marketing, inreach, and outreach efforts to help identify and onboard students. i) Disability Awareness Month has become an annually recognized Student Services and Student Life celebration which recognizes and promotes awareness for all visible and invisible disabilities. Committee faces uncertainties of funds annually.

15. Staffing: Student Assistants with higher Math/English levels completed transfer sooner requiring more interviewing/hiring/training of new student assistants to provide direct accommodations to students or hire office support. Similar issue with Honors student mentors in the Puzzle Project

16. Scanning of paper files continues to be needed.

17. In order to comply with State and Federal laws, other areas of campus have expressed their desire to make their campus policies and procedures accessible to DHH students by converting them from written form to a Sign Language version. This would be a major impact on DHH staff time and resources. This would necessitate the hiring of a Deaf Interpreter or a Certified Deaf Interpreter as either a Professional Expert or as on-going, permanent staff. Additional funding would be required.

18. A few DHH students are also participating in EOPS. This has resulted in students taking more classes than they can handle successfully as EOPS requires 12 units. There have also been some Ed Plans that conflict with the one developed by the DHH Counselor.

19. Request chair replacement for all faculty and staff due to age and condition. Staff have duties requiring being seated for prolonged periods of time.

20. 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.

Critical Decisions Made by Unit: 1. 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 suspended the Interpreter Internship Program for now due to having too large a pool of new interpreters who are need of support. Peer Mediation was instituted in place of the Internship program.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. DHH continues to collaborate with the English Department to offer all-deaf English 67, 68, and 1A classes linked to Access support classes. The model has shown great success for students and has now been expanded to also offer an all deaf class of History 7, which had a pass rate of 88%.

Notable Achievements for Theme B: To Support Student Access and Success: 1. 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%).

2. ACCESS proctored 4,457 classroom tests and proctored 475 1-on-1 testers by borrowing space from across the campus including buildings 9B, 9C, 9D, ASAC and classrooms in 9E. A total of 1,173 students used testing services in ACCESS, this is a total of unduplicated students from each semester in 2018-19 FY (Summer '18: 124; Fall '18: 501; Winter '19: 111, Spring '19: 437).

5. ACCESS testing received a total of 1,301 emails from professors and students (206 during finals week) which includes exams, tests and quizzes. In Spring 2019 ACCESS testing received a total of 1,416 emails from professor and students (188 during finals week) which includes exams, tests and quizzes.

6. ACCESS provided over 181 days/week of in-class scribe services (Summer '18: n/a; Fall '18: 18; Winter '19: 7; Spring '19: 19) to over 44 students (Summer '18: n/a; Fall '18: 18; Winter '19: 7; Spring '19: 19) enrolled in 96 CRNs.

7. Students accommodated with adaptive furniture increased by 1% in 18-19 from 17-18 fiscal year. Furniture placement increased from 115 (17-18 FY) to 139 (18-19 FY), this is an increase of 20.87%.

8. 5,350 "Classroom Accommodation Requests" were submitted (Summer '18: 298; Fall '18: 2,549; Winter '19: 395; Spring '19: 2,130).   Accommodation requests for Winter semesters continues to increase. Winter 2019 increased by 9% from Winter 2018.

9. Tram provided mobility assistance to a total of 120 accommodated students, a total of 4,912 tram rides (increase of 15.28%). Tram provided courtesy rides to a total of 85 non-ACCESS students, a total of 143 tram rides.

10. Accessible Technology Center (ATC) served a total of 607 students (unduplicated, a 6% increase over 2015-16), providing 18,612.6 hours of service (a 36% increase). Continuing to see increasing numbers of students in transfer-level courses.

11. The ATC now also serves Veterans. From within the above numbers, the ATC served 161 veterans (unduplicated, a 335% increase over 2015-16), providing 2,389.94 hours of service (a 425% increase). 49 (30%) of the Veterans were also DSPS students.

12. The Acquired Brain Injury Program (ABI), housed within the ATC and from the ATC numbers, served 61 students (60% increase from 2015-16) with 3,353.8 hours of service (16% increase). Several students transitioned, 14 to credit classes (100% increase), 5 to non-credit English as a Second Language (ESL) classes (25% increase), one to work (unchanged), and 1 to volunteer work.

13. Alternate Media was provided to 164 unduplicated students during 2016-17, with 475 orders provided and 190 consults. Two visually impaired students' requests for Braille and tactile graphics accounted for 109 orders (23%). Consults for the VI students take longer than for other students, and often involve multiple Alternate Media staff brainstorming regarding preparing materials for outdated equipment, and for unusual types of courses, such History of Medieval Art and Architecture, and Introduction to Cinema.

14. ACCESS received a total of 155 Independent Contractor and Volunteer packets for Note Taking services, as well as a total of 155 equipment was checked out by front counter for student use in the 18-19 year. d

15. Collaborated with the Transfer Center to offer a Transfer 101 Workshop for students in ACCESS and for other Equity student populations in October 2018.

16. In Spring 2019 semester designated days and times for drop in counseling for transfer interests, with a primary purpose being to assist students in getting acquainted with the Transfer Center.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Tenure-track non-credit professor, speech/language pathologist position opened, screened, interviewed, and hired.

2. DHH Interpreter Assessment tool has been completed for all levels.

3. ACCESS has moved to an electronic file system and eliminated many paper forms. A total of 14,996 pages were scanned in 18-19 fiscal year.

4. Accommodation Requests is near completion. APEX can now connect to OnBase database.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. ACCESS collaborated with Athletics, Facilities, Event Services and local community resource Service Center for Independent Life (SCIL) to coordinate the 4th Annual) Disability Athletics Faire. Over 384 participants and athletes attended, which includes Dodger play Dennis Powell.

2. DHH Staff provided 4 workshops to the campus during Disability Awareness Month on ASL and Deaf culture.

3. DHH hosted an Interpreter/Captioner Appreciation week. A new award was developed by the Voices Committee to honor these employees. The award was named High Five Awards.

4. DHH and Student Equity offered a Meet & Greet/Presentation/Q&A by Nyle DiMarco. All equity groups, faculty, adminstrators, staff groups were in the audience. It was also attended by Deaf high school seniors from 4 or our feeder schools.

5. DHH continued to provide their annual Thanksgiving Dinner, Winter Holiday Dinner, and summer camp events for deaf students. We also hosted a DHH Center open house, several different crafting events, and study nights in the Center.

6. DHH, along with the English and History departments, took 40 DHH students to Washington, D.C. for a week to tour Gallaudet University and visits historical sites which support that they have been learning in the classes. 5 of the students will continue on to Baltimore where they will present at the joint national conference for ADARA/AMPHL.

7. Disability Awareness Month (D.A.M.) Committee collaborate with ASL, Faculty, Associated Students, Deaf and Hard of Hearing Center, and Student Life office for the annual Disability Awareness Month series of events. Attendance increased for the movie event to 145 students; hosted a first ever Arts & Crafts event with 53 participants and first ever Wellness Event with 70 participants; our annual Disability History Exhibit received a total of 20 survey respondents and over 1000 viewers approximately.

8. Advisory Board was held in April 2019 targeting special education high school personnel. Focused attention was on the changes to math and English course placement method and changes to English and math curricula and course offerings, and the needs of students as they prepare for transition to college. (ADD GOAL RELATED)

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Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*	
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	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 ATC utilized various forms of technology and expertise to provide accessible instructional materials to a blind student taking calculus. 67 braille/mathtype alt media projects were completed and provided to this one student who transferred to Mt. SAC specifically to utilize our ATC services (alt media, instructional support, and assistive technology). (06/27/2019)	
	Request - 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 (Justification of Need):** Faculty and staff to host the Advisory Council. Counseling faculty to coordinate with campus resource departments in planning and delivering the Interactive	**Reporting Year:** 2018-19 **% Completed:** 50 1. The counseling faculty in ACCESS provide services and events to promote transfer awareness, interest, and success. A collaborative effort between the Transfer Center and ACCESS occurred in October 2018 in the hosting of a Transfer 101 Workshop. During mid- Spring 2019 semester, "Transfer Mondays with a Counselor" was initiated by a counselor in ACCESS to be available for students during designated times for counseling and guidance on transfer. A primary goal was to connect students with the Transfer Center services, staff, and activities in addition to educating them on university options and opportunities. Approximately 20 students were served. The following activities have been identified for addressing the current goal: • Continue to infuse transfer awareness activities and workshops in the month of October (Disability Awareness Month) to reach greater numbers, encourage	: 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 potentially repeated next year due to low attendance this year.

Workshops. Funding for food and supplies requested for both events.
Lead: Faculty
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.
Planning Unit Priority: Medium
Documentation Attached?: No
On-Going Funding Requested (if applicable): 1000

the students to feel comfortable and motivated to participate in transfer activities and events.
•   Increase collaboration with the Transfer Center, general counseling, and other Equity programs for strategies on how to increase student participation in transfer activities.
•   Increase the amount of dedicated days and times available at ACCESS for students to walk-in and receive counseling for transfer.
•   Possibly offer COUN 7 (Introduction to the Transfer Process) for students with disabilities.

Student data on educational goals, student achievement, student participation in other programs, and transfer readiness is desired by the counseling faculty for better ability to plan for events/services/curriculum and for outreach efforts.

2.. The Advisory Committee met in April 2019 with attendance primarily of Mt. SAC faculty and High School personnel. Goals of the meeting were to share the new assessment for course placement process and to dialog with special education high school personnel about the transition needs of incoming college students.

3. A Transfer 101 Workshop was offered on October 8, 2018 at the start of transfer application process and during Disability Awareness Month. The counseling faculty in ACCESS collaborated with the Transfer Center staff to host this introductory workshop on transferring to a university. Intentional efforts to target students with disabilities, a student population group historically known to have low transfer and completion rates. These students often come from circumstances presenting multiple barriers, such as being low-income, first-generation, foster youth, reentry, and student veterans. Attendance continues to be low even with ample advertising, in-person and electronic communication, and direct counselor referrals. (06/11/2019)

(06/28/2017)

Request - Full Funding Requested -   **Reporting Year:** 2018-19

	Professional Expert, Certified Deaf Interpreter at $55/hour and/or Professional Expert, Deaf Interpreter at $49/hour. **Describe Plans & Activities Supported (Justification of Need):** 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. **Lead:** Don Potter **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 DHH services. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Medium **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 5000	**% Completed:** 25 CDI utilized to convert Contract for Services into ASL format. DI utilized to provide History 7 Cliff Notes in ASL, DHH website information in ASL (03/27/2019)
	Request - Full Funding Requested - 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 (Justification of Need):** ATC staff use software and hardware	**Reporting Year:** 2018-19 **% Completed:** 50 ATC provided alternate media services to 212 students in 18-19 (Summer 2018: 32 students, Fall 2018: 90 students, Winter 2019: 27 students, Spring 2019: 63 students). This is a 21.77% increase when compared to 271 students in 17-18 (Summer 2017: 24 students, Fall 2017: 118 students, Winter 2018: 42 students, Spring 2018: 87 students). There were 819 alternate media related student contacts in 18-19 (Summer 2018: 55 contacts, Fall 2018: 347 contacts, Winter 2019: 87 contacts, Spring 2019: 330 contacts). Since Jill retired, the ATC still lacks FT faculty support for assistive technology and alternate media. Workload from retired FT

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

to produce and provide alternate media for students. Students utilize specialized software to access alternate media content.

Lead: Matthew Dawood

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.

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if applicable): 40000

Request - Full Funding Requested - Adjunct Faculty to provide 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 (Justification of Need):
Non-credit and credit course instruction for students who are eligible for accessible technology accommodations.

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faculty assignment has fallen onto adjunct faculty and classified staff. (06/27/2019)

Reporting Year: 2017-18
% Completed: 50
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).
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)

Reporting Year: 2018-19
% Completed: 0
A request for faculty proposal was submitted for a full time non-credit faculty member to focus on technology during the 18-19 proposal period. The position was not selected as one to be filled by the college. The faculty will consider whether to resubmit this request. (05/14/2019)

Lead: Matt Dawood, Department Chair(s)

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.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

One-Time Funding Requested (if applicable): 150000

Request - Full Funding Requested - Full time faculty with expertise in assistive technology/computer adaptive technology/alternate media.

Describe Plans & Activities Supported (Justification of Need): 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. Distance Learning continues to grow and so is the demand for accessibility guidance as a result of increased attention to timely delivery of instructional materials converted into alternate formats.

Lead: Faculty

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

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)

faculty peers regarding accessibility of course materials to ensure students with disabilities have equitable access to instruction.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

On-Going Funding Requested (if applicable): 150000

Request - Full Funding Requested - An additional counselor to address new placement process with students and lessen the current appointment wait time of 3 weeks.

Describe Plans & Activities Supported (Justification of Need): 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

What would success look like and how would you measure it?: Appointment wait time of 3 weeks is shortened. 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 faculty report understanding of placement process.

Type of Request: STAFFING: Requests for permanent employee positions or

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 150000	
	Request - Full Funding Requested - Hire full time faculty member with expertise in Universal Design for Learning (UDL) and accessible technology **Describe Plans & Activities Supported (Justification of Need):** 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 **What would success look like and how would you measure it?:** Faculty member focusing on universal design is hired. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 150000	**Reporting Year:** 2018-19 **% Completed:** 0 Request for UDL faculty was not priortized high enough to be funded in the past. Faculty will consider whether to resubmit in the future. (05/14/2019)
	Request - Full Funding Requested - Funds for increased cost of services provided to Deaf/Hard of Hearing students. **Describe Plans & Activities Supported (Justification of Need):** The DHH student population continues to grow as does student involvement in campus activities.	**Reporting Year:** 2018-19 **% Completed:** 50 District provided $100,000 per year for three years to supplement the cost of interpreting and captioning services to DHH students (05/01/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Growth, student involvement, and salary increases have placed the DHH budget in the red. There has been no permanent increase in the District allocation in the last 9 years. These funds will ensure that full access to all aspects of education for DHH students is maintained. **Lead:** Don Potter/Grace Hanson **What would success look like and how would you measure it?:** DHH budget would be balanced **Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 250000 **Request - Full Funding Requested -** Continue to develop critical partnerships with high school personnel through our Advisory Council. **Describe Plans & Activities Supported (Justification of Need):** Hosting of Advisory Board Meeting with campus and community attendance. **Lead:** Department Chair(s) **What would success look like and how would you measure it?:** Attendance of critical representatives who have interest in students with educational limitations and their	

transition to college and academic achievement, dialog between campus personnel, community representatives, and/or students, meeting agenda that meets the goals of all attendees.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.

Planning Unit Priority: Medium

Documentation Attached?: No

Request - Full Funding Requested - Permanent Testing Space for accommodated Testing program.

Describe Plans & Activities Supported (Justification of Need): Permanent facility, furniture and fixtures for ACCESS testing program required to improve testing facilities and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Grace Hanson, Gabrielle Garcia Untz

Reporting Year: 2018-19
% Completed: 0

a) The ACCESS testing program has suffered considerable setbacks this year with the loss of our largest designated testing room (Club Room). Testing Center project is currently on hold and lacks campus-wide support. ACCESS student complaints have increased and are related to inconsistent testing space and lack of distraction-reduced environment. ACCESS has to borrow space in Student Services, 9E Classrooms, ASAC, and 9D sometimes having to move students from one room to another. Assessment Questionnaire (AQ) has impacted space availability and has shifted use of space in Assessment Center. Large room in Assessment is available to ACCESS only 2 days/week; b) Increased use of access testing email by professors and students has created an increased burden on the limited ACCESS testing staff to print (and sometimes manipulate) test materials and respond to student/professor inquiries. This adds to the need for support staff for ACCESS testing, especially at midterms and finals. (06/17/2019)

Reporting Year: 2017-18
% Completed: 0

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 building that ACCESS uses to accommodate

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Student complaints about inadequate testing space would decrease, as they would have access to a space designed and equipped for taking accommodated class tests and quizzes. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** High **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 200000 **Related Documents:** Test Counts.xlsx Test Counts.xlsx Testing Accommodations Charts.docx **Request - Full Funding Requested -** Administrative Specialist I for permanent Testing Center to cover days. **Describe Plans & Activities Supported (Justification of Need):** Administrative Specialist I required for ACCESS testing program to cover day time operational hours. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities	mandated testing accommodations. Spaced 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 we 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. 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 midterms and finals. (06/17/2019)

and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Grace Hanson, Gabrielle Garcia Untz

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.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

On-Going Funding Requested (if applicable): 57073

Request - Full Funding Requested - Administrative Specialist I for permanent Testing Center to cover evenings.

Describe Plans & Activities Supported (Justification of Need): Administrative Specialist I for ACCESS testing program to cover evening hours. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments. **Lead:** Grace Hanson, Gabrielle Garcia Untz **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. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 57073 **Request - Full Funding Requested -** Additional Project/Program Coordinator for permanent Testing Center **Describe Plans & Activities Supported (Justification of Need):** Project/Program Coordinator required to overlap with current Project/Program Coordinator and cover evenings. This will improve testing services and plan for growth	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments. **Lead:** Grace Hanson, Gabrielle Garcia Untz **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. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 70941 **Request - Full Funding Requested -** Equipment for permanent Testing Center **Describe Plans & Activities Supported (Justification of Need):** Computers, printers, copiers, scanners, cameras and assistive technology/equipment for ACCESS	

testing program will improve testing facilities and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Grace Hanson, Gabrielle Garcia Untz

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.

Type of Request: NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: High

Documentation Attached?: No

One-Time Funding Requested (if applicable): 200000

Request - Full Funding Requested -

Supplies for permanent Testing Center

Describe Plans & Activities Supported (Justification of Need): Pencils, 11x17 paper, timers, pens, flashdrives, erasers, calculators, LED lamp(s), magnifiers, spellcheckers, markers, white boards, noise cancelling headphones, white noise machines, earplug dispenser and disposable earplugs, hand sanitizer, tissues and other supplies for ACCESS testing program. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Grace Hanson, Gabrielle Garcia Untz

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.

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** High **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 10000 **On-Going Funding Requested (if applicable):** 5000 **Request - No Funding Requested -** Student Assistants to staff permanent Testing Center. **Describe Plans & Activities Supported (Justification of Need):** Student Assistants proctors needed to monitor security camera screens of multiple testing rooms and perform ACCESS testing program related support duties. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments. **Lead:** Grace Hanson, Gabrielle Garcia	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Untz **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. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **Request - No Funding Requested -** Sample disability statement for syllabi **Describe Plans & Activities Supported (Justification of Need):** Chancellor's office survey revealed nearly 70% of faculty respondents would like ACCESS to provide a sample disability statement for their students. Faculty and/or Dean to create a sample syllabi statement. Faculty and/or Dean to provide a sample disability statement for syllabi. Sample to be added to ACCESS website under faculty resources and readily accessible to operations group and faculty. **Lead:** Grace Hanson, Gabrielle Garcia Untz **What would success look like and how would you measure it?:** Sample disability statement for syllabi is complete and posted on ACCESS website. All ACCESS faculty and staff have access to sample syllabi to provide for faculty when requested.	

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

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High
Documentation Attached?: No

Instruction and Support - Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19
Goal Entered: 09/01/2016

Request - Full Funding Requested - Permanent, ongoing funding for Peer Mentors for students in the program, hourly clerical and budgetary support.
Describe Plans & Activities Supported (Justification of Need): Continue to provide a structured program for students on the Autism Spectrum that will offer social interaction and executive functioning skills improvement.
Lead: Faculty, Elizabeth Hernandez
What would success look like and how would you measure it?: Permanent, ongoing funding is secured. 75% of Puzzle Project students will pass at least 1 credit course during regular semesters (fall and spring).
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if

Reporting Year: 2017-18
% Completed: 50
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%.

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)

Reporting Year: 2016-17
% Completed: 50
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)

: 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,

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	applicable): 43000 **Related Documents:** [Equity Project F2 Puzzle Project.pdf](#)	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 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)
	Request - Full Funding Requested - Permanent ongoing funding for maintaining and upgrading software, annual software licensing costs, and hardware for the Acquired Brain Injury program (ABI). **Describe Plans & Activities Supported (Justification of Need):** Faculty will utilize various state of the art cognitive retraining software applications as well as web-based applications to provide cognitive retraining instruction to ABI students. **Lead:** Matthew Dawood, Heather	**Reporting Year:** 2018-19 **% Completed:** 50 Instruction was provided to 65 students with an acquired brain injury for 18-19 (Summer 2018: 12 ABI students, Fall 2018: 24 ABI students, Winter 2019: 16 ABI students, Spring 2019: 13 ABI students). This is a 36.89% decrease when compared to 103 students in 17-18. 1558.8 hours of service were provided (Summer 2018: 177.3 hours, Fall 2018: 572.1 hours, Winter 2019: 300 hours, Spring 2019: 509.4 hours). A contributing factor for the change in numbers is that we did not have any full time ATC faculty member for more than half the year. Many prospective ABI students have been placed on a waitlist until we have sufficient staffing to meet the student demand. (05/30/2019)	

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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.

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if applicable): 5000

Request - Full Funding Requested - Ongoing funds needed for hourly staffing and to maintain/upgrade software licenses and hardware.
Describe Plans & Activities Supported (Justification of Need): ATC will continue to provide assistive technology and academic strategies instruction to students with disabilities and veterans. Noncredit lab instruction to provide academic support for students as they pursue their educational goals.
Lead: Matthew Dawood, Department Chair(s)
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.

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)

Reporting Year: 2018-19
% Completed: 50
Accessibility Technology Center (ATC) instruction was provided to 620 ACCESS and Veteran students in 18-19 (Summer 2018: 63, Fall 2018: 294, Winter 2019: 71, Spring 2019: 192). This is a 24.67% decrease when compared to 823 students for 17-18. Of the 620 students served, 45 (7.26%) were veterans (Summer 2018: 8 veterans, Fall 2018: 23 veterans, Winter 2019: 6 veterans, Spring 2019: 8 veterans). This is a 77.5% decrease when compared to 200 veterans in 17-18. 13,707 hours of service were provided (Summer 2018: 785.5 hours, Fall 2018: 6941.5 hours, Winter 2019: 855 hours, Spring 2019: 5125 hours). There are multiple factors that may have contributed to the change in numbers. First is that the ATC did not have any full time faculty member for more than half of the year which limited the amount of instruction and service available to students in the ATC. The ATC Study Center, which is 50% of the ATC facility, was also closed for construction for the entire Spring 2019 semester because of rain damage that occurred earlier in the year. This

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if applicable): 120000

significantly reduced the number of students who can utilize ATC services. The study center is where at least half of the instructional support takes place and is the only space in the ATC that has tables without computers available for students to study. Students were forced to find other spaces on campus to study due to lack of space. Departures of two key individuals from ACCESS (Jill) and VRC (Gunny) who played a significant role in referring veteran students to receive ATC services is being reflected in the decrease in ATC veteran numbers. (06/27/2019)

Reporting Year: 2017-18
% Completed: 50
Accessibility Technology Center (ATC) instruction 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. 15100.44 hours of service were provided (Summer 2017: 638.2 hours, Fall 2017: 6873 hours, Winter 2018: 838.06 hours, Spring 2018: 6751.18 hours).   (06/14/2018)

Request - No Funding Requested - Staff Time
Describe Plans & Activities Supported (Justification of Need):
DHH and the History department offered all deaf History 7 in Spring, 2019. History 8 will be offered in Fall, 2019. We will also work with the Natural Sciences department to offer an all deaf class for Natural Disasters in Fall, 2019
Lead: Julie Bradley, Department Chair/DHH Counselor
What would success look like and how would you measure it?:
Students will be able to pass History

Reporting Year: 2018-19
% Completed: 75
An all Deaf section of History 7, US History to 1877, was offered for Spring, 2019.
An all Deaf section of History 8, US History from 1865, is being offered for Fall, 2019.
Faculty has been selected and accepted the offer to teach an all Deaf section of Geology 10, Natural Disasters, for Fall, 2019. (05/01/2019)

and Sciences classes in order to be able to transfer to universities.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Documentation Attached?: No

Request - Full Funding Requested - Part time Instructional Specialist with proficiency in American Sign Language
Describe Plans & Activities Supported (Justification of Need): 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
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.
Planning Unit Priority: Medium
Documentation Attached?: No
On-Going Funding Requested (if applicable): 40000

Reporting Year: 2018-19
% Completed: 0
With the continued success of DHH Services, this continues to be a goal.
No progress made to date for an on-going position.
(05/01/2019)

Request - Full Funding Requested - Funds to purchase 2 Sensory Vests for DHH students to explore the applicability of this new technology in the academic setting
Describe Plans & Activities Supported (Justification of Need): Sensory vests convert sound into

	vibrations which are felt through the skin. This would allow DHH students to experience music, the rhythm of poetry, and has some applications in animation classes. **Lead:** Julie Bradley **What would success look like and how would you measure it?:** DHH students would be able to register in and participate better in classes where sound plays an integral part of the curriculum. **Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500. **Planning Unit Priority:** Medium **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 2000	
Promote Acceptance - Promote campus-wide acceptance and understanding of students with special needs such as disabilities, who need extra support, and who have mental health conditions to reduce systemic barriers. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 ACCESS participated in 25 events at the request of other departments or programs on campus (14 presentations, 11 information booths); This year ACCESS canceled the annual Planning for College event that is usually held in the month of February. Thoughts to research past data and reevaluate Planning for College event as a whole; ACCESS collaborated with SCIL, Event Services, Athletics Department and Associated students to host the 4th annual Disability Athletics Faire. (06/11/2019)
	Request - No Funding Requested - ACCESS Center will have it's own logo and branding.	**Reporting Year:** 2018-19 **% Completed:** 25 Marketing and Publicity Committee continues to meet.

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

Describe Plans & Activities Supported (Justification of Need): 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 and handbook. Creating survey for ACCESS students to provide feedback on name change.

Lead: Grace Hanson

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.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: Yes

Related Documents:

2019_ACCESS_Marketing_Plan.pdf

Request - Full Funding Requested - Food, catering, contracted services, and other misc. expenses needed to increase campus-wide acceptance and understanding of students with disabilities and reduce systemic barriers.

Describe Plans & Activities Supported (Justification of Need): Faculty and Staff for an Access Center Marketing and Publicity Committee to plan and execute comprehensive inreach and outreach strategic campaigns, and engage with current and prospective

Drafts of permanent icon nearly complete. Committee decided to create 3 final designs and have a departmental vote. ACCESS main page has been updated but website still needs to be redesigned and content requires updating; committee plans to create an agenda and request assistance from Matt Bidart. Committee decided to create accessible flyers that will eventually work together as a department handbook; committee is creating a template for flyers to be cohesive and consistent in design. Post name change survey complete and will be sent to students. (06/11/2019)

Reporting Year: 2017-18
% Completed: 25
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)

Reporting Year: 2018-19
% Completed: 0
Department was able to purchase promotional items with one time funds approved in 17-18 FY to last for the year of 18-19 FY. Inventory is extremely low; very soon department will not have promotional items for information tables, workshops and/or events for 19-20 FY. Only promotional giveaways remaining are prize items. (06/11/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	students through workshops, fairs, events and activities in order to promote campus and community awareness of ACCESS program and services and reduce negative systemic barriers for students with disabilities and/or medical conditions. Includes professional, themed design of brochures, flyers, signage, packaged foods/food supplies, catering, and contracted services. **Lead:** Grace Hanson, Diana Diaz, Brandi Melton **What would success look like and how would you measure it?:** The campus and surrounding community agencies, targeted schools, and prospective students will have knowledge of ACCESS program and services. ACCESS will see an increase in student participation in the program. Front Counter will see a decrease of self-disclosing reports from students and/or parents that they did not know about the ACCESS center or they don't want to apply because they do not want to be identified as disabled. Success will be measured by reviewing APEX reports, data collected from MyACCESS application for services, sign-in and check-in sheets, feeback forms, and surveys. **Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for	

	travel and conference that does not require the assistance of POD. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 2500 **Related Documents:** 18-19_ACCESS_Events.pdf **Request - No Funding Requested -** ACCESS will revise handbook **Describe Plans & Activities Supported (Justification of Need):** 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. **Lead:** Grace Hanson **What would success look like and how would you measure it?:** Handbook will be complete and published on ACCESS website. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Low **Documentation Attached?:** Yes **Related Documents:** 2019_ACCESS_Marketing_Plan.pdf	
	Request - No Funding Requested - Develop new ACCESS Center shared vision statement **Describe Plans & Activities Supported (Justification of Need):** Access Center Marketing and Publicity Committee (MPC) to create vision statement will help of all ACCESS faculty and staff. **Lead:** Grace Hanson	**Reporting Year:** 2018-19 **% Completed:** 25 Marketing and Publicity Committee has added this goal to it's Marketing plan. (06/11/2019)

	What would success look like and how would you measure it?: New vision statement created and published **Planning Unit Priority:** Low **Documentation Attached?:** No	
	Request - No Funding Requested - ATC will continue to promote ACCESS and raise awareness of available programs and services. **Describe Plans & Activities Supported (Justification of Need):** 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 **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. **Planning Unit Priority:** Medium	**Reporting Year:** 2018-19 **% Completed:** 100 ABI Program hosted the 3rd annual TBI Symposium at Mt. SAC on 8/8/18. The program was a success. (06/27/2019) **Reporting Year:** 2018-19 **% Completed:** 100 ATC participated in the first ever Student Success Fair #MtSACtutoring on 3/13/19. ATC shared information about our program with 143 students. (06/05/2019) **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)
	Request - No Funding Requested - Staff time **Describe Plans & Activities Supported (Justification of Need):** DHH will develop a web page to educate the campus regarding and promote acceptance of DHH	

students. DHH will also develop a brochure on DHH services for distribution to the campus and surrounding community.

Lead: Don Potter/Kathy Goodson

What would success look like and how would you measure it?: Information regarding the DHH Center and services will be accessible both on line and in a print format.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

Request - Full Funding Requested - Marketing Specialist, ACCESS or ACCESS Specialist

Describe Plans & Activities Supported (Justification of Need): Marketing Specialist required to increase visibility of ACCESS program and services at on/off campus events, presentations, orientations, and other activities; collaborate with other Equity and Student Services programs to identify and onboard eligible students; establish working and collaborative relationships with community and state agencies and organizations, targeted schools, and stakeholders; identify trends and solutions for student participation in ACCESS program; implement ideas, projects and plans for activities, campus events, and/or trainings to reduce systemic barriers and promote awareness of disabilities and educate the campus; implement marketing strategies to identify

stakeholders, conduct research, develop marketing material and maintain ACCESS website; provide expert knowledge to ACCESS committees to improve execution of plans, projects, and attendance; work as a liaison and establish relationships between ACCESS and other campus departments; purchase marketing materials and maintain inventory of supplies; lead "Planning for College" event planning committee and participate in other department or campus committees as needed or requested. **Lead:** Grace Hanson, Diana Diaz, Brandi Melton

What would success look like and how would you measure it?: ACCESS will have a full time District funded Marketing Specialist. Visibility on-campus and off-campus will increase. Department struggles to find presenters for request to staff information booths or conduct presentations will decrease. Students from other Equity and Student Services programs will have knowledge of ACCESS program, and seek and receive ACCESS services. Department will see increase of students in our programs and collaboration with other departments and programs will strengthen. Systemic barriers will decrease. Front Counter staff will see a decrease in students self reporting that they or their professors were "not aware" of the ACCESS program. ACCESS will have a designated person to answer

questions about events, identify and onboard students, and perform marketing duties related to ACCESS. We will measure success by reviewing and compiling APEX reports, data collected from MyACCESS student application for services, sign-in sheets, surveys and feedback forms.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: Yes

On-Going Funding Requested (if applicable): 63881.96

Related Documents:

18-19_ACCESS_Events.pdf

8-19_Events_ACCESS_was_Invited_To.pdf

MARKETING POSITION.pdf

2019_ACCESS_Marketing_Plan.pdf

Request - Full Funding Requested - Supplies and promotional items to plan and execute a series of events and activities for the annual Disability Awareness Month.

Describe Plans & Activities Supported (Justification of Need): Disability Awareness Month committee will plan and coordinate a series of activities and events during the month of October in celebration of Disability Awareness Month, which as become an annual recognized campus celebration. Continue to strategically plan and organize activities with universal design concepts such as: Movie

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Event, Workshops, Arts and Crafts, Disability History Exhibit, and other new fun activities for students and the community to increase public awareness of ACCESS program and services and reduce systemic barriers. Includes professionally themed flyers, brochures, posters, signage and other printed materials; promotional giveaways that include event branding; as well as off-the-shelf supplies needed for activities and/or decorations. **Lead:** Diana Diaz, Brandi Melton, Manoj Jayagoda, David Montes **What would success look like and how would you measure it?:** Activities and events will increase awareness of program's services; stigma will diminish; more students will have knowledge of program services; committee will continue to record attendees with check-in/sign-in sheets and feedback forms. **Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **On-Going Funding Requested (if applicable):** 3500 **Related Documents:** DAM 2018 Calendar.pdf E2_Equity Project_E2 DSPS Workshops_DAM.pdf **Request - Full Funding Requested -** Supplies, marketing material and	

promotional items to promote increase enrollment and reduce systemic barriers.

Describe Plans & Activities Supported (Justification of Need): Faculty and Staff for an Access Center Marketing and Publicity Committee to plan and execute comprehensive inreach and outreach strategic campaigns, and engage with current and prospective students through workshops, fairs, events and activities in order to promote campus and community awareness of ACCESS program and services and reduce negative systemic barriers for students with disabilities and/or medical conditions. Includes professional, themed design of brochures, flyers, signage, promotional giveaways with department icon, and off-the-shelf supplies needed for activities and/or decorations; as well as to meet requests from other departments or programs for promotional materials needed for their students or their own events.

Lead: Grace Hanson, Diana Diaz, Brandi Melton

What would success look like and how would you measure it?: The campus and surrounding community agencies, targeted schools, and prospective students will have knowledge of ACCESS program and services. ACCESS will see an increase in student participation in the program. Front Counter will see a decrease of self-disclosing reports

from students and/or parents that they did not know about the ACCESS center or they don't want to apply because they do not want to be identified as disabled. Success will be measured by reviewing APEX reports, data collected from MyACCESS application for services, sign-in and check-in sheets, feeback forms, and surveys.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.

Planning Unit Priority: High

Documentation Attached?: Yes

On-Going Funding Requested (if applicable): 7500

Related Documents:

8-19_Events_ACCESS_was_Invited_To.pdf

Request - Full Funding Requested - Food, catering, contracted services, and other/misc. expenses to plan and execute a series of events and activities for the annual Disability Awareness Month.

Describe Plans & Activities Supported (Justification of Need): Disability Awareness Month committee will plan and coordinate a series of activities and events during the month of October in celebration of Disability Awareness Month, which as become an annual recognized campus celebration. Continue to plan and organize

activities with universal design concepts such as: Movie Event, Workshops, Arts and Crafts, Disability History Exhibit, and other new fun activities for students and the community to increase public awareness of ACCESS program and services and reduce systemic barriers. Requiring the following items: movie license, catering, packaged food, food supplies, and misc.

Lead: Diana Diaz, Brandi Melton, Manoj Jayagoda, David Montes

What would success look like and how would you measure it?: Activities and events will increase awareness of program's services; stigma will diminish; more students will have knowledge of program services; committee will continue to record attendees with check-in/sign-in sheets and feedback forms.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

Documentation Attached?: Yes

On-Going Funding Requested (if applicable): 5500

Related Documents:

DAM 2018 Calendar.pdf

E2_Equity Project_E2 DSPS Workshops_DAM.pdf

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Currency of Employees - ACCESS employees will keep current in technology, laws, regulations, and best practices in teaching and counseling related to students with disabilities by participating in professional development and intra-departmental training. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Goal Entered:** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 Trainings offered twice a year for new and rehired student assistants. This year an additional training was offered to include DHH and ATC student assistants for ACCESS main. ACCESS main will continue to look for talents and skills among student assistant employees specifically to being bilingual/multilingual to fulfill in-class scribe requests, artistic and software knowledge for marketing projects, and meet tram driving requirements for backup. Plans to provide cross trainings to staff information booths and conduct presentations, and front counter coverage. (06/11/2019)
		Reporting Year: 2017-18 **% Completed:** 100 Access moved the Annual Planning Day meeting from June 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. Faculty and staff attended the Annual Association on Higher Education and Disability National Conference (AHEAD) in July 2017. Faculty and staff attended the California Association on Post-Secondary Education and Disability Conference (CAPED) in October 2017. 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. 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)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans	
	Report directly on Goal	**Reporting Year:** 2017-18 **% Completed:** 100 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)	
	In Progress - 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. 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. **Describe Plans & Activities Supported (Justification of Need):** Ongoing training is necessary for sharing updates, technological advances, and changing laws with faculty and staff. For example, Accessible Technology Center staff to keep current with types, uses, and issues with mobile technology; ATC staff to provide general training/refreshers on assistive/alternate media and technology, DHH to provide instructional strategies that work with DHH students. **Lead:** Don Potter, Grace Hanson, Matt Dawood, Tim Engle **What would success look like and how would you measure it?:** 1. Accessible Technology Center staff are current in mobile technology	**Reporting Year:** 2018-19 **% Completed:** 0 1. DHH is discontinuing the library goal. 3. Access Mid-Year Planning Day and Planning Day continue to be valued by staff and will be held annually. A permanent on-going funding source is still being sought. (05/01/2019)	
		Reporting Year: 2016-17 **% Completed:** 25 1. On hold due to lack of space. 2. Two ATC full-time staff attended workshops through the HTCTU on mobile IOS and Andoid applications . 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. 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. 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	: Results from Planning Day 2016 indicate we need to continue the 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)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	applications. 2. Faculty and staff report that Planning Day is a worthwhile activity to continue and is fully funded. 3. Student assistants are cross trained. Student assistants' talents and skills are documented and used. 4. ACCESS employees are up-to-date in technology applications used in ACCESS. 5. ACCESS employees are up-to-date in emerging disabilities and accommodations. 6. ACCESS employees are up-to-date with the latest laws and court cases. **Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 7000 **Request - Full Funding Requested -** Funding for faculty and staff for travel conference National Convention Association for Higher Education and Disability **Describe Plans & Activities Supported (Justification of Need):** In order to remain updated, current, and relevant, Mt. SAC typically sends classified and faculty to the national association's AHEAD convention every year. The college is an institutional member of the	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)

	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

What would success look like and how would you measure it?:
Information learned is relayed to all ACCESS employees at various times throughout the year.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low

Documentation Attached?: No

One-Time Funding Requested (if applicable): 10000

Request - Full Funding Requested -
Food and related supplies to continue to provide Student Assistant trainings.

Describe Plans & Activities Supported (Justification of Need):
Provide new and continuing student assistants trainings twice a year. Plan and cross train ATC and DHH student assistants with ACCESS Main office. Integrate a training for student assistants to conduct department/program presentations, staff information booths and assist in events. Continue focus on

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

fostering talents and skills of student assistance and utilize them for projects or assignments including: bi/multi-lingual; artistic skills, talents, and software knowledge to develop flyers, signage and crafts used for events and activities; meet tram driving requirements; front counter coverage.
Lead: Gabby Garcia Untz
What would success look like and how would you measure it?: Student assistants are crosstrained. Student assistants skills and talents are documented and used.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Low
Documentation Attached?: No
On-Going Funding Requested (if applicable): 500

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

Request - Full Funding Requested - Provide DHH with adequate ongoing permanent space for the DHH Center.
Describe Plans & Activities Supported (Justification of Need): New facility
Lead: Don Potter, Grace Hanson
What would success look like and how would you measure it?: Permanent location is secured, funded, and plans begin on it's

Reporting Year: 2018-19
% Completed: 50
DHH is now in a semi-permanent space (9D).
Still waiting on permanent furniture for the student area/hospitality room.
Still waiting for installation of AV equipment in the student area and in the meeting room. (05/01/2019)

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

	design. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** High **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 2000000 **Request - No Funding Requested -** IT support to build APEX to include the ability to receive and process student classroom accommodation requests. **Describe Plans & Activities Supported (Justification of Need):** Continue to build digitized APEX system to include the ability to receive and process student classroom accommodation requests and reduce or eliminate the current manual process. Many human hours are invested in the current process associated with processing paper accommodation letters to professors and other necessary paper processes related to specific requests (i.e. PCA accommodation) **Lead:** Grace Hanson **What would success look like and how would you measure it?:** eFile Case Management system is fully implemented. Students are able to submit accommodation requests through their MyACCESS account. Counselors are able to process accommodations and are received by teaching faculty of the students as processed by APEX, reducing or	permanent space is still to be identified. (03/22/2018) **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) **Reporting Year:** 2018-19 **% Completed:** 75 Accommodation processing through APEX is nearly complete. DHH counselor will be piloting in Summer 2019 term. Should be fully live and working by Fall 2019. (06/11/2019) **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)

eliminating the manual work required to fully communicate student's accommodations to professors.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High
Documentation Attached?: Yes
Related Documents:

PROCESS FOR ACCOMM_2017-18.pdf

Request - No Funding Requested - IT support to automate processes to capture and report more accurate MIS data; identifying service contacts electronically and bridging database platforms.
Describe Plans & Activities Supported (Justification of Need): More IT time to continue building APEX to this functionality.
Lead: Grace Hanson
What would success look like and how would you measure it?: ACCESS will increase efficiency in it's services and service delivery. MIS process is streamlined and staff time is freed for other responsibilities.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High
Documentation Attached?: No

Reporting Year: 2018-19
% Completed: 50
Automating MIS is on hold because it is dependent on APEX Term Accommodations Requests being finished. (06/11/2019)

Request - No Funding Requested - | **Reporting Year:** 2018-19

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Assistance from HR as needed to make formal changes to job descriptions, functions. **Describe Plans & Activities Supported (Justification of Need):** Migration to eFiles will change current employee's job duties. Redistribute clerical job functions to create an even workload for all. **Lead:** Grace Hanson **What would success look like and how would you measure it?:** Clerical workload is evenly distributed among the ACCESS Office Operations Staff. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Medium **Documentation Attached?:** No **Request - Full Funding Requested -** Obtain funding and approval to hire Director of Accessible Technology. **Describe Plans & Activities Supported (Justification of Need):** To ensure that students with disabilities are fully included and have the latest assistive technology available to them to access instruction and college activities as well as succeed in their course of study, ACCESS includes an Accessible Technology Center in a separate location than the ACCESS offices with the latest assistive technology. In addition to assistive technology, the Accessible Technology Center also houses a program for students with acquired brain injuries, produces alternate media, offers one-on-one informal instruction on	**% Completed:** 25 Note Taker applications have been transferred from Admin IV to Admin I for processing. Front Counter has seen an increase in need to search for student information in multiple database since APEX went live. FC scanning of incoming verification has become a permanent ongoing job duty. Front counter is also needing to follow up with all MyACCESS incoming application for services. Other clerical duties have not changed or been redistributed. (06/11/2019)

the use of accessible technology (software and hardware) such as alternate media and assistive devices, has a fully functioning accessible computer lab and study center, and provides noncredit instruction for the improvement of cognitive skills (focus, concentration, speed of processing, memory, sequencing, reasoning, planning, etc.). The Accessible Technology Center continues to be highly in demand and is growing in usage, staffing, and in diversified purposes. The day-to-day manager for the ATC is currently the Dean of ACCESS and Wellness. Her time is spread over other areas of responsibility and is unable to address the day-to-day managerial needs of the ATC. If approved, this manager would oversee the Accessible Technology Center.

Lead: Grace Hanson

What would success look like and how would you measure it?: The Job Description, funding, and hiring is approved.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

On-Going Funding Requested (if applicable): 160000

Request - Full Funding Requested - Temporary/Hourly Assistant, Professional/Project Expert or Administrative Support to complete scanning project, provide coverage

for permanent staff, and assist testing coordinator for finals during each major and minor term.

Describe Plans & Activities Supported (Justification of Need): Temporary/Hourly employee required to complete task of scanning all paper files, forms, and documents and indexing of all files previously scanned in OnBase or migrated from pre-existing data storage systems to fully transition to an eFiles operating unit. Will provide front counter and tram coverage when needed. Will also provide coverage to Operations team when attending unit meetings so that accommodated testing services can run smoothly and efficiently. Required to provide support to Testing Coordinator during Finals of each small and major term. Rehire as needed until large and crucial project of scanning and transitioning from paper to eFiles is complete.

Lead: Grace Hanson, Gabby Garcia-Untz, Cyndi Van Meter

What would success look like and how would you measure it?: All files will be scanned and indexed in OnBase. Accommodated testing program will have dedicated support staff.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: Yes

On-Going Funding Requested (if

applicable): 17000
Related Documents:
18-19_Scanning.pdf
Test Counts.pdf
Testing_Email_Usage_Data.pdf

Request - Full Funding Requested - Sound barrier for front desk
Describe Plans & Activities Supported (Justification of Need): Discuss with facilities project manager possible solutions to add a sound barrier between front desk and hallway. This will prevent crucial confidential information of students or ACCESS team to be heard outside of the department. This will also reduce sound from hallway to be heard by front desk staff which affects ability to appropriately assist students, faculty and staff in person and by phone. Other faculty and staff have noticed and expressed that information communicated at the front counter is heard outside of the office into the hallway. In certain cases upset students have also been overheard throughout the building.
Lead: Grace Hanson, Diana Diaz
What would success look like and how would you measure it?: Sound barrier will be added to main office.
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: High
Documentation Attached?: No

Reporting Year: 2018-19
% Completed: 0
Sound barrier has not been placed at front counter area. Confidential information is still overheard by bystanders in the hallways or incidents with angry students have been overheard by other departments and students in building 9B. Need to discuss possible solutions with facilities project manager. (06/11/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Request - No Funding Requested - ATC looks to continuously improve its efficiency of data tracking, APEX options continue to be explored. **Describe Plans & Activities Supported (Justification of Need):** ATC staff will continue to work with Brian to better track alternate media contacts in APEX. **Lead:** Matthew Dawood **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. **Planning Unit Priority:** Medium	**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)
	Request - 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 (Justification of Need):** 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 **What would success look like and how would you measure it?:** Technology continues to be maintained and upgraded. **Type of Request:** IT SUPPORT:	**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)

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if applicable): 5000
Request - No Funding Requested - IT support to develop 'Tram App' for ACCESS students accommodated for Tram/Mobility Assistance.
Describe Plans & Activities Supported (Justification of Need): IT support to identify proper equipment, technology, vendors and/or funding needed to develop a Tram App that is downloadable through mobile devices and can be compatible with APEX developers software. Students accommodated with Tram/Mobility Assistance will have the ability to request a tram ride and submit tram schedules through the Tram App. Students will have a more efficient way to request tram rides when accommodated resulting in less needs to call front desk in especially during high volume season for incoming calls, minimize errors from front desk when dispatching ride requests, facilitate locating students for drivers, and enables MIS service contacts to be recorded directly onto APEX.

Lead: Diana Diaz, Brian Heflin, Ralph Barragan, James Milliken
What would success look like and

how would you measure it?: Tram App will be complete and ready for download by ACCESS students who are accommodated for Tram. Students will have a more efficient way to request tram rides when accommodated. Front Counter will have a decrease in tram calls by accommodated students. Front Counter will receive tram requests from non-established ACCESS students (courtesy rides) or students that lack technology to download Tram App. Tram drivers will have less need to manually enter contacts in APEX.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Documentation Attached?: Yes

Related Documents:

SDR0004_DSPS_Student_Summary_by_FY_2018-19pdf.pdf

2019_May_MIS_Discrepancies.pdf

Request - No Funding Requested - IT Support to automate front counter SARS check-in to alert students to see front counter staff when required.

Describe Plans & Activities Supported (Justification of Need):

Front Counter, MIS, and Faculty will work closely to improve our capturing of students with MIS discrepancies related to Title 5. IT support required to automate SARS

check-in appointment that alert students to see the Front Counter regarding MIS discrepancy. Alerts will also be received by faculty when student has signed in for appointment. Meanwhile, student assistants will continue to follow up with next day appointments and record notes on report for 'next day's appointments', this report will be provided to front counter to try to manually capture students when able to.

Lead: Diana Diaz, Brandi Melton, Cyndi Van Meter, Monica Jones

What would success look like and how would you measure it?: SARS check-in will be automated to alert students to see front counter. ACCESS will see a decrease in student files out of compliance with Title 5 components. Reports in APEX, Argos, SARS and other spreadsheets will continue to be used to capture this data.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Medium

Documentation Attached?: Yes

Related Documents:

2019_May_MIS_Discrepancies.pdf

Request - Full Funding Requested - Temporary Hourly Staff to provide ongoing and consistent front counter coverage.

Describe Plans & Activities

	Supported (Justification of Need): Trained and consistent student assistants required to provide ongoing coverage and support to front desk operational permanent staff; assist in following up with influx of new ACCESS student applications for services; also needed to work evenings with Administrative Specialist that is required to address program issues in the absence of other classified staff. **Lead:** Diana Diaz, Cyndi Van Meter **What would success look like and how would you measure it?:** Stable and trained front counter coverage is available at all times. Classified Staff is not interrupted or pulled away from their job duties making their duties consistent and meet deadlines. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Low **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 20000 **Request - No Funding Requested -** Risk Management and Facilities support to redesign front counter layout **Describe Plans & Activities Supported (Justification of Need):** Support from Risk Management and Facilities Project Manager to identify solutions and make recommendations for new front desk layout that addresses ergonomic concerns and improves	

functionality to assist students with disabilities or medical conditions, specially student and/or visitors in wheelchair and improves shared space with accommodated testing program.

Lead: Diana Diaz

What would success look like and how would you measure it?: New front desk layout that meets ergonomic concerns and functionality is improved.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

Documentation Attached?: No

Request - Full Funding Requested - Full Time Administrative Specialist I

Describe Plans & Activities Supported (Justification of Need): Permanent Administrative Specialist I (full time) required to perform multi-purpose administrative functions and duties in support of MIS, Student Services Program Specialist, Project/Program Coordinator, and Administrative Specialist II. Administrative Specialist I would relieve operations staff of entry-level data preparation and data entry to allow said staff to focus on higher-level tasks such as, project coordination, quality control, data analysis, developing strategies to capture accurate data, improving workflow, and overseeing student staff.

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Lead: Gabby Garcia Untz, Brandi Melton, Cyndi Van Meter, Monica Jones **What would success look like and how would you measure it?:** Permanent Full Time Classified staff hired and district funded. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 57924 **Related Documents:** Stats_Entry Level Data Entry Counts.xlsx **Request - No Funding Requested -** Complaint process available as a handout and easily accessible on ACCESS website. **Describe Plans & Activities Supported (Justification of Need):** Chancellor's Office survey results revealed high percentage of students lacking knowledge of complaint process. Redesign website to make complaint process easier to locate and contain current and accurate content. Operations group to create handouts with complaint process for faculty and staff to use and/or hand out. **Lead:** Grace Hanson, Gabby Garcia Untz, Diana Diaz **What would success look like and how would you measure it?:** Front counter has complaint process handouts and can be easily found on ACCESS website by students.	

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies. **Planning Unit Priority:** High **Documentation Attached?:** No **Request - No Funding Requested -** Equipment for 'Tram App' for ACCESS students accommodated for Tram/Mobility Assistance. **Describe Plans & Activities Supported (Justification of Need):** Equipment needed for 'Tram App' to be used with trams or by each tram driver. Equipment needed to capture tram contacts "on the go" or complete ride service contact requested through 'Tram App'. This will facilitate locating students for drivers, and enable MIS service contacts to be recorded directly onto APEX. **Lead:** Diana Diaz, Brian Heflin, Ralph Barragan, James Milliken **What would success look like and how would you measure it?:** Tram App will be complete and ready for download by ACCESS students who are accommodated for Tram. Students will have a more efficient way to request tram rides when accommodated. Front Counter will have a decrease in tram calls by accommodated students. Front Counter will receive tram requests from non-established ACCESS students (courtesy rides) or students that lack technology to download	

	Tram App. Tram drivers will have less need to manually enter contacts in APEX. **Type of Request:** NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes. **Planning Unit Priority:** High **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 6000 **Related Documents:** SDR0004_DSPS_Student_Summary_by_FY_2018-19pdf.pdf 2019_May_MIS_Discrepancies.pdf	
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	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 Distance Learning Committee supported integrating Readspeaker (text-to-speech assistive technology) into Canvas thereby making the college learning management system more accessible. (06/27/2019) **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) **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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	had the opportunity to learn about, and ask questions about current technology available to students with disabilities. (06/11/2018)

Request - No Funding Requested - ATC will continue to work with partners across campus to promote accessible technology and assistive technology solutions to provide equal access.

Describe Plans & Activities Supported (Justification of Need): 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

What would success look like and how would you measure it?: Technology is utilized effectively and college information resources and instruction are accessible

Planning Unit Priority: Medium