

1. Assessment Plan - Three Column



PIE - Student Services: ACCESS Unit

2. Where We Are Now: Year at a Glance

2020-21

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Summary of Notable Achievements: Established DHH Center website which includes written information as well as in an ASL format.

Brought English and History classes, along with their instructors to Gallaudette University in Washington D.C. Some of these students continued on with staff to present at a national conference for people who are Deaf in the fields of Medicine and Mental Health. They were the only student group to present.

DHH worked with the National Park Conservancy to develop and offer self guided cave tours in ASL via tablets for visitors.

DHH students went on a tour of Amazon which resulted in one of the students being hired.

-Accessible Technology Center – Students receiving support in ATC LRND2 had an 87% success rate overall across all academic courses in Spring 2020.

-Accessible Technology Center - Vik, a Mt. SAC ABI program and ATC student, successfully transitioned into credit instruction and has graduated with his MBA.

Operations Group:

-ACCESS provided 54 remote proctors for ACCESS testers and professors during Fall 2020/Spring 2021 terms. Provided remote film transcription for blind student during Fall 2020 term. Provided remote scribes for 112 class sessions during Spring 2021 term.

-Contacted 97 ACCESS students for Grad Fest with 2-day turnaround, Contacted (insert #) ACCESS Students for Reconnect & Engage Program

-Due to COVID - 19 Pandemic ACCESS Independent Contractors not requested due to online class's ability to record lectures. Spring 2019 None. Fall 2019 None Winter 2021 None Spring 2021 2 Invoices received and process to payroll 2 Independent Contractors received for processing.

-As a result of COVID-19 Pandemic, Faculty and other staff have become more aware of students need for short questions. This has resulted in Faculty becoming more available for students on a non-apt scheduled basis.

-Disability Awareness Month succeeded in offering multiple events and workshops throughout the month of October virtually through zoom as a result of COVID-19 Pandemic. Events and workshops offered include: D.A.M. Kick Off, Ask ACCESS Q&A, Let's Meditate, Transfer Tuesdays, Got Stress? Get a Green Thumb, Wellness Stretch for All, Disability Athletics Faire, Horsin' Around is Therapy, Addressing the Barriers for Students with Autism, Get Crafty with ACCESS, and Accessible Technology Solutions.

Faculty Group:

-ACCESS successfully recruited and hired a FT Instructional Specialist, Writing Support professor. Professor began working during Winter 2020.

-ACCESS received approval to hire a FT instructional Specialist, Math Support, for the 20-21 academic year. The hiring activities were temporarily placed on hold due to COVID-19. Hiring activities recently resumed and ACCESS is working with HR to post the position at this time (July 2020).

-ACCESS faculty and classified staff collaborated to develop guidance that addresses student and professor responsibilities for implementing accommodations in an online environment as student enrollment in online courses obviously increased dramatically due to COVID-19.

-Faculty discussed whether to request a new FT hire for the ACCESS program during the 20-21 request for faculty proposal period (RFP). While ACCESS needs increased faculty support a decision was made not to submit a RFP during the upcoming round of proposals due to COVID-19.

-Instructional Specialist, Writing Support, collaborated with English Dept faculty to offer a linked ENGL-1A/80 course linked with ACCS-34. An unlinked ACCS-34 option was also available for students.

Program Planning for Retention and Success: Providing all-Deaf cohorts in English 67, 68, 1A, !C; Speech 1A; History 7 & 8; Geology 10. Will add all-Deaf cohorts for Math 71A, Biology 1, and LERN D2 within the next year.

Most classes are linked to ACCESS support classes taught by DHH faculty in ASL.

External and Internal Conditions Analysis: Internal:

More DHH cohort classes reduces the hours available for our hourly interpreters.

Humanities continues to hire interpreters without formal assessments and routinely increases the level of pay for interpreters working in both departments beyond what DHH assigns via in-house assessment or national certification. This affect morale and willingness of hourly interpreters to accept work with DHH.

With students being more successful in the DHH cohort classes, more are able to move on to higher level courses. This requires that the interpreters have higher skill levels, which is difficult in a practice profession which requires many years of experience to develop.

POD does not pay for "training", only for conferences. Lead Interpreters are required to keep their national certifications, which require CEUs being earned. The vast majority of opportunities are through training and NOT at the national interpreter conference. This is felt to be an undue burden on Lead Interpreters as compared to other employees who routinely attend conferences which are paid for.

External:

AB 705 has had a negative impact on DHH students - our programming has been modified in an effort to offer a more level playing field.

CPP instituted a policy to pay all interpreters and CART providers at a rate significantly over the going rates no matter the skill level. This led to some Mt. SAC providers being less available for our classes. In some cases it also led to less skilled interpreters working at CPP for our transfer students.

Hill High School Literacy (Hacienda/La Puente) program was closed. This has resulted in more non-college ready DHH students coming to Mt. SAC, presenting challenges for faculty and interpreters/CART providers.

COVID-19 resulted in an immediate transition to on-line teaching without time to research the best method to provide interpreting and captioning in a variety of complex classes. The result is a loss in DHH students as well as a major reduction in the work available to our hourly employees.

Operations Group:

-Awareness: a) Increased public awareness of mental health issues, concerns, needs and increases in support for students. b) 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. c) 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 not want to be identified as a person with a disability. d) Requests from other campus departments/programs for presentations and

informational booths continue to rise, these are in addition to the events coordinated by ACCESS. ACCESS does not have the staffing or promotional items needed to satisfy all requests.

-Professors are not receiving student accommodations in timely manner. Too many human hours are used in beginning of term. Increase in professors requests for emailed accommodations. Tram drivers needing to hand deliver accommodations first week of term while still accommodating students.

-Student Assistants are tasked with MIS data entry. There is a continued need to hire and train Student Assistants for data entry as permanent staff is not available for ongoing support. One MIS permanent staff is responsible for inputting student's term records and monitoring all contacts associated. Such tasks take place after the student has received the service(s) and/or accommodation(s). When students are missing Title 5 required documents and/or signatures, it is challenging to contact students to complete necessary documents.

-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. Storage space is low.

-The ACCESS testing program has suffered considerable setbacks 18-19 FY & 19-20 FY with the loss of our only testing rooms in Building 9B (Club Room & ACCESS Testing Room). Our only remaining testing room is small room in building 6 (219). Testing Center project is currently on hold and lacks campus wide support. 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) and counseling info sessions have impacted space availability and has shifted use of space in Assessment Center. Large room in Assessment is available to ACCESS only 2 three days/week. Storage closet in Assessment Center has been semi-converted to a testing room although cabinets, small refrigerator and microwave still remain in this room. ACCESS student complaints have increased and are related to inconsistent and inappropriate testing space and lack of distraction-reduced environment. Meeting with Tom Mauch, Malia Flood, George Bradshaw, Francisco Dorame, Nico Martinez and Gabby Garcia-Untz pending scheduling this summer to discuss space in Assessment Center that will be designated for ACCESS testing use.

-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.

-Additional workload caused by: Community colleges open access policy and civil rights laws do not allow ACCESS to cap program or services.

-Additional workload caused by: Maintaining paper records while transitioning to a electronic e-file system and scanning of paper files continues to be needed on a consistent basis.

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

-Tram drivers do not have a designated space or computer to manually enter contacts in APEX. Currently, drivers keep a paper log with tallies to record number of times accommodated students use Tram per day before they can enter in APEX, this is separate from other logs they maintain such as test deliveries. Depending on season/time of year, drivers may not have the chance to enter contacts before the end of day.

-Front Counter has difficulty dispatching tram calls for the following reasons: 1) Front Counter becomes overwhelmingly busy and may forget to inform drivers of students requesting tram ride. 2) Drivers may not hear the tram call and front counter is unaware, front counter will often call drivers on their cellphones to reach drivers.

-Various student files are missing Title 5 components (documents and/or signatures) for MIS. These errors are recognized by MIS staff after the student has met with a counselor and has received services and/or accommodations. Obtaining documents and/or signatures from students is challenging as the student has already received their

desired service and/or accommodation. The missing documents/ signatures often prevent ACCESS from claiming funding for the services/accommodations provided.

-Front Counter is inconsistent and unable to capture all MIS contacts, such as maps, note taking paper, on/off campus referrals, registration assistance.

-Front counter personnel staff lack coverage to operate properly. Front counter personnel are involved with extra-assigned duties, such as attending Planning and logistics meetings for upcoming events, officiating the event in their assigned role, presentations to high school students that tour our campus, PIE, Marketing committees, Student Services Division meetings mandatory (twice yearly) Operation Meetings, vacation requests, personnel call out for personal necessity or sick time or Medical Leave. Additional duties such as: hiring documents for note-takers, note-takers follow-up, making copies for record keeping, enlarging students tests for the visually impaired. Front Counter coverage is needed for Classified Staff to step away to take care of the above processes and other misc. assignments given.

-Ergonomic and safety concerns with front desk layout. Desk needs to accommodate students of all shapes and sizes, including access for student or visitors in wheelchairs, but current monitor set up makes it very difficult for Front Desk staff to communicate with students effectively. Space is shared with accommodated testing for storage, setting up of tests, and logging. Staff at front desk are constantly bumping into each other or maneuvering around each other which is a safety concern.

-Additional duties are being added on to staff whose primary duties are other than front counter. Day-to-day operations can be hectic when trying to meet deadlines, but are being pulled sometimes for a day or two due to sick time, vacation time, break and lunch coverage of the front counter.

-Tram drivers that call out sick need coverage, student assistants are back up, but at times their schedule conflicts with the hours needed. Classified Staff step in to cover tram services which pulls the staff from their duties.

-Often the department is short staffed during the busy time of finals week. A dedicated scanning person is needed to have a consistent flow of scanning paper files to electronic files.

-Additional Workload: Data entry directly related to department funding and MIS is currently done by Student Assistants that do not have the former training or experience, resulting in data entry errors that affect MIS reporting and department as a whole. Time Sheets review requires concentrated and dedicated review. ACCESS presentation representative and event table for college events on or off of Mt.SAC.

-Front counter's need to have ongoing support for front counter coverage when needed for front counter personnel that are on Medical Leave, vacations, sick time or personal necessity over many areas need relieve time for other front office to do their extra duties assigned, and to help close from 4:00pm - 6:00pm.

-We have 2 scanners that are over 15 years old and were given to us 12-years ago by our technology center when they upgraded to newer scanners. For the last 2-3 years the scanners do not work properly and when we call our IT department for support, when they break down, they are unable to fix them because of the parts not being available and they are too old. We have used these scanners extensively for the last 12-years since we began scanning. But the scanners are not able to keep up with the large volume of scanning and give us a better return for the time we invested in scanning.

-Students would have short questions and did not want answer from Front Desk. It was difficult to find faculty member available to answer question. Typically, they would need to schedule apt 2-weeks out or come for drop-ins (which they were not always available for).

-Not enough appointments/drop-ins are available for students. This results in student complaints and front counter having to provide immediate support/service or campus referral.

-More follow-up is needed for students that apply. Many begin the process but do not complete all steps to establish services. Confusion continues to exist where student applies, but does not complete steps but requires accommodations.

-After hours/evening appointments need continues. Quicksteps are offered while students are in class. These quicksteps target high school students mainly which are still in school.

Faculty Group:

-With the rapid move to remote learning due to COVID-19 ACCESS faculty have varying levels of in the quality of college issued technology. ACCESS professors who are teaching need would benefit greatly from having tablets with pencils (e.g. I-pad) to give "written" feedback to student work.

Critical Decisions Made by Unit: DHH Program Specialist position was changed to DHH Program Coordinator.

A second 80% DHH Program Coordinator was requested and approved by Cabinet.

An agreement was reached with HR that tri-lingual interpreters on campus would be compensated one pay level above their normal level when doing tri-lingual work (up to the maximum of Level V).

Faculty decided to proceed with hiring activities for the Instructional Specialist, Math Emphasis, position despite the fact that it's possible that remote interviews may need to be conducted. In-Person interviews remains the preference if arrangements can be made.

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 Dana Johnson, ATC
 Julie Cortez, ATC
 Heather Ponce, ATC

Diana Chou, ACCESS/Student Health

Adjuncts:

Abril Trasvina, ACCESS
 Paige Henley, ACCESS - Starts next week
 Valentina Gaete, ATC
 Ryan Mahler, DHH

2020-21

Contact Person: Populate Later

Email/Extension: Populate Later

Summary of Notable Achievements: -Successfully recruited and hired an Instructional Specialist, Math Emphasis

Program Planning for Retention and Success: Populate Later

External and Internal Conditions Analysis: Populate Later

Critical Decisions Made by Unit: Populate Later

Contributors to the Report: Populate

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Equal Access - Ensure students' equal access to instructional programs and services.

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 09/01/2016

Report directly on Goal

Reporting Year: 2020-21

% Completed: 100

Successfully hosted an online ACCESS Advisory Board Meeting on June 3, 2021. Campus partners included representatives from High School Outreach, Deaf & Hard of Hearing, and the Accessible Technology Center. The student representative that was selected was a participant from Puzzle Project. The student was successful in sharing her experiences as a student with a disability, and shared the resources that have helped her succeed. The student was able to overcome social and communication barriers that generally affect students on the spectrum. (06/03/2021)

Reporting Year: 2020-21

% Completed: 100

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	Report directly on Goal	<p>Developed and revised accommodation guidance for online classes for each semester/term during COVID pandemic. (04/21/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 100 Successfully recruited and hired an ACCESS Instructional Specialist Math Emphasis Professor and arranged a start date during current academic year (April 2021) to support students in math. (04/21/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 50 Testing for Topher. (01/29/2021)</p>
	<p>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.</p> <p>Describe Plans & Activities Supported (Justification of Need): ATC staff use software and hardware to produce and provide alternate media for students. Students utilize specialized software to access alternate media content.</p> <p>Lead: Matthew Dawood</p> <p>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.</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING</p>	<p>Reporting Year: 2020-21 % Completed: 50 ATC provided alternate media services to 99 students in 20-21 (Summer 2020: 8 students, Fall 2020: 31 students, Winter 2021: 22 students, Spring 2021: 61 students). There were 316 alternate media related student contacts in 20-21 (Summer 2020: 10 contacts, Fall 2020: 134 contacts, Winter 2021: 51 contacts, Spring 2021: 202 contacts). The team converted 21916 pages into alternate format for students in 20-21 (Summer 2020: 1801 pages, Fall 2021: n/a pages, Winter 2021: 3440 pages, Spring 2021: 16675 pages). Since Jill retired, the ATC still lacks FT faculty support for assistive technology and alternate media. Workload from retired FT faculty assignment has fallen onto adjunct faculty and classified staff. (06/23/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

(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
On-Going Funding Requested (if applicable): 40000

Request - Full Funding Requested -
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.

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
One-Time Funding Requested (if applicable): 150000

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 150,000

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 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

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

Request - Full Funding Requested -

An additional counselor to address new placement process with students and lessen the current

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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 temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 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

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

continue promoting UDL and accessible technology throughout campus. This is now a Chancellor's Office Directive.

Lead: Tim Engle, Malia Flood

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: Low

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

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. 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: Malia Flood, DHH

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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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
On-Going Funding Requested (if applicable): 250000

Total Funding Requested: 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
On-Going Funding Requested (if

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 500

Total Funding Requested: 500

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: Malia Flood, 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. 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

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal.

(07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

to specific rooms or operational areas.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 200000

Total Funding Requested: 200000

Related Documents:

[Test Counts Through Fall 2019.pdf](#)

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 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: Malia Flood, 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

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Low

On-Going Funding Requested (if applicable): 57073

Total Funding Requested: 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 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: Malia Flood, Gabrielle Garcia Untz

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

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Low

On-Going Funding Requested (if applicable): 57073

Total Funding Requested: 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 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: Malia Flood, Gabrielle Garcia

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. Continue.
(07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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.

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

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 70941

Total Funding Requested: 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

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. (07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

assignments.

Lead: Malia Flood, 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: Low
One-Time Funding Requested (if applicable): 200000

Total Funding Requested: 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

Reporting Year: 2020-21
% Completed: 0
Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal.
(07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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: Malia Flood, 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: 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: Low

One-Time Funding Requested (if applicable): 10000

On-Going Funding Requested (if applicable): 5000

Total Funding Requested: 15000

Request - Full Funding Requested -

Student Assistants to staff permanent Testing Center.

Describe Plans & Activities

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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: Malia Flood, 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: Low

On-Going Funding Requested (if applicable): 30000

Total Funding Requested: 30000

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Request - No Funding Requested - Sample disability statement for syllabi</p> <p>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.</p> <p>Lead: Malia Flood, Gabrielle Garcia Untz</p> <p>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.</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: High Total Funding Requested: 0</p>	<p>Reporting Year: 2020-21 % Completed: 100 Faculty Toolkit created with sample disability statement with Universal Design principles. Available on ACCESS website under Faculty tab. (07/08/2021)</p>
<p>Instruction and Support - Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Successfully hired an ACCESS Instructional Specialist, Math Support, faculty member who started in April 2021. (04/29/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Permanent, ongoing funding for Peer Mentors for students in the program, hourly clerical and budgetary support.</p> <p>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.</p> <p>Lead: Faculty, Elizabeth Hernandez, Heather Ponce</p> <p>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 academic course during regular semesters (fall and spring).</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 35000</p> <p>Total Funding Requested: 35,000</p> <p>Related Documents: Equity Project F2 Puzzle Project.pdf</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>In 2020-21, twenty-three students participated in Puzzle Project during the fall and spring semesters. Students participated in various components of the program, such as attending weekly Puzzle workshops, participating in Transitional, or Puzzle Pieces. All twenty-three students were paired with a peer mentor. The ratio was one peer mentor for every two students, 1:2. Sixteen students passed one or more academic, credit courses during the fall and spring semesters. This is roughly 70% of the student participants. Two students passed one or more academic credit courses in fall semester, but withdrew (EW) from courses in the spring. Five students struggled academically and were unsuccessful in passing credit courses. The factors that contributed to the lack of success were directly related to online learning. Some of the courses were asynchronous, so students lacked the direct interaction with professors. Puzzle Project Peer Mentors guided students to resources, such as online tutoring and professor's office hours. Students met with ACCESS Counselors for academic counseling, but students shared that online learning was difficult to grasp given their learning styles and educational limitations. A plan of action was developed for the five students who will continue in the fall 2021 despite the academic setbacks faced this year.</p> <p>Funding for peer mentors, and temporary hourly employees continues to be a high priority. Despite not reaching the overall 75% success goal, Puzzle Project students accomplished important milestones. One student obtained employment at a grocery store during the pandemic. Grocery store workers have become front line workers, and this particular student had been seeking job opportunities for the last 2 years. The student was one of the five students who were unable to pass classes, so he has decided to pursue a vocational path. Within a few months of employment, the student obtained Employee of the Month recognition.</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Two Puzzle Project students graduated from Mt. SAC with a 3.00+ cumulative GPA, and received associate degrees to transfer. Both students will be transferring to a four year university. One of the two students was highlighted during Commencement due to overcoming extraordinary circumstances during this journey as a student. Ten students are on a transfer path, and have completed five or more transferable courses, including the Golden Four for CSU transfer.

One student participated as a student representative in the ACCESS Advisory Board meeting held on June 3rd, 2021. The student was successful in sharing her experiences as a student with a disability, and shared the resources that have helped her. The student was able to overcome social and communication barriers that generally affect students on the spectrum. (07/02/2021)

Request - Full Funding Requested -
Permanent ongoing funding for staffing, 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 Ponce

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
EQUIPMENT: Equipment, library

Reporting Year: 2020-21
% Completed: 50

Instruction was provided to 77 students with an acquired brain injury for 20-21 (Summer 2020: 15 ABI students, Fall 2020: 20 ABI students, Winter 2021: 20 ABI students, Spring 2021: 22 ABI students). 1558 hours of service were provided (Summer 2020: 176 hours, Fall 2020: 524 hours, Winter 2021: 244 hours, Spring 2021: 614 hours). The ABI program rapidly pivoted to an online format due to continue to provide uninterrupted instruction to students during the covid-19 pandemic. (06/24/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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
On-Going Funding Requested (if applicable): 5000
Total Funding Requested: 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.

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

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 120000
Total Funding Requested: 120000

Reporting Year: 2020-21
% Completed: 50

Accessibility Technology Center (ATC) instruction was provided to 322 ACCESS and Veteran students in 20-21 (Summer 2020: 38, Fall 2020: 111, Winter 2021: 30, Spring 2021: 143). 7 (2.17%) of these students were identified as veterans (Summer 2020: 4 veterans, Fall 2020: 2 veterans, Winter 2021: 0 veteran, Spring 2021: 1 veterans).

1964 hours of service were provided (Summer 2020: 75 hours, Fall 2020: 1118 hours, Winter 2021: 41 hours, Spring 2021: 730 hours).

All ATC instruction and services had to rapidly transition to an online platform due to the campus closure because of the covid-19 pandemic. ATC was able to continue to serve students and provide instruction remotely. Prior to the pandemic, the study center had also been closed for a semester due to rain damage, so students began to utilize other resources.

There are multiple factors that may have contributed to the change in numbers including the Covid-19 pandemic that caused the campus closure. ATC LRND2 instructional hours were drastically reduced (instructional hours cut by 32 hours per week/71.11% hours per week in the fall/spring semesters and cut by 22 hours per week/61.11% in the winter/summer) due to lack of noncredit faculty support available to teach the noncredit course. When the pandemic began, the number of ATC hourly support staff was also significantly reduced (cut by 72.73%), from 11

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

hourly support staff to only 3 hourly support staff. This significant reduction in instructional hours directly impacted the number of students served due to the lack of instructional hours provided. This percentage of cut hours is directly proportional to the decrease in numbers when compared to the prior fiscal year. Despite significant reduction in resources, ATC faculty and staff managed to serve ACCESS students and adopt to the remote environment. ATC was also able to make assistive technology software available for students to download on their own personal devices. (06/30/2021)

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, 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.

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

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 60000

Total Funding Requested: 60000

Request - No Funding Requested -

Staff time to explore the possibility

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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of converting some of the hourly interpreter positions into staff interpreter positions.

Describe Plans & Activities

Supported (Justification of Need):
 The current on-line environment has reduced the amount of work available on a regular basis for the hourly interpreters. It is anticipated that some of these hourly workers will no longer be available in the future. Staff interpreters would allow DHH Services to have more control over the quality of services we provide to students. These positions would not be at the same level as Lead Interpreters. Hourly workers would still be essential to providing the flexibility in work hours that cannot be done with classified employees.

Lead: Kathy Goodson, Jennifer Stephenson, Tina Jenkins, Lori Mahan

What would success look like and how would you measure it?: DHH budget would be more consistent with known expenses for salaries. Students would receive a more consistent, high quality accommodation and this would better support their retention and success in their educational goals.

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

Planning Unit Priority: Medium

Total Funding Requested: 0

Request - Full Funding Requested -
 Obtain access to a website called IXL.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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com

Describe Plans & Activities

Supported (Justification of Need):
 The website provides for diagnostic testing and student practice in the areas of English and Math. Specifically it can provide mediation strategies, address student knowledge gaps, and provide repetition and practice as students learn new skills.

Lead: Julie Bradley and Julie Cortez.

What would success look like and how would you measure it?: Success would be measured by evaluating data regarding student success in academic courses (e.g. assignment grades, test grades, final exams, skill improvement). The website could also be used in ACCESS support classes where student learning and academic proficiency can be monitored and addressed.

Type of Request: 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

One-Time Funding Requested (if applicable): 6000

Total Funding Requested: 6000.00

<p>Promote Acceptance - Promote campus-wide acceptance and understanding of students with special needs such as disabilities, who need extra support, and who have</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 75 The Puzzle Project Team provided professional development opportunities for faculty and staff to promote acceptance and understanding of students with disabilities.</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>mental health conditions to reduce systemic barriers.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>In October 28, 2020, they presented on Addressing the Barriers for Students with Autism Spectrum Disorder (ASD) in a College Setting. The presentation was offered through POD, and attendees received Professional Growth Increment hours as an incentive. There were approximately 15 attendees. The presentation focused on describing the common ASD characteristics, addressing the academic, communication, and social barriers that college students face, campus wide resources, and strategies that can be implemented by professors to help this student population.</p> <p>In the spring semester, the Puzzle Project Team collaborated with the English department to promote campus-wide acceptance and understanding of students with special needs. The purpose of this collaboration was to gain understanding of the common questions and concerns that professors have when working directly with students with ASD. To measure the level of understanding, a Qualtrics survey was created and distributed to professors in the English department. Responses were used to create a presentation and Q & A handout with strategies that can be implemented in the classroom, and ways to provide support when working 1-on-1 with students on the spectrum. Several meetings were held with English Professors, Peter Churchill and Rocio Avila throughout the semester. On May 12, 2021, the Puzzle Project Team attended an English Department meeting where they introduced themselves as key partners and shared the resources with the department. (07/02/2021)</p> <p>Related Documents: Puzzle Project Presentation Outline.pdf Q&A English Department Handout.pdf</p>
	<p>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</p>	<p>Reporting Year: 2020-21 % Completed: 0 Department continues to seek funding available through other funding resources. Received SEAP funding. Due to COVID-19 pandemic no on-campus events were planned. (07/09/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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, packaged foods/food supplies, catering, and contracted services.

Lead: Malia Flood, 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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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application for services, sign-in and check-in sheets, feedback 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: Medium
On-Going Funding Requested (if applicable): 2500

Total Funding Requested: 2500
Related Documents:
[18-19_ACCESS_Events.pdf](#)

Request - No Funding Requested - Describe Plans & Activities Supported (Justification of Need): ACCESS will revise handbook 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: Malia Flood
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
Total Funding Requested: 0
Related Documents:

[2019_ACCESS_Marketing_Plan.pdf](#)

Reporting Year: 2020-21
% Completed: 0
 Decided to create GPS Spotlight for ACCESS website to replace existing handbook (07/09/2021)

Request - No Funding Requested - Reporting Year: 2020-21

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Develop new ACCESS Center shared vision statement</p> <p>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.</p> <p>Lead: Malia Flood</p> <p>What would success look like and how would you measure it?: New vision statement created and published</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.</p> <p>Planning Unit Priority: Low</p> <p>Total Funding Requested: 0</p> <p>Request - No Funding Requested - Staff time</p> <p>Describe Plans & Activities Supported (Justification of Need): DHH will continue development of the DHH web page to educate the campus regarding and promote acceptance of DHH students.</p> <p>Lead: Kathy Goodson</p> <p>What would success look like and how would you measure it?: Information regarding the DHH Center and services will be accessible both on line.</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.</p> <p>Planning Unit Priority: Medium</p>	<p>% Completed: 0</p> <p>Change of Management. (07/09/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 0

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

Reporting Year: 2020-21

% Completed: 0

Need for position has increased as ACCESS looks to increase outreach/inreach efforts and visibility through Social Media. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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committees as needed or requested. Manage department's social media accounts.

Lead: Malia Flood, 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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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On-Going Funding Requested (if applicable): 63881.96
Total Funding Requested: 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 has become an annual recognized campus celebration. Continue to strategically 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. 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

Reporting Year: 2020-21
% Completed: 0
 Department continues to seek funding available through other funding sources. This year Associated Students and SEAP funds approved. (07/09/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

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

Reporting Year: 2020-21

% Completed: 100

Restricted funds approved to purchase promo items. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Malia Flood, 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, feedback forms, and surveys.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 7500

Total Funding Requested: 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 has 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,

Reporting Year: 2020-21

% Completed: 0

Department continues to seek funding available through other funding sources. This fiscal year Associated Students and SEAP funds were approved. (07/09/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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
On-Going Funding Requested (if applicable): 5500
Related Documents:
[DAM 2018 Calendar.pdf](#)
[E2_Equity Project_E2 DSPS Workshops_DAM.pdf](#)

<p>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, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>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</p>	<p>Reporting Year: 2020-21 % Completed: 100 In consultation with the Vice President Student Services, the Dean of ACCESS and Wellness permitted faculty to begin to begin making conference and travel (including in-person events) requests. (04/29/2021)</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Malia Flood, 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 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

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

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: Medium
On-Going Funding Requested (if applicable): 7000

Total Funding Requested: 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 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: Malia Flood
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

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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
One-Time Funding Requested (if applicable): 10000

Total Funding Requested: 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 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

Reporting Year: 2020-21
% Completed: 0
 Not needed due to COVID-19 Pandemic. Trainings provided virtually. (07/07/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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

On-Going Funding Requested (if applicable): 500

Request - Full Funding Requested - on-going funding is needed for Lead Interpreters in DHH Services to attend trainings/workshops in order to maintain their required Certifications.

Describe Plans & Activities Supported (Justification of Need): Lead Interpreters would be able to remain current in their field. POD only covers the cost of conferences. Interpreting conferences are geared towards people new to the field and do not benefit the Leads. They must be able to attend a training or a workshop to earn CEUs required to maintain their national Certifications. This is required for their jobs and no other sources of financial support to do so are offered by the college.

Lead: Kathy Goodson

What would success look like and how would you measure it?: All Lead Interpreters would continue to hold national Certifications from RID

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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
On-Going Funding Requested (if applicable): 2000
Total Funding Requested: 2000

<p>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, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 All ACCESS faculty were issued VPN accounts that permitted faculty to access secure college documents and information from remote locations. (04/29/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 100 ACCESS faculty provided entirely remote services to students and assisted students in managing all aspects of ACCESS "business" including Applying to ACCESS, developing and signing accommodation plans, notifying professors of approved accommodations, uploading documents, etc. These changes eliminated the need provide hard copy documents to ACCESS and to faculty and shortened the amount of time needed for students to establish services and to arrange accommodations. (04/29/2021)</p>
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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: Malia Flood
What would success look like and how would you measure it?:
 Permanent location is secured, funded, and plans begin on it's

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

design.

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

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 2000000

Total Funding Requested: 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: Malia Flood

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

Reporting Year: 2020-21

% Completed: 25

Due to COVID-19 Pandemic and campus closure students were given the ability to download their AAP (Academic Accommodation Plan) and submit to professors. DHH Center to test online request for AAP Summer 2021. (07/08/2021)

Unit Goals

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

Total Funding Requested: 0

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: Malia Flood

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

Total Funding Requested: 0

Reporting Year: 2020-21

% Completed: 0

APEX and OnBase still don't communicate. Continued need to streamline and capture accurate MIS data. (07/07/2021)

Request - No Funding Requested -

Reporting Year: 2020-21

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Malia Flood

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: Low

Total Funding Requested: 0

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: 0

Still converting to eFile system. Continue discussion to identify what staff will be impacted by this change. On Hold until near completion of converting all paper files to eFiles. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Malia Flood
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
On-Going Funding Requested (if applicable): 160000

Total Funding Requested: 160000
Request - Full Funding Requested - Hygiene and Sound barrier for front desk

Describe Plans & Activities Supported (Justification of Need):

Reporting Year: 2020-21
% Completed: 0
 No progress. Continue discussion with facilities for options when campus returns to normal operation following COVID-19. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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. Also provide more barriers to COVID and other infections diseases.

Lead: Malia Flood, Front Desk

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

One-Time Funding Requested (if applicable): 15000

Total Funding Requested: 15,000

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

Describe Plans & Activities

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

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:

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

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 5000

Total Funding Requested: 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

Reporting Year: 2020-21

% Completed: 0

No progress due to COVID-19 (07/07/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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

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

Reporting Year: 2020-21
% Completed: 0
Purchased iPad to streamline front desk check in during COVID-19 return to campus restrictions. Student Assistant/Front Desk assisting with check-in will be able to see Alert and assist ACCESS student. Continue to work with IT for when students return to using self check-in system. Continue discussion to establish process for on campus and remote appointments.
(07/08/2021)

Unit Goals

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

Related Documents:

[2019_May_MIS_Discrepancies.pdf](#)

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

Reporting Year: 2020-21

% Completed: 0

Contacted facilities - paused due to COVID-19.
(07/07/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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

Request - Full Funding Requested - Full Time Administrative Specialist II

Describe Plans & Activities Supported (Justification of Need):

Permanent Administrative Specialist II (full time) required to perform multi-purpose administrative functions and duties in support of MIS, Student Services Program Specialist and Project/Program Coordinator. Administrative Specialist II would assist operations staff with data preparation and entry, project coordination, quality control, data analysis, developing strategies to capture accurate data, improving workflow, marketing and events and overseeing student staff. Will provide coverage for front counter, tram, testing and operations team when needed. Hours to include evening coverage.

Reporting Year: 2020-21

% Completed: 0

Position edited and need continues. No progress. (07/07/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

On-Going Funding Requested (if applicable): 57924

Total Funding Requested: 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: Malia Flood, 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.

Reporting Year: 2020-21

% Completed: 0

Faculty reviewing and updating AP 5140. Creating smartsheet to streamline complaints within department. Currently will hold on handout. (07/08/2021)

Unit Goals

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

Total Funding Requested: 0

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

Reporting Year: 2020-21

% Completed: 0

Contacted IT for possible technology solutions. P: aused due to COVID-19.

(07/07/2021)

Unit Goals

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

One-Time Funding Requested (if applicable): 6000

Related Documents:

[SDR0004_DSPTS_Student_Summary_by_FY_2018-19pdf.pdf](#)

[2019_May_MIS_Discrepancies.pdf](#)

Request - Full Funding Requested -

Storage trailer needed to store equipment for DHH related activities.

Describe Plans & Activities

Supported (Justification of Need):

Given the importance for experiential learning of the DHH student population, equipment storage is needed to house materials for various learning opportunities and activities.

Lead: Monica Jones, Kathy Goodson, Julie Bradley

What would success look like and how would you measure it?: Having secure storage, sufficient to meet the needs of the department.

Type of Request: NON

INSTRUCTIONAL EQUIPMENT:

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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: Medium
One-Time Funding Requested (if applicable): 5000
Total Funding Requested: 5,000

<p>Promote Technology - Promote the campus use of the latest technologies to provide equal access to college information, resources, and instruction. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 ACCESS faculty were involved in discussions and the implementation of plans to increase the accessibility of classes taught remotely. Such endeavors included adding sign language interpreters to synchronous zoom classes, providing remote test proctoring services when needed, providing remote scribe services as needed, etc. (04/29/2021)</p>
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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

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Planning Unit Priority: Medium