

Section 1 and 3 - Analysis of Unit PIE & Updates on Goals



PIE - Student Services: ACCESS & Wellness Manager

2020-21

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Division Mission Statement: Student Services: Through teamwork, passion, and collective experiences, Student Services is dedicated to serving students and helping them achieve excellence and success.

Analysis of conditions and resulting plans, activities, resources, progress and critical decisions.: Access: Summary, Analysis, Accomplishments, and Ranked Requests

Summary & Analysis

Access continued to deliver remote services to students throughout the 2020-21 academic year. Access provided students appointments by telephone and through zoom, with front desk records indicating that over 50% of Access students requested telephone appointments. Students were able to download their authorized accommodations from their My Access student portal and email these directly to their professors. Faculty and staff emailed the updated Online Accommodation Guidance document to both faculty and students. Access updated their webpage to make information more easily accessible to students. The Accessible Technology Center (ATC) provided remote instruction via Zoom, created a Canvas page with assistive technology resources, and provided assistive technology programs for students to download on their personal devices. The ABI and Puzzle Project provided all services through a remote format, continuing to engage students and offering instructional support. DHH provided both interpreting and captioning, as requested and approved, for students in online classes, while also offering remote activities to foster a sense of community. Access continued to support instructional faculty through test proctoring, providing student test-proctoring appointments via Zoom.

The Access total student count for 2020-21 was 2,494 students, which was only 34 students less than the 2019-20 student count of 2,528. The number of deaf and hard of hearing students remained about the same (178 students in 2019-20 and 182 students in 2020-21); however, interpreting costs declined significantly as most students enrolled in asynchronous courses where interpreting services were not needed. Interpreting costs dropped from a high of \$1,090,125 in 2018-19 to \$862,719 in 2019-20 to \$486,451 in 2020-21. This decrease in interpreting expenses is the major reason Access has a carry-over amount of approximately \$400,000 from our 2020-21 categorical budget. These carry-over funds have been budgeted to cover the anticipated increase in interpreting costs associated with the return to in-person classes.

For the 2021-22 year, Access will focus on increasing counseling availability for students. Currently, students wait 3-4 weeks for a counseling appointment. Access will increase counseling availability by hiring part-time Access counselors, examining current faculty schedules to maximize appointment times, and requesting a full-time Access counseling position. In addition, Access will focus on outreach to both future and current Access students. We plan to hire a part-time professional expert to provide targeted marketing and information to high school students with disabilities. Access also plans to engage our community partners through our Community Advisory Committee and to host various outreach events. Access plans to increase outreach to current Mt SAC students to make sure that students are aware of Access services. Access will accomplish this by hosting several outreach events and engaging students in our Disability Awareness Month activities. In addition, Access plans to increase in-reach to current students by hiring a professional expert to provide support with all Access process and procedures. The goal of each of these activities is to ensure that students are aware of Access services, are successful in applying and utilizing Access services, and that the Access student count increases to reflect goal completion and success.

Accomplishments

- Access collaborated with instructional colleagues to implement and/or increase accessibility of remote courses; for example, adding sign language interpreters to synchronous zoom classes, providing remote test proctoring services, and

providing remote scribe services.

- Access faculty provided entirely remote services to students and assisted students in managing all aspects of ACCESS operations; for example, applying to ACCESS, developing and signing accommodation plans, notifying professors of approved accommodations, and uploading documents.
- Students are now able to download their Academic Accommodation Plan (AAP) to provide to their professors, resulting in streamlined services for students and the ACCESS office.
- Developed and revised accommodation guidance for online classes and distributed to faculty and students.
- Created an online Academic Accommodation Plan (AAP) request form for DHH students to streamline the accommodation process and the scheduling of access service providers.
- Access used social media to provide information and updates to students.
- Placed a Faculty toolkit with sample disability syllabus statement with Universal Design principles on the Access website under Faculty tab.
- Hired an ACCESS Instructional Specialist, Math Support, faculty member who stated in April, 2021.
- Access reviewed and updated Policy and Procedure 5140: Students with Disabilities.
- Access faculty attended the Association of Higher Education and Disability (AHEAD) conference.
- ATC instructional services rapidly transitioned to an online platform due to the COVID-19 campus closure.
- o The ATC provided instruction to 322 ACCESS and Veteran students during the 2020-21 academic year for 1,964 hours of service.
- o The ATC provided alternate media services to 99 students during 2020-21 academic year.
- o The ATC converted 21,916 pages of text into alternate formats.
- o ATC utilized various forms of technology and expertise to provide accessible instructional material for a blind student taking Calculus 67.
- Puzzle Project students were paired with a peer mentor and participated in on various components of the program, including weekly Puzzle or Transitional (Puzzle Pieces) workshops.
- o Seventy (70) percent of Puzzle participants passed one or more of their academic classes.
- o Two Puzzle Project students graduated from Mt SAC with an ADT and a 3.00+ cumulative GPA.
- o Ten Puzzle Project students are on a transfer pathway and have completed five or more transferrable courses.
- o One Puzzle Project student, who is on a vocational pathway, obtained a job at a grocery store and was recognized as Employee of the Month.
- o One Puzzle Project student was the student representative on the ACCESS Community Advisory Committee.
- The Puzzle Project faculty provided professional development opportunities for faculty and staff to promote access, patience and understanding of students with disabilities.
- o In October 2020, Puzzle Project faculty presented Addressing the Barriers for Students on the Autism Spectrum Disorder (ASD) in a College Setting through POD.
- o During Spring 2021, Puzzle Project faculty distributed a Qualtrics survey to English faculty, and responses were used to create a Q&A handout with classroom strategies that was distributed during an English department meeting.
- The ABI program rapidly pivoted to an online format and provided uninterrupted instruction to students during the COVID-19 pandemic, and provided instruction to 77 students with an acquired brain injury during the 2020-21 academic year. This included 1,558 hours of instructional support.
- DHH developed a DHH brochure for distribution on campus.
- DHH created a Canvas Hub for communication and resource sharing.
- The virtual setting allowed DHH to hire more Deaf interpreters for classroom and video translation work.
- DHH added new cohort classes: Math 71A and Biol 1
- o Biol 1 cohort class had a 71% pass rate.
- o Math 71 had a 52% pass rate (compared with a 27% pass rate for a non-DHH class-same professor)
- DHH held their first Annual Spring Banquet.
- Ten deaf students earned their associate degree and participated in commencement SP 2021.

Ranked Requests (top 20):

1. FT Access Counselor \$150,000 ongoing
2. Two PT Access counselors \$180,000 ongoing
3. DHH funding \$250,000 ongoing
4. DHH PT Instructional Specialist \$60,000 ongoing
5. ATC Faculty Coordinator \$150,000 ongoing
6. Peer Mentors for Puzzle Project \$35,000 ongoing
7. ATC hardware and software \$120,000
8. ABI software \$5,000
9. IXL.com website for DHH \$xx

10. Professional Expert: High School Outreach -\$50,000 ongoing
11. Non-Credit Instructional Support Specialist – In-Reach Services \$60,000 ongoing
12. Professional Development for Lead Interpreters \$2,000 ongoing
13. In-Reach Activities funding \$2,000 ongoing
14. Marketing funding \$7,500 ongoing
15. Disability Awareness Month activities \$5,500 ongoing
16. Faculty Professional Development \$10,000
17. Tram App development \$6,000
18. IT support for Tram App, MIS processes, Accommodation processes, APEX, and front counter SARS check-in
19. Equipment for Testing Center
20. Supplies for Testing Center

Behavior Wellness Team (BWT): Summary, Analysis, Accomplishments, and Ranked Requests

Summary & Analysis

The BWT received 184 referrals during the 2020-21 academic year, with most referrals coming from instructional faculty. Most referrals were first-time referrals; however, several students remain on a BWT “watch list.” Student disclosures of mental/emotional health conditions increased by 47.1 percent from the previous academic year. The majority of BWT referrals receive off-campus resources. The BWT continues to provide workshops and trainings for faculty and staff in order to be more visible on campus.

For the 2021-22 year, the BWT will work on clarifying crisis response protocols for the college community, continue to offer campus trainings, and participate in professional development training.

Accomplishments

- BWT Case Manager attended the following trainings: Looking Glass and Looking Glass Master Class, Suicide Checklist, Non-Clinical Suicide Assessment, Case Management and Intervention, Hard Conversations on Campus, Addressing Protests and Racial Injustice.
- Instituted new BWT membership structure, which includes a “Core” team and a “Resource” team, to streamline approach while expanding resource team members on campus to connect with students and assist in addressing needs.
- Added Title IX/Human Resource Analyst representative to assist student with Title IX cases and students who are also Mt. SAC employees.
- Initiated a BWT task force to meet bi-monthly to address needs, policies, procedures and overall BWT processes.
- Completed BWT policy and procedure manual.
- BWT members attended the following trainings: Looking Glass and Looking Glass Master Class, Suicide Checklist, Non-Clinical Suicide Assessment, Hard Conversations on Campus, Addressing Protests and Racial Injustice.
- Delivered successful online BWT presentations to various Mt. SAC departments.
- Case Manager increased outreach/check-in with students due to COVID 19 pandemic.
- Ordered additional promotional items for Fall 2022: Spinning Pens, tote bags, stress balls and BWT shirts for core members.
- Due to COVID 19 and student’s transition to online learning, BWT Case Manager worked with Student Health Services Occupational Therapist to present various workshop topics including: sleep hygiene, creating an ergonomic workspace, time management, and self-care activities.
- Updated BWT website and BWT link.
- BWT continued to collaborate directly with student conduct to meet with students who have sanctions that need to get resolved prior to enrolling. BWT Case Manager worked with these specific students to get them connected with the resources needed in order to complete their sanctions. BWT Case Manager reports back to student conduct regarding outcomes of meetings with students

Ranked Requests:

1. PT Administrative Specialist \$40,000
2. Training \$3,000
3. Promotional items funding \$5,000
4. Consultants team assessment \$20,000

Student Health Services (SHS) Summary, Analysis, Accomplishments, and Ranked Requests

Summary & Analysis

Student Health Services (SHS) played a pivotal role in Mt. SAC's response to the COVID 19 pandemic. The SHS director and staff attended numerous public health briefings and webinars in order to provide accurate and up-to-date information to the Mt SAC community. In addition, SHS hired and training contact tracers, and implemented a contract tracing process for students. Mt SAC SHS also partnered with East Valley Community Health to provide numerous vaccine clinics for Mt SAC students, staff and the community. SHS continued to serve students via both in-person and telehealth appointments.

Accomplishments

- Hired Assistant Director of Behavioral Health.
- Managed the Mt. SAC AED program (9 AED units: SHS x2, Public Safety x2, Pool x1, Wellness Center x1, Athletic Trainers x2, Gym x1).
- Completed the bi-annual Alcohol and Other Drugs Prevention Program report.
- During 2020-21 academic year, provided 816 mental health visits via telehealth.
- Provided mental health presentations, including: workshops, talking circle formats, podcasts, and a webinar with a noted therapist, author, and motivational speaker, with discussion about COVID-19 related topics, highlighting stress management, sleep hygiene, resources, mindfulness and meditation, self-care and healing. Events were facilitated by licensed mental health professionals and, at times, optimized by a medical professional, to be able to address the students' multidisciplinary issues and concerns.
 - o Fall 2020: 8 workshops with 783 students attending
 - o Spring 2021: 6 workshops with 490 students attending
- Total students reached with mental health workshops and events:
 - o Spring 2020 – 2,866
 - o Fall 2020 – 1,926
 - o Spring 2021 – 980
- The CARES-funded occupational therapist supported 87 students, through 204 student appointments, with challenges in daily life functions.
 - o Ninety-eight percent (98%) of students receiving OT services met their OT goals.
 - o The occupational therapist provided 16 workshops on the following topics: stress management, time management, organization, social skills, sleep difficulties, and behavioral wellness concerns.
- Medical visits – 229 (Physician and Nurse Practitioners were available to the students throughout the pandemic via telehealth and telephone appointments and made themselves readily accessible).
- Nurses visits – 1,154 (Appointments and immediate access to the registered nurses were available from the very beginning of lockdown to the present).
- Vaccine clinics – 214 (SHS partnered with East Valley Community Health Center for newly established vaccine clinics in April 2021, with further clinic partnerships planned indefinitely).
- Dr. Ann Walker, Medical Director, provided two campus-wide presentations to staff and faculty. One was a Town Hall presentation with over 338 participants. The other was the bi-annual Flex Day presentation to managers and faculty.
- Campus-wide collaborations with Administration, Campus Safety, and Risk Management on COVID related topics. SHS was involved throughout the entire pandemic year, even before the campus closure, with the following:
 - o Completion of the mandatory training and application to become a California vaccine provider, leading to the provision of three vaccine clinics through May 27, 2021 at Mt. SAC
 - o Participation in the Return to Campus Committee, assisting with writing Mt. SAC's return to campus procedures and guidelines.
 - o Participation in the COVID-19 Compliance Taskforce Committee and Subgroup; COVID-19 Vaccine Committee Subgroup; and OSHA Compliance Committee.
 - o Assisted in the development of the Health Check Smartsheet and screening questionnaire for students, employees, and visitors to complete before coming onto campus.
 - o Student Health Services' RNs rotated their shifts to provide coverage 7 days a week, including after-hours, weekends, and holidays to monitor the Smartsheet questionnaire and conduct COVID-19 exposure and illness management.
 - o RNs managed and contact traced all the student COVID-19 illness and exposures, placing students and classes on quarantine and/or isolation following the LACDPH IHE guidelines.
- Number of isolated students: 45
- Number of quarantined students: 262
- o SHS partnered with Pomona Urgent Care to provide COVID-19 PCR testing.
- Number of students referred by RNs for testing: 74
- o RNs conducted rapid COVID-19 testing on-site (newly acquired in May 2021).
- Number of students tested: 80

- o Daily completion of the LACDPH liaison COVID-19 exposures and illness Excel spreadsheet.
- o Provided the President's Office the weekly COVID-19 student data for the Mt. SAC dashboard.
- o Incorporated a HIPAA compliance ZOOM for medical and mental health appointments.
- o Return to Work trainings via POD (COVID-19 Compliance).

Ranked Requests:

1. Project Experts IV (2) \$240,232
2. IT Software \$3,000
3. Travel and Conferences \$3,500
4. Supplies \$4,000
5. IT Equipment \$3,000

Related Documents:

[2020-21 ACCESS Data 2018-2021.docx](#)

[2020-21 ACCESS_TotalUnduplicatedStudents_2016-2021.pdf](#)

[2020-21 ACCESS_TotalACCESSbyDisability_AnnualUndup_2016-2021.pdf](#)

[2020-21 Access & Wellness PIE Summary, Analysis and Accomplishments.docx](#)

[2020-21 Final Ranked Access & Wellness Resource Allocation Report.xls](#)