Manager PIE Report



**Manager PIE Report**

Student Services: ACCESS & Wellness Manager

undefined

undefined

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Collaboration: Work collaboratively within the organization, and among all other departments on campus; students, and the community to improve the quality and access to services for students.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 2: X
* Priority 2 - Goal 1: X
* Priority 2 - Goal 2: X
* Priority 3 - Goal 2: X
* Priority 5 - Goal 1: X
* Priority 5 - Goal 2: X
* Priority 6 - Goal 2: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.   
• ACCESS continued to collaborate with SHS so that students seen by SHS for physical or mental health concerns can obtain disability documentation from SHS to bring to ACCESS, thus removing a barrier for students to access ACCESS services.  
• ACCESS continued to partner with Athletics to inform student athletes who sustain a concussion or other physical injury that they may be eligible for ACCESS services.  
• ACCESS partnered with Facilities for wayfinding, signage, and Universal Design projects.  
• ACCESS partnered with IT on the selection and implementation on the new student print services system.  
• ACCESS collaborated with Risk Management on emergency evacuation procedures for students with disabilities.  
• ACCESS collaborated with ASAC and the Writing Center to provide study sessions and tutoring for students enrolled in ACCESS linked English and math classes. ACCESS Instructional Specialists provided training for ASAC and Writing Center tutors on effectively working with students with disabilities.   
• ACCESS collaborated with High School Outreach on training for the HSO Specialists, distribution of the ACCESS Transition Guide to the high schools, workshops at the high schools, parent workshops, and campus tours for Special Education students at Mt. SAC.  
• SHS collaborated with several equity programs, including ARISE, MMI, Rising Scholars, Pride, and Aspire, to provide mental health workshops, “vibe checks,” and mental health sessions.  
• The purpose of the BWT is to increase communication among various stakeholders (Counseling, ACCESS, Basic Needs, Student Conduct, Noncredit, Police and Campus Safety) to provide resources and referrals to students referred to the BWT and to share information needed for campus safety.  
• BWT and SHS initiated an integrated and comprehensive restructuring of both the BWT and the case manager/social worker programs on campus (Equity Center, Basic Needs, VRC, Pride), implementing weekly case manager meetings, standard processes and protocols, shared database and assessment tools, common outcome measures, and standardized quality assurance protocols.   
• DHH improved collaboration with the Sign Language Department through joint meetings and events.

**Reporting Year**

2022-23

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.   
• ACCESS collaborated with Student Health Services (SHS) to provide students with information about both SHS and ACCESS. Often students who are using SHS or are diagnosed with a physical or mental health condition are eligible for ACCESS services.   
• ACCESS partnered with Athletics to inform student athletes who sustain a concussion that they may be eligible for ACCESS services.  
• ACCESS provided both Flex Day and POD trainings for faculty in working with students with disabilities.   
• ACCESS partnered with Facilities for both way finding and Universal Design projects.  
• ACCESS emailed and posted the updated Academic Accommodations Guidance for faculty, both for in-person classes and online classes.  
• ACCESS collaborated with AIME and the Writing Center to provide more scaffolding, support, and tutoring options for students with disabilities in their English courses.   
• SHS collaborated with several equity programs, including ARISE, MMI, Rising Scholars, and UMOJA, to provide mental health workshops, “vibe checks,” and mental health sessions.  
• SHS created a SHS newsletter to provide the campus community with COVID related information.  
• SHS and the Behavior Wellness Team (BWT) collaborated with Police and Campus Safety to clarify and coordinate campus crisis response plans.  
• The purpose of the BWT is to increase communication among various stakeholders (Counseling, ACCESS, Basic Needs, Student Conduct, Noncredit, Police and Campus Safety) to provide resources and referrals to students referred to the BWT and to share information needed for campus safety.  
• The BWT initiated a Threat Assessment Team, that includes BWT coordinator, Access and Wellness dean, SHS director, and Police and Campus Safety, to help prevent tragedy by supporting individuals who show signs of harming themselves, others, or both. The team's primary purpose is to develop and implement a safe and supportive action plan and to implement threat assessment tools, as needed.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

Access updated their website, streamlined the accommodation process for faculty and students, provided guidance to faculty on providing online accommodations, provided remote test-proctoring services, and partnered with campus committees to educate the campus on universal design and technology accessibility. Puzzle Project hosted several faculty trainings. Access held a successful Planning Day to work collaboratively as a team on return to campus protocols.   
BWT provided several workshops for faculty and staff in order to be more visible on campus. The BWT initiated a bi-monthly task force to address needs, policies, procedures, and overall BWT processes.  
Health Services updated their webpage, provided health information to faculty, staff and students, hosted several student mental health workshops, and provided COVID testing and vaccine resources to the Mt SAC Community.

**Reporting Year**

2020-21

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS decided to convert their long standing print handbook, to an accessible digital format. No progress to date.

**Reporting Year**

2019-20

**% Completed**

0

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

DHH Website has been established. Content is continually monitored by a Lead Interpreter. Updated are done as needed by DHH student workers. Most information is available in an ASL format and this will continue to be expanded.  
DHH brochure was developed in-house by DHH staff. It has been sent to Marketing for any necessary revisions but we have not yet heard back from Marketing. The brochures are being used on campus.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

Access requested funding and received funding from A.S. for promotional events such as DAF and DAM.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

DHH continues to collaborate with the English Department to offer all-deaf English 67, 68, and 1A classes linked to Access support classes. The model has shown great success for students and has now been expanded to also offer an all deaf class of History 7, which had a pass rate of 88%, much higher rate than prior to collaborative efforts.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS focused on transfer this year by collaborating with the Transfer Center to offer a Transfer 101 Workshop to 20 students in ACCESS and for other Equity student populations in October 2018. They also designated days and times for drop in counseling for transfer interests, with a primary purpose being to assist students in getting acquainted with the Transfer Center--Spring 2019 semester.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Disability Awareness Month (D.A.M.) Committee collaborate with ASL, Faculty, Associated Students, Deaf and Hard of Hearing Center, and Student Life office for the annual Disability Awareness Month Series. Attendance increased for the movie event to 145 students; hosted a first ever Arts and Crafts event with 53 participants; our annual Disability History Exhibit received a total of 20 survey respondents and over 1000 viewers. DHH staff provided 4 workshops to the campus.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

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

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services (SHS) initiated larger-scale events on campus in partnership with other departments and external collaborators. Intensive outreach activities and workshops has resulted in more access to mental health services. In the first year of the grants, SHS has provided 1,553 mental health sessions, and 81 crisis interventions. This demonstrates an increase of 205 sessions from the previous year.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

07/15/2018

**Results/Analysis of Progress**

ACCESS collaborated with Athletics, Facilities, Event Services and local community resource Service Center for Independent Life (SCIL) to coordinate the 4th Annual Disability Athletics Faire. Over 380 participants and athletes attended, which includes Dodger play Dennis Powell.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Adequate and Current Staffing: ACCESS & Wellness is fully staffed in the appropriate, updated classifications to increase access to quality service and instruction to students.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 1: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

Access and Wellness made progress on this goal in several ways.   
• BWT hired a part-time Licensed Clinical Social Worker (LCSW) at 15 hours per week with the Mental Health allocation to assist with increased number of referrals.  
• SHS hired three full-time classified Mental Health Clinicians with the Chancellor's Office Mental Health Allocation. SHS behavioral health is now fully staffed.  
• ACCESS hired a new Student Services Specialist position to support ACCESS testing and MIS.  
• ACCESS converted the 80% tram driver position to a 100% position in response to increasing student demand.   
• DHH was approved to hire a full-time classified Administrative Specialist III position to support the DHH program and the DHH Director.  
• ACCESS hired a new full-time classified Driver position.   
• SHS hired a new SHS Director.  
• Reclassification was approved to move the SHS Assistant Director, Behavioral Health to a Director, Behavioral Health position.  
• A salary increase was approved for the BWT Coordinator to more accurately reflect the complexity and responsibilities of position.  
• DHH interpreters and captioners were provided a pay raise in response to market condition and mitigate the regional shortage of interpreters and captioners.   
  
Access and Wellness continues to need the following positions:  
1. DHH Administrative Specialist III (failed search)  
2. Lead Interpreter position (retirement)  
3. BWT full-time classified case manager  
4. SHS Nurse Practitioner (at least 20 hours per week)  
5. ACCESS Director  
6. ACCESS adjunct counselor

**Reporting Year**

2022-23

**% Completed**

50

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

Access and Wellness made progress on this goal in several ways.   
• DHH Hiring: DHH hired 2 new DHH Coordinators to coordinate access service providers for Deaf students. In addition, DHH hired a Noncredit Professor to teach DHH ACCESS classes and to provide academic support for Deaf students. Finally, a new director was hired to lead the DHH team.  
• BWT hired a part-time Licensed Clinical Social Worker (LCSW) at 15 hours per week with the Mental Health allocation to assist with growing BWT program.  
• SHS hired several part-time mental health clinicians, for a total of 182 clinician hours per week, the highest ever offered by SHS.  
• SHS was approved to hire three new full-time classified mental health clinicians, funded by the Chancellor’s Office mental health allocation. At this point in time, two have been hired and SHS is in recruitment for the third.   
  
ACCESS continues to need the following positions:  
1. Student Services Program Specialist II to support ACCESS testing and MIS  
2. DHH Administrative Specialist III  
3. Re-class 80% Tram Driver to 100%  
4. Pay level increase for interpreters and captioners  
5. Additional Lead Interpreter (80%)  
  
BWT continues to need the following position:  
1. FT classified social worker

**Reporting Year**

2021-22

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

Access hired an Instructional Specialist, Math Support, faculty member in Spring 2021. Access is in need of several positions in order to reach our 2021-22 goals. Access will be requesting two FT faculty positions: Counseling and ATC faculty. A Counseling faculty position is needed to increase student appointment availability. The ATC faculty position is needed to increase instructional support and appointments in the ATC. In addition, Access could use positions that support high school outreach, in-reach and marketing, and DHH instructional support. Access also needs to fill the DHH Coordinator position.  
The BWT has requested part-time administrative support as the number and complexity of referrals to the BWT has increased over the past few years. Administrative support would allow the BWT case manager to focus solely on BWT student support.  
Health Services is in need of more mental health positions to support the increasing mental health needs of Mt SAC students.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

Faculty and staff in all Access & Wellness areas have attended training mandated by the college and to meet the demands when the campus transition to online as a result of the campus closure in March.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS and Wellness successfully hired two permanent positions; Case Manager Behavior & Wellness; and ACCESS Instructional Specialist-Writing.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS was approved for 2 permanent replacement position , Instructional Specialist-Math faculty, Director, DHHS, and an hourly instructional specialist for DHH. ACCESS and Wellness was also approved for two newly created positions: Coordinator, DHHS and Assistant Director, Behavioral Health Services.

**Reporting Year**

2019-20

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

Funds provided by the District were used to support on-going employment of interpreters/CART providers during the unexpected online environment, due to COVID-19, which resulted in a dramatic decrease in work available to them. These funds are now exhausted.  
Online teaching will extend through at least Fall, 2020. It is anticipated that the work available will continue to be reduced. Therefore, it is anticipated that the expenses for DHH may be less than in previous years. The need for increased funds from the District may not be needed to the same level as previously, but cannot be accurately predicted at this point in time.

**Reporting Year**

2019-20

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Behavior & Wellness Team lost its CoChair to another college, but was successful in hiring a new Case Manager/Coordinator.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS lost the probationary Instructional Specialist--Math.  
ACCESS Noncredit Speech Pathologist began employment in July 2018. After the Fall term, she went on a medical leave of absence for more than half a year. This resulted in a 36.89% decrease in acquired brain injury (ABI) students provided Instruction in the Accessible Technology Center.

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

DHH was approved to hire a DHH Coordinator.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

SHS is proposing the hiring of the Assistant Director (a vacant position), to be hired with a Behavioral Health background instead of a Nursing background so as to bring the expertise needed to manage mental health services on campus. Funding for this position is already in the budget.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Loss of the full time Noncredit Instructional Specialist (ABI) for more than half a year resulted in a decrease in acquired brain injury (ABI) students provided Instruction to 65 students for 18-19 (a 36.89% decrease when compared to 103 students in 17-18). Many prospective ABI students have been placed on a waitlist until we have sufficient staffing to meet the student demand.

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS' request for faculty position to focus on writing was approved by the college as a position to hire. Interviews for the position are currently underway. An additional Request for Faculty Position focusing on technology and universal design was not approved.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Adequate and Current Facilities: ACCESS & Wellness has adequate space to deliver quality services and Instruction to students.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 2 - Goal 1: X
* Priority 2 - Goal 2: X
* Priority 4 - Goal 1: X
* Priority 5 - Goal 2: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

ACCESS is housed in three separate locations (ACCESS, DHH, ATC), which presents communication and teamwork challenges. Ideally, ACCESS would have a space where all ACCESS services and programs can reside in one location  
  
ACCESS has outgrown their current space. The only reason there is enough office space for all ACCESS counselors and specialists is that some ACCESS counselors are working remotely a few days a week. This has opened up office space, but also has caused scheduling challenges to make sure that offices are effectively used each day.  
  
ACCESS lost the large dedicated ACCESS classroom space. The current ACCESS classroom (9E-1060) is too small to provide mobility access and to accommodate a variety of instructional modalities.   
  
DHH continues to require a permanent space. In addition, DHH has outgrown their current space as DHH has hired additional staff, both full-time and interpreters. In addition, DHH would like a large dedicated classroom space for DHH cohort classes. DHH would like to set up technology that would enable live streaming of classes and interpreters so that DHH cohort classes cam be offered as hybrid classes.   
  
ACCESS Testing has acquired the large computer room that was previously used by Assessment. This has provided much needed space.  
  
SHS has two different locations, which provides challenges related to communication, consistency, workload, teamwork, and administrative oversight.  
  
BWT does not have a permanent space. Currently, the BWT Coordinator and case manager work out of the ACCESS office, which creates space and scheduling challenges.

**Reporting Year**

2022-23

**% Completed**

50

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

ACCESS testing moved to a new location in the previous Assessment Center space. This has improved access, effectiveness, and efficiency of accommodated testing services.  
  
ACCESS has outgrown their current space. The only reason there is enough office space for all ACCESS counselors and specialists is that some ACCESS counselors are working remotely a few days a week. This has opened up office space, but also has caused scheduling challenges to make sure that offices are effectively used each day.  
In addition, ACCESS would like a space where all ACCESS services and programs (ACCESS, DHH, ATC) can reside in one location. Finally, ACCESS lost the large dedicated ACCESS classroom space. The current ACCESS classroom (9E-1060) is too small to provide mobility access and to accommodate a variety of instructional modalities.   
  
DHH continues to require a permanent space. In addition, DHH has outgrown their current space as DHH has hired additional staff, both full-time and interpreters. In addition, DHH would like a large dedicated classroom space for DHH cohort classes. DHH would like to set up technology that would enable live streaming of classes and interpreters so that DHH cohort classes cam be offered as hybrid classes.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

The DHH Center needs a permanent space. Access testing will now be able to use space in the former Assessment Center.  
Health Services is in need of additional office space for mental health support.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

DHH continues to reside in a semi-permanent space (9D). Due to COVID -19 concerns regarding the air circulation system, there are questions as to whether or not the Center will be allowed to reopen in the near future.  
9D continues to be scheduled to be torn down when the Book Store (9A) goes away.  
A permanent home for DHH Services has not yet been determined.  
Permanent furniture for the student area/hospitality room have been delivered.  
AV equipment in the student area and in the meeting room have been installed and staff did receive training on all aspects except video conferencing. (06/05/2020) furniture for the student area/hospitality room have been delivered.

**Reporting Year**

2019-20

**% Completed**

25

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS Accommodated Testing Services lost space this year due to growing Student Services needs. A permanent testing center has been scratched. Student complaints increased due to inadequate spaces. This continues to be a concern of ACCESS.

**Reporting Year**

2019-20

**% Completed**

0

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

Behavior & Wellness Case Manager needs a private, but accessible office outside of ACCESS.

**Reporting Year**

2019-20

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

The Study Center, which is 50% of the Accessibility Technology Center (ATC) facility, was closed for construction for the entire Spring 2019 semester because of rain damage that occurred earlier in the year. This significantly reduced the number of students who utilized ATC services. The study center is where at least half of the instructional support takes place. ATC instruction was provided to 620 ACCESS and Veteran students in 18-19 (a 24.67% decrease when compared to 823 students for 17-18). Of the 620 students served, 45 (7.26%) were veterans (a 77.5% decrease when compared to 200 veterans in 17-18).

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

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

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

DHH is now in a semi-permanent space (9D). Still waiting on permanent furniture for the student area/hospitality room. Still waiting for installation of AV equipment in the student area and in the meeting room.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

SHS received and NRA of $26,500 forin house conferencing and trainings including internet access, whiteboard features and a projector for PowerPoint presentations.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services needs hot water access in 67 B. Facilities suggested that replacing all nine sinks in the clinics will solve this problem. We were informed that the replacement will be at no cost to the clinic.   
The clinic exam rooms need to be upgraded with computer access for physicians and nurses. The goal is to keep up with other medical settings that use electronic patient file systems. We have researched the equipment required through Facilities and have an estimated cost of $50,000.

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Slight modifications to 9B are needed to reduce the noise coming into the ACCESS Front Office from the very busy Student Services Building hallway. The noise is distracting and confidentiality is not guaranteed.

**Reporting Year**

2017-18

**% Completed**

0

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Electronic Records and Files: Smoothly transition paper files, and other stand alone electronic databases into a comprehensive electronic file system (eFiles, Maxient, MediCat).

**Goal Status**

Inactive

**Mapping**

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

Access continues to convert paper files into electronic format. Progress has been made, but project is not yet complete. APEX has proved very useful in tracking data and running reports.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS: Scanning of paper student records continues to be a challenge.

**Reporting Year**

2019-20

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS is using APEX for their electronic file system, eFiles, and eliminated many paper forms, unnecessary filing and faster processing of requests. Electronic accommodation requests and authorizations are near completion.

**Reporting Year**

2017-18

**% Completed**

75

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Maximize Efficiency and Effectiveness: ACCESS & Wellness provides the most current, effective, and efficient services to students.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 3: X
* Priority 4 - Goal 2: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.  
• Students can download their Academic Accommodation Plan (AAP) from their My ACCESS student portal and email directly to their professors. Students can also print their AAP to provide to their professors in person. This has resulted in streamlined services, increased agency for ACCESS students, and increased effectiveness and efficiency for the ACCESS office.   
• ACCESS continued to expand remote support for students, including DHH academic support, Assistive Technology Center (ATC) support, Writing and Math support, and counseling. Students are now able to access education materials and instruction remotely through ACCESS Canvas classes in each of these areas. ACCESS counseling and instructional support is available to students in a variety of remote formats, in addition to in-person support.  
• Students continue to schedule counseling, instructional support, and speech appointments in a variety of formats (in-person, zoom, phone) directly from their MY ACCESS student portal.   
• ACCESS updated the Accommodation Guidance document to provide accommodation guidance to professors for both in-person and online classes.  
• ACCESS collaborated with ASAC and the Writing Center to provide more scaffolding, support, and tutoring options for English and writing. ACCESS Instructional Specialists (English and Math) hired Expert Tutors for the classroom, which has improved students’ self-advocacy skills, independence, and grit.   
• ACCESS provided several campus events aimed at increasing awareness of ACCESS services and promoting acceptance of students with disabilities. Events included: (1) Meet and Greet in Fall and Spring semesters; (2) Disability Awareness Month activities, October 2022; and, (3) ACCESS Information Tables.  
• ACCESS hosted their second Graduation Celebration, Spring 2023, for ACCESS students who earned a degree or certificate.   
• ACCESS faculty provided both Flex Day and POD trainings on working with students with disabilities. The Spring 2022 Faculty Flex Day presentation "Academic Support for Students with Disabilities" had 37 faculty attendees.  
• ACCESS accommodated testing services acquired the large computer room from Assessment.   
• SHS collaborated with Project Sister to provide sexual assault education and response for Mt. SAC students.  
• SHS Continued to provide comprehensive COVID-19 outreach, including rapid antigen testing, contact tracing, distribution of free COVID test kits, and continuing with a Campus Education Campaign that included COVID newsletters and COVID Q & A workshops.   
• SHS implemented Patient Satisfaction survey.   
• SHS expanded co-located mental health services to additional areas to be available to students who may not traditionally seek mental health supports from • Student Health Services. Co-located spaces included Pride, Aspire, Veterans Resource Center, and Equity Center.   
• SHS initiated "Thriving Space" where students could join weekly workshops to learn and discuss various mental health support topics.   
• BWT and SHS initiated an integrated and comprehensive restructuring of both the BWT and the case manager/social worker programs on campus (Equity Center, Basic Needs, VRC, Pride), implementing weekly case manager meetings, standard processes and protocols, shared database and assessment tools, common outcome measures, and standardized quality assurance protocols.

**Reporting Year**

2022-23

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.  
• ACCESS enrollment increased by 118 students for the 2021-22 academic year (MIS student data). ACCESS attributes this increase in student enrollment to ACCESS in-reach and outreach efforts, for example, ACCESS Information Tables, ACCESS Meet and Greet events, ACCESS partnership with Student Health Services, ACCESS partnership with High School Outreach, and creation and distribution of High School Transition Guide.  
• Students are now able to download their Academic Accommodation Plan (AAP) from their My ACCESS student portal and email directly to their professors. Students can also print their AAP to provide to their professors in person. This has resulted in streamlined services, increased agency for ACCESS students, and increased effectiveness and efficiency for the ACCESS office.   
• ACCESS expanded remote support for students in several areas, including DHH academic support, Assistive Technology Center (ATC) canvas course, Writing and Math online support, and online counseling. Students are now able to access education materials and instruction remotely through ACCESS Canvas classes in each of these areas. ACCESS counseling and instructional support is available to students in a variety of remote formats, in addition to in-person support.  
• Students can now schedule counseling, instructional support, and speech appointments in a variety of formats (in-person, zoom, phone) directly from their MY ACCESS student portal.   
• ACCESS updated the Accommodation Guidance document to provide accommodation guidance to professors for both in-person and online classes.  
• Technology updates have improved student access to instructional programs. These include new note taking software (GLEAN), online ATC access through the ATC Canvas course, and DHH videos and captioning.  
• ACCESS collaborated with AIME and the Writing Center to provide more scaffolding, support, and tutoring options for English and writing. ACCESS Instructional Specialists (English and Math) hired Expert Tutors for the classroom, which has improved students’ self-advocacy skills, independence, and grit. A total of 1,107 hours of academic support were provided during the Spring 2022 and 287 hours during the Summer of 2022. Based on the April 28th, 2020 Mt. SAC cabinet notes, the average pass rate for English 1A/80 is 54%. For ACCESS courses linked with English courses (Eng. 1A/80, Access 34), Spring 2021, the average pass rate was 56%; Fall 2020, 67%. With support, ACCESS linked courses have an above average pass rate.   
• ACCESS provided several campus events aimed at increasing awareness of ACCESS services and promoting acceptance of students with disabilities. Events included: (1) Meet and Greet in Fall and Spring semesters; (2) Disability Awareness Month activities, October 2021; and, (3) ACCESS Information Tables.  
• ACCESS hosted their first Graduation Celebration, Spring 2022, for ACCESS students who earned a degree or certificate.   
• ACCESS faculty provided both Flex Day and POD trainings on working with students with disabilities. The Spring 2022 Faculty Flex Day presentation "Academic Support for Students with Disabilities" had 37 faculty attendees.  
• ACCESS accommodated testing services moved to a new location - the former Assessment Center in Building 9B. This provides ACCESS with a dedicated testing space and allows students easy access to accommodated testing services. The new space allows for both group and individual testing.  
• DHH hired two new Coordinators this year, which has improved efficiency and effectiveness in scheduling access service providers (interpreters and captioners) for Deaf and hard of hearing students.  
• ACCESS purchased two new trams to provide campus access for students with mobility challenges. In addition, ACCESS purchased new accessible furniture to provide students with accessible options in their classrooms.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

Access provided all aspects of Access programs and services in a remote format. The Access front desk responded to student requests by phone or email, and Access updated their website to make information more easily accessible to students. Counselors provided appointments via both phone and Zoom. Access updated the accommodation guidance for online classes document, and this was distributed to both students and faculty. Students are ab le to download their accommodations directly from their My Access portal and deliver these directly to their professors. Access transitioned interpreting and captioning services to the remote environment, offering these services to students in their online classes. Access provided remote test proctoring services. The ATC updated their website, created a Canvas page with assistive technology resources, and provided assistive technology that students could download onto their personal devices. Both Puzzle Project and ABI offered all services in a remote format. At their Planning Day meeting, Access faculty and staff reported that many students benefited from having services available in a remote format.  
The BWT updated their webpage to promote the BWT referral process.  
Student Health updated their webpage to make information more accessible to students. Student Health continued to offer all services both in person and remotely.

**Reporting Year**

2020-21

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

Electronic accommodations are not yet built in APEX. As a result of COVID campus closure, ACCESS simplified the process of students receiving accommodations. AAP's will be emailed per requests of student or professor.

**Reporting Year**

2019-20

**% Completed**

50

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

All 3 areas in ACCESS and Wellness transitioned to online and remote services successfully and, while student count is down in ACCESS overall, other areas are growing, i.e. DHH signing students, referrals Behavior & Wellness Team and SHS' Mental Health Services.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS Front Counter has taken on additional duties. These include processing notetaker applications, an increase in need to search for student information in multiple database since APEX went live, scanning of incoming verifications, and following up with all MyACCESS incoming online application for services.

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS is using APEX for their electronic file system, eFiles, and eliminated many paper forms, unnecessary filing and faster processing of requests. Electronic accommodation requests and authorizations are near completion.

**Reporting Year**

2017-18

**% Completed**

75

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Educate the Campus: ACCESS & Wellness educates the campus community about disability, health, and related issues affecting student equity and success.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 2: X
* Priority 2 - Goal 2: X
* Priority 5 - Goal 2: X
* Priority 6 - Goal 1: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.  
• ACCESS hosted Disability Awareness Month and Autism Awareness Month activities for the campus community. This included a campus presentation by retired Office of Civil Rights (OCR) attorney Paul Grossman on the topic of moving from a culture of disability compliance to one of inclusion, diversity, and social justice.   
• ACCESS hosted weekly information tables to provide Mt SAC students with information about ACCESS eligibility and services. ACCESS also hosted two Meet and Greet events where Mt SAC students could connect with ACCESS faculty and staff to learn more about the ACCESS program.• ACCESS provided both Flex Day and POD trainings for faculty in working with students with disabilities.   
• ACCESS collaborated with Risk Management on emergency evacuation procedures for students with disabilities.  
• ACCESS emailed and posted the updated Academic Accommodations Guidance document for faculty, both for in-person classes and online classes.  
• ACCESS promoted learning disabilities assessments to students and faculty as one option to address retention and success.  
 • DHH provided several workshops on Deaf Culture and improving communication with Deaf students and staff.   
 • SHS continued to provide comprehensive COVID-19 outreach, including rapid antigen testing, contact tracing, distribution of free COVID test kits, and educational workshops and consultations.  
 • SHS implemented "Thriving Space" where students could join weekly workshops to learn and discuss various mental health support topics.   
• SHS provided co-located mental health supports in the Pride Center, Equity Center, Aspire, and Veterans Resource Center.   
• BWT provided several faculty and staff workshops, including a Flex Day training.,  
• BWT and SHS initiated an integrated and comprehensive restructuring of both the BWT and the case manager/social worker programs on campus (Equity Center, Basic Needs, VRC, Pride), implementing weekly case manager meetings, standard processes and protocols, shared database and assessment tools, common outcome measures, and standardized quality assurance protocols.

**Reporting Year**

2022-23

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.  
• BWT delivered successful BWT presentations to various Mt. SAC departments.   
• SHS launched a weekly, 3-days per week, nursing support and outreach booth (“The Nurse Is In”).  
• SHS launched a weekly, 3-day per week, mental health support and outreach booth ("The Therapist Is In").  
• SHS provided a comprehensive COVID-19 Campus Education Program, including multiple COVID-19 newsletters and Live and Virtual COVID Q & A Workshops.   
• SHS provided a Mental Health Topics Speaker Series on several topics, including disordered eating and addiction, that were facilitated by community experts.  
• ACCESS provided several campus events aimed at increasing awareness of ACCESS services and promoting acceptance of students with disabilities. Events included: (1) Meet and Greet in Fall and Spring semesters; (2) Disability Awareness Month activities, October 2021; and, (3) ACCESS Information Tables.  
• ACCESS faculty provided both Flex Day and POD trainings on working with students with disabilities. The Spring 2022 Faculty Flex Day presentation "Academic Support for Students with Disabilities" had 37 faculty attendees.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

Access hosted Disability Awareness Month to bring awareness of disability issues to the campus community. The Puzzle Project faculty hosted several workshops for faculty on supporting students on the autism spectrum.  
BWT hosted several campus workshops to increase visibility of BWT on campus.  
Health Services hosted a multitude of workshops aimed at assisting students with mental health, health and daily living activities. Workshops included topics such as mindfulness, meditation, organization skills, stress management, and social skills.

**Reporting Year**

2020-21

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS', Behavior & Wellness Team, and Student Health Services conducted multiple face to face and then transitioned to online workshops, presentations, and trainings for the campus community on a variety of pertaint subjects and received high acclaim for their efforts. Examples include DeStress Fest and Mindfulness Meditation (Student Health); ACCESS Puzzle Project "Addressing the Barriers for Students with Autism...," and "Accommodating Students with Disabilities..." online class; Behavior & Wellness Team's Dean's Roundtable and "Addressing Students of Concern.." for Student Services Team.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services sponsored a variety of student workshops with 248 students participating. These included Sexual Assault Self-Defense, healthy relationships staying healthy, collision prevention "Arrive Alive" virtual reality program, and Active Shooter Training.   
  
Student Health Services reached 636 students surpassing their goal of 500 (445 in Fall, 191 in Spring) via classroom presentations regarding available services emphasizing mental health.   
  
Student Health Services collaborated with the Biology Department and the Caduceus Club to present the screening of the film Do No Harm, which discussed the suicide rate in medical students and medical residents. SHS Mental Health Counselors were available to address student feedback during all the breakout sessions. Mental Health Resources and the guide Road Map to Wellness was given to all 278 attendees.  
  
Student Health Services presented a Faculty Flex session on depression to 152 faculty to raise awareness, sensitivity, and understanding how it impacts academic performance and achievement of academic goals; and to connect students to mental health services.  
  
SHS collaborated with the external partner, National Council of Alcohol and Drug Dependence, in providing a presentation that reached 125 students.

**Reporting Year**

2017-18

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services Student Peer Health Educators were incorporated into health education and outreach programs. Student attendance at either a classroom presentation or outreach event total = 4,084 students.Fall 2018 Student Health Services Booth: 1,247 students Health Fair: 359 students Education Events: 261 students International Orientation & Workshop: 145 students Football Code of Conduct Training: 117.

**Reporting Year**

2017-18

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services provided 35 trainings or meetings in their newly converted training room in 67B, including the following Student Assistant Trainings: August; October; February 2019 Staff Meetings: Sept; December; February 2019 CPR Training: March 22, 2019 Mental Health Grant Monthly Meetings: Sept; Oct; Nov; Dec; Jan; Feb; March, 2018 Mental Health Grant Student Trainings: September 2018 Behavior and Wellness Training Meetings twice a month: Sept; Oct; Nov; Dec; Jan; Feb; March; April 2019 Collaborative Meetings: ASPIRE; DREAM; Mental Health Advisory Board; Biology Department; Campus Safety

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS participated in 25 events at the request of other departments or programs on campus (14 presentations, 11 information booths); ACCESS collaborated with SCIL, Event Services, Athletics Department and Associated students to host the 4th annual Disability Athletics Faire. ACCESS' Accessible Technology Center participated in the first ever Student Success Fair #MtSACtutoring. ATC shared information about our program with 143 students.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS canceled the annual Planning for College event that is usually held in the month of February. Thoughts to research past data and reevaluate Planning for College event as a whole.

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

ACCESS' ABI Program hosted the 3rd annual TBI Symposium at Mt. SAC on 8/8/18. The program was a success, with increased attendance over last year.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

ACCESS and Wellness strives to support college efforts to increase student success.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 3: X
* Priority 3 - Goal 1: X
* Priority 3 - Goal 2: X
* Priority 4 - Goal 1: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.   
• DHH Cohort classes. For Fall 2022, the DHH cohort GEOL 10 class had a 100% retention rate and a 94.4% success rate, the COUINS 5 DHH cohort class had an 88% retention rate and a 100% success rate, and the ENGL 68 DHH cohort class had an 88% retention rate and a 100% success rate. For Winter 2023, the DHH cohort SPCH 1A class had a 96% retention rate and an 87.5 success rate.  
• Linked English classes. For Fall 2022, the ACCESS linked English 1A class had an 75% success rate. The ACCESS linked English 1C class had a 78% success rate. In comparison, the overall Fall 2022 English course success rate was 58 percent. For Spring 2023, the ACCESS linked English 1A class had a 58% success rate. The ACCESS linked English 1C class had an 85% success rate. In comparison, the overall Spring 2023 English course success rate was 59 percent.   
• Linked math classes. For Fall 2022, the ACCESS linked Math100 class had an 85% success rate. In comparison, overall Fall 2022 Math 100 classes had a 56% success rate. For Spring 2023, the ACCESS linked Math 100 class had an 80% success rate. In comparison, overall Spring 2023 Math 100 classes had a 62% success rate.  
• Study Groups. For the 2022-23 academic year, the ACCESS English and math Instructional Specialists collaborated with the Writing Center and ASAC, respectively, to provide study groups for students enrolled in the ACCESS linked English and math courses. ACCESS Instructional Specialists provided tutor training for both Writing Center and ASAC tutors. The ACCESS linked English and math classes had substantially higher success rates than non-linked English and math classes.  
• Puzzle Project. For Fall 2022, 10 students on the Autism Spectrum were enrolled in the Puzzle Project. Of these students, 100% met their academic goal and 70% met their social goal. For Spring 2023, 12 students were enrolled in the Puzzle Project. Of these students, 92% met their academic goal and 67% met their social goal.   
• Acquired Brain Injury (ABI) Program. For Fall 2022, 22 students were enrolled in the ABI program. Of these, 91% made progress on their goals, with 4 students completing the program. For Spring 2023, 28 students were enrolled in the ABI program. Of these, 97% made progress on their goals, with 7 students completing the program and transitioned into credit classes.   
• ACCESS re-established learning disabilities assessments, and widely publicized this service across campus.  
• ACCESS distributed their Accommodation Guidance for both In-Person and Online Classes to ACCESS students and Mt. SAC faculty.  
• ACCESS provided both Flex Day and POD trainings for faculty in working with students with disab  
• SHS initiated "Thriving Space" where students could join weekly workshops to learn and discuss various mental health support topics. ilities.   
• BWT referrals rose by 54 percent for the 2022-23 academic year, with a majority of students indicating self-reported mental health concerns. The BWT hired a part-time licensed clinical social worker to assist with the additional case load. BWT provides students with support and referrals to strengthen both their academic success and personal growth.

**Reporting Year**

2022-23

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.   
• ACCESS increased outreach efforts with information booths, Meet and Greet events, workshops, and partnerships with other Student Services programs. The ACCESS enrollment increased by 118 students, and current enrollment is greater than pre-pandemic enrollment (2021-22 student count = 2,609).  
• ACCESS initiated an electronic Academic Accommodation Plan (AAP), where ACCESS students can download their AAP to email directly to their professors.   
• ACCESS emailed and posted the updated Academic Accommodations Guidance for faculty, both for in-person classes and online classes.  
• ACCESS provided alternate media for 54 students, for a total of 352 alternate media contacts. Of these contacts, 229 (65%) were for blind/visually impaired students. Alternate media requests increased by 74% during the 2021-22 academic year.  
• ACCESS increased counseling capacity by hiring two additional part-time counselors.  
• DHH hired a full-time tenure track Deaf Noncredit Professor.  
• ACCESS hired a part-time Instructional Specialist to provide individual academic strategy appointments and workshops. Workshops included: How to Use Your Accommodations; Memory Strategies; Test Taking Strategies, Study Tips; and, Time Management.  
• ACCESS collaborated with AIME and the Writing Center to provide more scaffolding, support, and tutoring options for students with disabilities in English courses.   
• DHH offered general education Deaf cohort classes, which improved retention and success rates for Deaf students.  
• ACCESS writing support classes linked with English courses have a higher success rate than the average pass rate for English.  
• ACCESS provided both Flex Day and POD trainings for faculty in working with students with disabilities.   
• BWT referrals rose by 29 percent for the 2021-22 academic year. BWT provides students with support and referrals to strengthen both their academic success and personal growth.  
• SHS provided 1,475 mental health sessions during the 2021-22 academic year, a 174% increase from the previous year. Mental health resources support student retention and success.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

Access served 2,494 students during the 2020-21 year, providing individualized accommodations and services to each student. Access streamlined the process for students to request accommodations; students are now able to download their accommodations from their My Access portal and send directly to their professors. Access placed a faculty tool kit with a sample disability syllabus statement and universal design strategies on the Access website. The ATC provided instruction to 322 students for 1,964 hours of service. The ABI program provided instruction to 77 students with an acquired brain injury. Access offered instructional support in both English and Math through Access classes and individual appointments with the Access Instructional Specialists. DHH continued to offer all services in a remote format, including instructional support and tutoring.  
BWT provided resources and support to 184 students referred through the BWT referral process.  
Student Health continued to support students though a variety of health services, health workshops, mental health appointments, and mental health workshops. Student Health provided 186 mental health visits via telehealth.

**Reporting Year**

2020-21

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

Accessibility Technology Center (ATC) instruction was provided to 457 ACCESS and Veteran students in 19-20 (Summer 2019: 32, Fall 2019: 213, Winter 2020: 48, Spring 2020: 164). This is a 26.29% decrease when compared to 620 students for 18-19. Of the 457 students served, 13 (2.84%) were veterans (Summer 2019: 2 veterans, Fall 2019: 5 veterans, Winter 2020: 1 veteran, Spring 2020: 5 veterans). This is a 71.11% decrease when compared to 45 veterans in 18-19. 8,340 hours of service were provided (Summer 2019: 233 hours, Fall 2019: 5800

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS Instruction was provided to 70 students with an acquired brain injury for 19-20 (Summer 2019: 17 ABI students, Fall 2019: 23 ABI students, Winter 2020: 12 ABI students, Spring 2020: 18 ABI students). This is a 7.69% increase when compared to 65 students in 18-19. 1411 hours of service were provided (Summer 2019: 248 hours, Fall 2019: 875 hours, Winter 2020: 177 hours, Spring 2020: 304 hours). A contributing factor for the change in numbers is the Covid-19 pandemic that caused the campus closure. ABI program has transitioned online and is supporting students remotely.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

There were 11 students that participated in ACCESS' Puzzle Project as we shifted to online instruction in Spring 2020. The students continued to meet with their peer mentors and attended workshops virtually. The success rate of students meeting their academic goal was 81%, which included pass a class or improving their GPA. Students appeared more challenged to engage online and reach their social goal. We saw over half (54%) of our students increase on the pre-test to post-test scores for the TYASSK (The Young Adult Test of Social Skills Knowledge, PEERS), but the success rate for reaching social goals was 64% . Puzzle Transition: There were nine students that participated in this part of the program. They continued to meet with their peer mentors, attend the “Interview Toolkit” workshop, and attending a few Puzzle Project lectures for maintenance of their social skills. The success rate of students meeting their academic goal was 78% which included pass a class or improving their GPA. Three students did drop their classes with an EW due to COVID, but continued in workshops such as AIME or peer mentoring.

**Reporting Year**

2019-20

**% Completed**

50

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS' Accessible Technology Center (ATC) provided alternate media services to 176 students in 19-20 (Summer 2019: 22 students, Fall 2019: 78 students, Winter 2020: 19 students, Spring 2020: 57 students). There were 823 alternate media related student contacts in 19-20 (Summer 2019: 74 contacts, Fall 2019: 499 contacts, Winter 2020: 64 contacts, Spring 2020: 186 contacts). 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.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services students who received mental health counseling reported 36% greater improvement for in the Depression subscale (meaning Mt. SAC’s average change on the Depression subscale is greater than the change achieved by 36% of counseling centers in the national sample), similarly, 32.1% for Generalized Anxiety, 61.4% Social Anxiety, and 74.9% improvement on Academic Distress subscale compared to the national sample of 106 counseling centers.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

DHH together with the with the History department offered an all deaf class of History 7, which had a pass rate of 88%, much higher rate than prior to collaborative efforts.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Nurses followed up with students who had medical appointments with medical providers and were prescribed medication. Results demonstrate 90% or greater effective communication (verbal and visual) between the medical providers and the students. With effective and comprehensible education, the students demonstrated 90% or greater compliance with their medication regimen.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

The result of a collaboration between Deaf and Hard of Hearing (DHH) Services and the English Department and now the History Department resulted in Experiential Learning for 40 DHH students in those two cohort/collaborative classes. Professors from the English and History departments, along with DHH staff and management took 40 DHH students to Washington, D.C. for a week to tour Gallaudet University and visits historical sites which support that they have been learning in the classes. Five students along with faculty and management continued to Baltimore where they presented at the joint national conference for ADARA/AMPHL.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services presentation on sexual assault to 29 students resulted in 100% of students knowing what to do if they've been sexually assaulted. That is a knowledge increase of 59% post presentation.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Student Health Services sponsored 76 students to attend Active Shooter Training. Post presentation, 96% (an increase of 33%) reported knowing what to do if they hear gunshots on campus.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Behavior and Wellness Team case managed 113 referrals; an increase of 72% over last year.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

ACCESS & Wellness will maximize funding opportunities and remain solvent.

**Goal Status**

Active

**Mapping**

Strategic Priorities: (X - Highlight Selected)

* Priority 4 - Goal 1: X
* Priority 4 - Goal 2: X

Student Services: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

07/20/2023

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.  
• ACCESS had carry-over allocation funds from the previous year. These funds were spent to cover increases in interpreting expenses.   
• ACCESS had secured SEAP funding for the 2021-22 academic year to hire an instructional specialist to provide individual instructional support and workshops. This funding was not renewed for the 2-22-23 academic year. ACCESS chose to continue this important services with ACCESS restricted funds.  
• ACCESS continues to receive SEAP funding to support the Puzzle Project, DHH, and Disability Awareness Month activities.   
• BWT will continue to advocate for an increase in their $5,000 annual operational budget. This budget is not adequate to fund necessary BWT professional development training. While the BWT obtained SEAP funding for professional development training for the 2021-22 academic year, this funding was not renewed for the 2022-23 academic year. The BWT was not able to participate in any trainings for the current year.  
• SHS funding decreased due to the decline in overall student enrollment. SHS received one-time HEERF funding to continue to offer all previous SHS services. For the 2023-24 academic year, SHS will seek additional funding to hire a Nurse Practitioner.   
• There is an expected decrease in the ACCESS total student count for the 2022-23 academic year. This will impact funding, especially as the Chancellor's Office transitions from a weighted student count to a non-weighted, single student count for funding purposes. For the 2023-24 academic year, ACCESS will need to be fiscally conservative, seek other funding sources, and continue to conduct in-reach and outreach services to attract new students to ACCESS.

**Reporting Year**

2022-23

**% Completed**

50

Updates on Goals

**Date of Analysis**

09/02/2022

**Results/Analysis of Progress**

Access and Wellness made progress towards this goal in several ways.  
• ACCESS had carry-over allocation funds from the previous year. These funds were spent to cover interpreting expenses. Next year's ACCESS allocation increased by 25%. This will allow ACCESS to accomplish some long-standing goals: improve technology; hire a Student Services Specialist II to support accommodated testing and MIS; reclass the Tram Drive from 80% to 100% to meet increased student need; and, provide a pay level increase for interpreters and captioners. For the 2021-22 academic year, the ACCESS student count increased by 118 students, which will provide more funding in future years.   
• ACCESS secured SEAP funding to hire an instructional specialist to provide individual instructional support and workshops. ACCESS continues to receive SEAP funding to support the Puzzle Project, DHH, and Disability Awareness Month activities.   
• BWT will continue to advocate for an increase in their $5,000 annual operational budget. This budget is not adequate to fund necessary BWT professional development training. For this year, BWT obtained SEAP funding for professional development training.  
• SHS funding decreased due to decline in student enrollment. SHS had to rely on HEERF and SEAP finding to continue to offer all previous SHS services. During summer 2022, the Board of Trustees approved a student health fee increase, which will help SHS balance their budget in the coming year.   
• SHS obtained HEERF funds to provide COVID related information and services to the Mt SAC community.

**Reporting Year**

2021-22

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/31/2021

**Results/Analysis of Progress**

The BWT operations budget is $5,000. BWT needs an increased budget in order to provide NaBITA training to team members, market and promote the BWT, host a planning day, and hire administrative support.  
Health Services funding has decreased due to declining enrollment that resulted in diminished student health fees. While Student Health does have reserves, the current funding from student health fees is not sufficient to meet payroll and other expenses. Student Health will seek HEERF funding to backfill the COVID related declines in student health revenue. Student Health also is in need of additional funds to meet the increasing need for student mental health services. Student Health is requesting to hire two additional mental health staff clinicians.  
Access currently has adequate funding to meet program requirements. Access has a carry over from their 2020-21 restricted budget due to decreases in interpreting costs as a result of increased online class enrollments. Access anticipates interpreting costs to increase this year with the return to in-person classes.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

09/07/2020

**Results/Analysis of Progress**

ACCESS and Wellness continues to fare well in obtaining funds to remain solvent. For example, DHH needed a $250,000 augmentation last year to make payroll. DHH was successful in obtaining the funds. Student Health Services obtain 2 budget augmentations for needed mental health services, an allocation and a grant from the Chancellor's Office. Behavior & Wellness Team still needs budget augmentation, but hasn't been successful in in getting an increase.

**Reporting Year**

2019-20

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

SHS received a mental health grant of $250,000 to increase access to mental health services and reduce stigma on campus. That same year, SHS was received an addition $260,029 allocation to increase mental health services and related trainings. These grants will fund these activities until June 30, 2020.  
As a result, SHS has increased mental health services to students and trainings for students and faculty.   
  
Student Health will be exploring other sources of funding such as becoming a MediCal provider and finding other alternatives to pay for student insurance.

**Reporting Year**

2017-18

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

The Chancellor's Office implementation of the new funding formula for ACCESS has resulted in loss of revenue for ACCESS and requires district support to fund permanent positions. State advocacy is needed to restore funding.  
  
District provided $100,000 per year for three years to supplement the cost of interpreting and captioning services to DHH students.  
  
ACCESS funding is restricted and thus food and renting of venues is not allowed. ACCESS hosts Advisory Committee Meetings, Annual Planning Day, Planning for College, Interactive Workshops, and Disability Awareness Month Activities. Alternative funding is needed.  
  
ACCESS continues to promote its new name and branding. Additional funding is requested for promotional items and supplies for marketing materials such as brochures.   
  
More and more students are using interpreting services and other ACCESS accommodations for non-classroom-related access needs. For example, this year, a student who is DHH was elected to a student leadership position and will require extensive interpreting outside of the allowable funding for ACCESS/DHH. ACCESS maintains a fund for these types of needs, however the fund continuously goes in the red. The College's Access fund for extra curricular activities needs to be increased.

**Reporting Year**

2017-18

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Access and Wellness is not able to cover some mandated campus and state salary increases. Rate driven increases such as COLAs, step and column increases are difficult to cover with stagnant, or decreasing Chancellor's Office funding.

**Reporting Year**

2017-18

**% Completed**

0

Updates on Goals

**Date of Analysis**

08/26/2019

**Results/Analysis of Progress**

Behavior and Wellness Team's funding is inadequate to support its needs. The Team would like to continue promote its existence, and expand its reporting function to students to enable them to report students who need extra care. Funding is requested to accomplish this objective. The Team is planning on obtaining additional funding through the NRA process and via SEAP.

**Reporting Year**

2017-18

**% Completed**

0