



## Planning for Institutional Effectiveness

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*NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).*



# unit PIE

2014-15  
2015-16  
2016-17  
2017-18

## Planning for Institutional Effectiveness

### Introduction

UNIT	Disabled Student Programs & Services	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Grace T. Hanson, Dean	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	GHanson@MtSAC.edu/5640	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle. **Please remember** that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

### Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

#### Institutional Mission

***The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.***

#### Unit Mission

***DSPS' mission is to offer quality programs and services empowering students with disabilities to access and engage in educational activities at the College.***

## College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

### **Theme A: To Advance Academic Excellence and Student Achievement**

- College Goal #1 The college will prepare students for success through the development and support of exemplary programs and services.
- College Goal #2 The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- College Goal #3 The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

### **Theme B: To Support Student Access and Success**

- College Goal #4 The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
- College Goal #5 Students entering credit programs of study will be ready for college level academic achievement.
- College Goal #6 The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

### **Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement**

- College Goal #7 The college will secure funding that supports exemplary programs and services.
- College Goal #8 The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
- College Goal #9 The college will provide opportunities for increased diversity and equity for all across campus.
- College Goal #10 The college will encourage and support participation in professional development to strengthen programs and services.
- College Goal #11 The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
- College Goal #12 The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

### **Theme D: To Foster an Atmosphere of Cooperation and Collaboration**


- College Goal #13 The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
- College Goal #14 The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

# SectionOne

## Where We Are: A Summary and Analysis of the Current Year 2014-15

### I. Summary Context - Unit Goals for: Disabled Student Programs & Services

Identify the goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Equal Access	Ensure students' equal access to instructional programs and services.	B: Access and Success
Instruction and Support	Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.	A: Academic Excellence
Promote Acceptance	Promote campuswide acceptance and understanding of students with disabilities and reduce systemic barriers.	B: Access and Success
Currency of Employees	DSPS employees will keep current in technology, laws, and regulations relating to students with disabilities by participating in professional development and intradepartmental training.	C: Secure Resources
Efficiency and Effectiveness 	Maximize efficiency and effectiveness in providing support services, instruction, and maintaining records.	C: Secure Resources

### II. Notable Achievements for: Disabled Student Programs & Services

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	DSPS students responded positively to the newly implemented Alternate Media Contract and process which holds students accountable.	Unit: Efficiency and Effectiveness
		A. Academic Excellence
High	DSPS' collaboration with Fiscal Services and Human Resources resulted a new process to hire notetakers which increased efficiency in processing and paying notetakers.	Unit: Efficiency and Effectiveness
		D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	After many years of advocacy and requests by DSPS, the Health and Safety Committee was successful in convincing the college to purchase Emergency Evacuation Chairs. Faculty, staff, and managers engaged in efforts to ensure proper placement of evacuation chairs for persons with disabilities in multi-story units. One staff member participated in a Train-the-trainer professional development activity related to evacuation chairs.	Unit: Equal Access
		D. Cooperation/Collaboration
High	DSPS launched a new pilot project/services for students with improvement needed in social interaction, executive functioning, and/or self-regulation. This project is designed to enhance service delivery to students on the autistic spectrum, primarily, was launched and professional staff and student mentors provided needed assistance to the students.	Unit: Instruction and Support
		B. Access and Success
Med	DSPS' use of the cloud-based Kurzweil program called "Firefly" and electronic delivery of alternate media via Drop Box has reduced the need to burn/label discs/paperwork dramatically, approx by 60%	Unit: Efficiency and Effectiveness
		C. Secure Resources
Med	DSPS staff collaborated with Humanities and added 2 more Testing Drop Boxes in academic departments. This will save an additional 2 hours per month of delivery driving time and wear and tear on the trams.	Unit: Efficiency and Effectiveness
		D. Cooperation/Collaboration
High	The temporary Center for Deaf and Hard of Hearing Services opened Spring 2015 offering educational, linguistic and social support as well as developed employment opportunities for DHH students to gain work experience in the DHH center by working the front counter and performing clerical duties. Student participation providing feedback on DHH services has improved from 45% response (Spring 2014) to 67% response. (Spring 2015). This space is for faculty, staff, and students who are deaf and hard of hearing to receive counseling and to interact with each other.	Unit: Promote Acceptance
		C. Secure Resources
Med	Increased DSPS staffing by hiring two Student Services Program Specialists, an adjunct High Tech Center faculty member, two Lead Interpreters, and a Receptionist/Clerical Assistant. These increases will allow DSPS to better coordinate services in the High Tech Center, expand our Interpreter Internship Program, and provide more consistent front counter services to students.	Unit: Efficiency and Effectiveness
		C. Secure Resources
Low	Upgraded and updated the High Tech Center, DHH, and DSPS offices by purchasing a variety of computer software and hardware, as well as peripheral and mobile devices. One item upgraded was a smart phone for DHH Services. This smart phone provides students the option of communicating via text or using sign language via apps.	Unit: Equal Access
		C. Secure Resources
High	DSPS saved 451 hours of DSPS students' and staff time this year by eliminating lock up of student's belongings before they took their tests. This outcome is contributing to the overall goal of DSPS increasing efficiency in their operations.	Unit: Efficiency and Effectiveness
		C. Secure Resources
Med	DSPS produced 17% more alternate media for 29% more DSPS students than last year.	Unit: Equal Access
		C. Secure Resources
High	The Acquired Brain Injury Program Specialists developed a concussion screening instrument.	Unit: Instruction and Support
		A. Academic Excellence

### III. Tracking External/Internal Conditions, Trends, Impacts, Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

[Link to Data Sources and Support Options](#)

Year	<i>Add item</i>	External Conditions, Trends, or Impacts	Data Sources
2014-15		Additional workload: a) with new Student Success and Support Program and Student Equity initiatives; Outreach and Transfer Goal to address; b) with success of pilot Puzzle Project for students on the Spectrum.	Chancellor's Office Student Support and Success Program and Student Equity trainings and mandates. Puzzle Project Annual Report.
2014-15		Funding: Fluctuations in categorical funding make it difficult to plan and address needs. District funding is needed to meet mandates. The amount of district funding also fluctuates which affects district planning. The Chancellor's office is considering a new DSPS funding allocations model, which may significantly change DSPS funding levels.	Chancellor's Office DSPS Categorical Allocation reports. Chancellor's Office Workload Allocations and Formula Task Force reports and webinars.
2014-15		Legislation/Certification: a) uncertainties of SSSP and Student Equity; b) Registry for Interpreters of the Deaf (RID) offers only 1 certification. Need our own tool to assess interpreter skill level as required by law; c) California drafting legislation to require that all sign language interpreters be certified. d) evolving court and OCR cases are a challenge to anticipate and plan for; e) Course repeatability constraints negatively affect DSPS student progress and success by limiting options in DSPS curriculum (DSPS 33).	Chancellor's Office Reports, Registry of Interpreters for the Deaf, OCR recent cases DSPS/HR collaborations, Course Repeatability Regulations.
2014-15		Outreach: a) College outreach efforts include students with disabilities; b) Off campus referrals to ABI Program fluctuate due to popularity of medical rehabilitation efforts and awareness of our program; c) students continue to be reluctant to ask for assistance from DSPS.	High School Outreach reports.
2014-15		Technology: a) Limited availability of language-improving software for ABI; b) Software migrating to software as a service/cloud based rather than licensed software for ABI and Alternate Media; c) Resources for securing alternate media continues to improve.	High Tech Center Faculty and Staff
2014-15		Increased public awareness of mental health issues, concerns, needs and increases in support for students.	Media, Chancellor's Office Mental Health Unit reports.
Year	<i>Add item</i>	Internal Conditions, Trends, or Impacts	Data Sources

2014-15	Growth: a) in DSPS staffing has resulted in space needs, inappropriate work stations, ergonomic concerns, and constraints in our ability to provide services. Affected areas are: High Tech Center, DHH Services, Accommodated Testing, DSPS Counseling; b) in demand for certain services such as student involvement in student life activities result in extra-curricular accommodations.	Worker's Comp requests from DSPS personnel to HR for ergonomic work stations.	
2014-15	Procedures: a) High Tech Center student procedural concerns 1. Logging/clocking in and out; 2. Using Center only for printing; 3. Drop ins for faculty. b) AP 5140 needs updating. c) Sign Language Interpreter Assessment instrument is no longer relevant.	High Tech Center Meeting Minutes. DHH Meeting Minutes.	
2014-15	Additional/Uneven Workload: a) with success of pilot Puzzle Project for students on the Spectrum b) caused by collaborations with HR and Fiscal services on a variety of issues; c) caused by hiring of new personnel and procurement of additional spaces, The Center (for DHH), and the Student Success Building; d) A large amount of time is expended and additional workload in maintaining paper records, and also in the transition from paper manual processes to a paperless, electronic system eFiles); e) shift of responsibilities from HR, Payroll, and Purchasing to Administrative Secretary.	Annual Report of Progress toward eFiles. Annual Report for Puzzle Project. Human Resources Hiring Schedule. Monthly meetings with DSPS/ APEX personnel.	
2014-15	Staffing: a) Increased number of services by smaller staff (staff reassigned to other projects; expansion of DHH services; continual need for qualified lab assistants to provide services in the Study Center. This is resulting in comp time and overtime pay. b) Need to convert out of class and temporarily reassigned positions to permanent status; c) Increase need to collaborate with Student Health to address mental health concerns of students. d) Pool of Sign Language Interpreters is strong in Levels 1-3, but short in Levels 4-5/Certified Interpreters, and in interpreters to assist in ESL classes.	APEX Annual Reports, DHH Meeting Minutes, High Tech Center Meeting Minutes. Planning Day 2015 Meeting Minutes.	
2014-15	Technology: IT APEX delays, Campus Security Policy affects ABI software functions, increase in social media and mobile devices some for class-related functions and accommodations, some not.	Annual Report of Progress toward eFiles.	
2014-15	Facilities: a) Delays and changes in plans have caused some constraints in the office and in the High Tech Center. b) DHH services moved into Bldg. 9A, temporary quarters, for an indeterminate amount of time. DHH Services will have to relocate again during the remodel of Bldg. 9A. C) Demand for one on one (one proctor to one student) individual classroom accommodated testing increased by 71% in the last year with no additional facilities to accommodate need.	Facilities Advisory Committee Minutes, Facilities Space Planning Meetings.	
2014-15	Increased visibility, reputation, and involvement on campus resulting in more integration of universal design concepts, requests to present, staff information tables, and participate in events.	<i>Cite Data Sources</i>	
2014-15	Due to noise level in the Student Services hallway, DSPS Front counter personnel are not able to hear callers on the telephone and students standing in front of them.	Front Counter personnel complaints.	
2014-15	As DSPS technology migrates from hardware to software and cloud-based solutions, equipment loans are likely to continue to decrease.	High Tech Center Report	
Year	<i>Add item</i>	Success Data	Data Sources
2014-15	DSPS student transfer rate is well below the non-disabled student transfer rate.		RIE and Student Equity Report.
Year	<i>Add item</i>	Critical Decisions	Data Sources
2014-15	Hire a DSPS tenure-track counselor to focus on services to students with Autism and increasing DSPS student transfer rate. Hire a Mental Health Clinician to work with DSPS students in Student Health Center. Promotion of Director DSPS to Dean of DSPS. Promotion of Manager DHH Services to Director of DHH Services		<i>Cite Data Sources</i>
Year	<i>Add item</i>	Progress on Outcomes Assessment	Data Sources

2014-15	DSPS saved 451 hours of DSPS students' and staff time this year by eliminating lock up of student's belongings before they took their tests. This outcome is contributing to the overall goal of DSPS increasing efficiency in their operations.	DSPS Accommodated Classroom Testing Report
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## IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

*Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).*

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Low	(SLO) Students with disabilities will demonstrate an increased level of personal responsibility and self-advocacy. 1. Alt Media staff will develop a process to warn students of misuse of alternate media services. Reduce the number of students misusing alternate media services by 75%. 2. Student with disabilities will reduce their number of no shows to scheduled SARS appointments to 13%.	\$ <input type="text"/>	<p>1. New alt media contract/ warning letter implemented 5 warning letters sent to students due to non-communication. 3 out of the 5 students responded positively. 1 did not respond at all, and another made an appointment with department dean. Those who responded have been more communicative, and prompt in answering emails, etc. Criterion of 75% not met.</p> <p>2. Process and consequences to students for no shows developed. No Show rate decreased slightly in 14-15 by 1 % (2014-15 = 23.1%; 2013-14 = 24.1%; 2012-13 = 23.46%). Criterion not met. Decision made that this criterion is not realistic given the fact that several interventions we've tried is not reducing the level of no shows. We will be looking at a different way to measure this SLO.</p> <p>Revised Rights and Responsibilities Contract that all students sign to eliminate redundancy, simplify language, be positively worded, and be 1 page vs. 2 pages.</p> <p>Unbundle and rewrite SLO into two SLOs.</p>	Unit: Instruction and Support
		Source 1		A. Academic Excellence
		Source 2		
		Plan Status		SLO will be rewritten

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	<p>(SLO) Students who add the late start math support class (referred by DSPS Counselors and Math Professors) will feel that it helped them remain in their associated math class.</p> <p>1. Students will be surveyed prior to the 6 week drop date as to whether the class helped them decide to remain from their math class.</p> <p>2. Request qualitative feedback from corresponding math professors.</p> <p>3. If given names of all students referred from counselors and math professors, do a completion/success comparison of those who did add and those who didn't.</p> <p>Criterion: Seventy percent (70%) of the students will report that the class helped them remain in their associated math class.</p>	§	<p>1. Class did not have sufficient enrollment despite flyers and mass e-mails to all counselors and math professors, and support of math dept liaisons. Delays in students petitioning (3) to repeat DSPS 30 was a factor, but enrollment would still not have been sufficient. Some students noted that they would not have been able to enroll due to unit limits, cost or other courses (attend once weekly or arrive late).</p> <p>2. In verbal survey of 11 students who frequently attended informal sessions, 10 (91%) indicated that they had intended to remain enrolled in their math class, but that this assistance had helped them. One withdrew. Of the 10 who remained 70% passed their math class. Only one student noted being referred by their math professor, who was pleased with the support.</p> <p>3. Did not receive referral list from Counselors. Many referrals were by fellow students in HTC and VRC. Math liaisons had announced course in their dept meetings and by email, and indicated much support for concept of class. They reported that some professors announced its availability to their entire classes.</p> <p>Concept of class appears useful; there is much support conceptually for it by counselors and math professors. Will discuss this proposal further with those parties to see if changes could be made that would help fill the class. If it is recommended by those parties, we will attempt this course again next spring (DSPS 30 can only be offered once a year with same topic). Since students appreciated looser structure and no assignments of informal support, a non-credit approach may be helpful.</p>	Unit: Instruction and Support
		Source 1		A. Academic Excellence
		Source 2		
Plan Status	Complete			

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	<p>(SLO) Students with disabilities will demonstrate increased knowledge of identified barriers or obstacles to transfer to guide decision-making re: future resources, activities, strategies as a result of DSPS Intervention. (2013-14)</p> <ol style="list-style-type: none"> <li>1. DSPS will examine disparity in transfer rates for verified students with disabilities</li> <li>2. Request research assistance to survey students with declared transfer goals to identify barriers or obstacles to their goal</li> <li>3. Increase students' access to counseling for specialized career development and educational planning</li> <li>4. Increase adjunct counseling availability and/or request additional full-time counselor</li> <li>5. Provide specialized workshops on adaptive technology and self-advocacy for students with disabilities</li> <li>6. DSPS will identify students who are approaching readiness for transfer and will invite them to receive assistance planning necessary courses and in completing transfer applications.</li> </ol>	\$ <input type="text"/>	<ol style="list-style-type: none"> <li>1. Research shows that DSPS students transfer at a much lower rate than their non-disabled peers (2014-15 data????; 2013-14 DSPS Rate = 18%, non-DSPS rate = 33%. Rate is significantly disproportionately lower at .56, males at .50; females at .63).</li> <li>2. DSPS faculty developed a draft survey that will be distributed to students during 2015-16. The survey questions address factors that are considered to assist students in preparing to transfer as well as factors that are considered to interfere with transfer or that discourage students from transferring.</li> <li>3. DSPS Counselors are more conscientious in ensuring that DSPS students have at least an abbreviated education plan.</li> <li>4. Faculty unanimously voted to seek an additional full time counselor during 14-15. The formal request is currently being written and will be submitted in 15-16.</li> <li>5. No report</li> <li>6. No report</li> </ol> <p>Reword SLO to: As a result of DSPS Intervention, students with disabilities will demonstrate increased knowledge of identified barriers or obstacles to transfer to guide them in decision-making regarding their plans to transfer.</p>	Unit: Instruction and Support
		Source 1		B. Access and Success
		Source 2		
Plan Status	SLO will be rewritten.			

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme		
High	<p>(SLO) Students with disabilities completing DSPS Strategies courses along with advisory co-requisites will pass their co-requisite class.</p> <p>Fifty percent (50%) of students with disabilities completing DSPS strategies course, DSPS 33 or 34, with advisory co-requisites of ENGL 67 or higher; MATH 50 or higher, respectively; will pass that co-requisite class.</p>	\$ [REDACTED]	<p>During Fall 2014 and Spring 2015 a total of 117 students completed our DSPS strategies courses. Fifty-nine (59) passed their co-requisite course (50.4%). It should be noted that these 59 were students who completed the DSPS course, and not limited to only those who passed their DSPS course. When those 59 students were compared to those who passed the DSPS strategies courses (90), the result was 65.6%. Of the students who did not pass the DSPS strategies course (24), 4 withdrew (17%) from their co-requisite class, and 15 received a substandard grade (62%).</p> <p>Criterion met. It appears more reasonable to compare the passing rates of the two courses because the same issues often affect passing of both (poor attendance, lack of work completion, or outside stressors). Considering the number of students who take DSPS 33 or 34 because of serious issues with the subject (and often 2nd or 3rd attempt), we are pleased with the 65.6% rate. This exact SLO will not be repeated, but we will continue to look at related issues.</p>	Unit: Instruction and Support		
	<table border="1"> <tr> <td data-bbox="170 496 367 545">Plan Status</td> <td data-bbox="367 496 680 545">Complete</td> </tr> </table>	Plan Status		Complete	Source 1	A. Academic Excellence
	Plan Status	Complete				
	Source 2					
Med	<p>(AUO) Services for students who are Deaf or hard of hearing are of good quality, cost effective, compliant, comprehensive, and organized.</p> <p>1. Develop and make available to students, sign language versions of critical student information in video and offer in YouTube.</p> <p>2. Two captioning-related Administrative Procedures will be written by DSPS and approved through the College's governance process.</p> <p>3. Assist the college to establish an Access Fund to address sign language interpreting and other accommodation needs that are not classroom-related.</p> <p>4. Obtain new device to replace Sidekick, which can no longer handle capacity or updated web functions.</p>	\$ 12,813.00	<p>1. Procedures available in signed format include: Requesting Services; Warning Letter, Suspension of Services Notice; New Student Education Contract needed.</p> <p>2. The two APs are in force. DHH Services will continue to remind the campus of the APs to increase compliance.</p> <p>3. Ongoing budget line item has been established for the college and funded with 12,500 annually. College uses the Access Fund regularly and the need as well as the budget for the fund continue to increase.</p> <p>4. Completing. Obtained new device to communicate with students and interpreters/captioners.</p> <p>Other: Reword AUO into: Students who are Deaf or hard of hearing will report that DHH services are of good quality.</p>	Unit: Equal Access		
	<table border="1"> <tr> <td data-bbox="170 1360 367 1404">Plan Status</td> <td data-bbox="367 1360 680 1404">AUO will be rewritten</td> </tr> </table>	Plan Status		AUO will be rewritten	Rate-Driven	A. Academic Excellence
	Plan Status	AUO will be rewritten				
	DSPS categorical					

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained <i>(if any)</i>	Resources Secured <i>(if any)</i>	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme		
Low	(AUO) The College will ensure it maintains equitable access to DSPS services as compared to access of the general college population. 1. DSPS will work with Counseling Department via Connect 4 and HSO. 2. DSPS will obtain comparative access to the college data from Research and Institutional Effectiveness to determine need for additional "inreach," and "outreach."	\$ <input type="text"/>	1. A DSPS representative participates in HSO Connect 4, Seniors Day committees to keep abreast of the need. 2. No report.  AUO is unclear. It will be discontinued and we will find a different way to measure and track access.	Unit: Equal Access		
		Source 1		B. Access and Success		
	<table border="1"> <tr> <td data-bbox="172 532 367 573">Plan Status</td> <td data-bbox="367 532 680 573">Discontinue</td> </tr> </table>	Plan Status	Discontinue	Source 2		
Plan Status	Discontinue					

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	<p>AUO) DSPS will examine its services and service delivery to increase efficiency.</p> <ol style="list-style-type: none"> <li>Obtain or develop an Electronic, web-based interpreter scheduling system that meets the needs of the DHH area relative to ease of use, availability from any location on or off campus, and reporting capabilities.</li> <li>Decrease student counseling appointment wait time to 2-4 weeks .</li> <li>Reduce number of no-shows and same day cancellations by 10%.</li> <li>Fall weekly drop in hours will be 9 per week.</li> <li>Reduce the number of human hours it takes to process paper accommodation letters and to professors other paper processes. Release DSPS employee to IT temporarily to develop eFile case management system. Backfill alternate media position.</li> <li>Decrease the number of student files without updated Title 5 mandated SECs. Automate process.</li> <li>Automate processes to capture and report more accurate MIS data.</li> <li>Improve the efficiency of processing notetakers. Explore use of granting vouchers &amp; gift cards to bookstore instead of hiring and paying notetakers a salary.</li> <li>Explore the need for additional permanent, non-student personnel at the Front Counter.</li> <li>Improve testing services for students and plan for continued growth of service.</li> <li>High Tech Center Faculty and Alternate Media staff will delegate certain tasks to lab assistants, adjunct faculty and the new Student Services Program Specialist.</li> </ol>	§ [REDACTED]	<ol style="list-style-type: none"> <li>Concerns have been communicated to existing electronic interpreter scheduling system "Gridcheck." Will switch to Gridcheck Version 3 in Winter 2016.</li> <li>Not met. Current SARS does not allow for accurate measurement. Eliminate.</li> <li>Slightly reduced overall number of appointment no shows to 23.1%; a decrease of 1% (2014-15 = 23.1%; 2013-14 = 24.1%; 2012-13 = 23.46%).</li> <li>In process. Faculty implemented changes to the drop-in process to improve efficiency. Changes including assigning 3 counselors instead of 2 counselors to cover drop in appointments as a standard practice. Students were informed of available drop in appointment times and were advised that drop-in times were subject to change and that they can check with the office to obtain updated times when applicable.</li> <li>In process. Employee released to develop eFiles. Backfilled alternate media position with temporary employees.</li> <li>In process. DSPS' audit continues to result in 100% compliance. Pilot testing of eSEC has been implemented since Summer 2014, but pilot completion and full department adoption has been delayed due to APEX upgrades, extended leave of absence of key pilot tester, testing revisions to eSEC, developing contingent forms (i.e., Application for Services), and integration with OnBase for converting from APEX document storage to OnBase document storage.</li> <li>In process.</li> <li>Process complete. Notetakers are now hired as Independent Contractors.</li> <li>Explored and determined necessary. Hired a full time, permanent Receptionist/Clerical Assistant.</li> <li>In process. Obtained approval for establishment of a general Campus Testing Center to house DSPS and LAC testing. Wait time for 4,511 DSPS testing transactions were reduced by 5-7 minutes each by eliminating lock up of students' belongings. A grand total of 451 hours of DSPS student and staff time was saved this year.</li> <li>New Student Services Program Specialist was hired and provided with tasks to relieve faculty and alternate media staff.</li> </ol> <p>Reword AUO to "DSPS will increase efficiency in its services and service delivery."</p>	Unit: Efficiency and Effectiveness
		DSPS Categorical		C. Secure Resources
		Source 2		
Plan Status	AUO will be rewritten.			

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme								
Low	<p>(AUO) DSPS will have adequate space to perform effectively and efficiently deliver services and instruction.</p> <ol style="list-style-type: none"> <li>1. With migration to eFiles, establish space for a scanning station near the front desk</li> <li>2. DHH will move into their Center.</li> <li>3. Testing will move to an established general Campus Testing Center.</li> <li>4. The High Tech Center and Alternate Media experience a very tight work environment with not enough stations for students. They will move from portable 16-D to new Student Success Center.</li> <li>5. Assist in the ergonomic evaluations for the High Tech Center.</li> </ol>	<table border="1"> <tr> <td data-bbox="680 167 716 224">\$</td> <td data-bbox="716 167 917 224">\$3,229.00</td> </tr> <tr> <td colspan="2" data-bbox="680 224 917 264">DSPS categorical</td> </tr> <tr> <td colspan="2" data-bbox="680 264 917 305">Source 2</td> </tr> </table>	\$	\$3,229.00	DSPS categorical		Source 2		<ol style="list-style-type: none"> <li>1. Done</li> <li>2. DHH moved into 9A temporarily and opened the doors to students in Spring 2015. Student participation providing feedback on DHH services has improved from 45% response (Spring 2014) to 67% response (Spring 2015). Many delays in the remodeling of 9A to become The Center (DHH) caused by previously unknown hazmat conditions in 9A building, increased funding and subsequent design change, and construction personnel shortages.</li> <li>3. No progress.</li> <li>4. Student Success Center is on schedule and move in expected in January 2015.</li> <li>5. No progress on evaluations. New, more adjustable chairs were ordered for the High Tech Center.</li> </ol>	<table border="1"> <tr> <td data-bbox="1654 167 1997 240">Unit: Efficiency and Effectiveness</td> </tr> <tr> <td data-bbox="1654 240 1997 313">C. Secure Resources</td> </tr> </table>	Unit: Efficiency and Effectiveness	C. Secure Resources
\$	\$3,229.00											
DSPS categorical												
Source 2												
Unit: Efficiency and Effectiveness												
C. Secure Resources												
Plan Status	2017-18 Complete											
Low	<p>(AUO) DHH will use an up-to-date, in-house interpreter assessment which is relevant to post-secondary education interpreting.</p> <p>The assessment was made for freelance interpreters and not meant for the post-secondary setting.</p> <p>The assessment is time intensive.</p> <p>There is no other assessment tool available.</p>	<table border="1"> <tr> <td data-bbox="680 732 716 789">\$</td> <td data-bbox="716 732 917 789"></td> </tr> <tr> <td colspan="2" data-bbox="680 789 917 829">Source 1</td> </tr> <tr> <td colspan="2" data-bbox="680 829 917 870">Source 2</td> </tr> </table>	\$		Source 1		Source 2		<p>Have begun developing new interpreter skills assessment. Raw materials are currently being filmed with the assistance of many faculty and staff on campus.</p>	<table border="1"> <tr> <td data-bbox="1654 732 1997 805">Unit: Efficiency and Effectiveness</td> </tr> <tr> <td data-bbox="1654 805 1997 878">C. Secure Resources</td> </tr> </table>	Unit: Efficiency and Effectiveness	C. Secure Resources
\$												
Source 1												
Source 2												
Unit: Efficiency and Effectiveness												
C. Secure Resources												
Plan Status	2015-16 Complete											

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Low	(AUO) DSPS will have adequate staffing to deliver services and instruction. 1. Examine current DSPS structure and determine need for additional staffing. 2. Continuously reevaluate needs and organizational structure for additional personnel changes; Mental Health Technician, Director Accessible Technology; Department Secretary.	\$ 317,347.00	1. Hired new Receptionist/Clerical Assistant. Hired two Lead Interpreter positions. Hired a new Student Services Program Specialist for Alternate Media. Approved to hire and in process of hiring a Systems Specialist/Programmer. 2a. Determined need to hire Mental Health Clinician to be stationed in Student Health to see DSPS students and bridge the referral gap between Student Health and DSPS. 2b. Determined need to hire Director, Accessible Technology to be in charge of the High Tech Center and be the go-to person for the college on ensuring 508 compliance. 2c. DSPS will reevaluate clerical needs upon implementation of eFiles system.	Unit: Efficiency and Effectiveness
		DSPS categorical		C. Secure Resources
		Source 2		
Plan Status	Ongoing			




# Section Two

## Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

### I. Planning Context - Unit Goals Assessed and Revised for: Disabled Student Programs & Services

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Equal Access	Ensure students' equal access to instructional programs and services.	B: Access and Success
Instruction and Support	Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.	A: Academic Excellence
Promote Acceptance	Promote campuswide acceptance and understanding of students with disabilities and reduce systemic barriers.	B: Access and Success
Currency of Employees	DSPS employees will keep current in technology, laws, and regulations relating to students with disabilities by participating in professional development and intradepartmental training.	C: Secure Resources
Efficiency and Effectiveness 	Maximize efficiency and effectiveness in providing support services, instruction, and maintaining records.	C: Secure Resources

### II. Annual Implementation Plan for: Disabled Student Programs & Services

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

*Add rows (+) as needed. Delete rows (X).*

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed <i>(if any)</i>	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
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Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Low	1a. Alternate media staff will continue to implement and enforce alternate media contract.	\$ <input type="text"/> Source 1	(SLO) Students with disabilities will demonstrate an increased level of personal responsibility as a result of DSPS interventions. 1. Students with disabilities will reduce their misuse of alternate media services by 25%. 2. (To be developed.) 3. 5% increase in numbers of DSPS students with their own Learning Ally and Bookshare accounts. 4. 10% decrease in the number of DSPS equipment checked out to DSPS students for alternate media purposes.	Unit: Instruction and Support
Ongoing	1b. High Tech Center staff will provide an introduction to Alternate Media/HTC	Source 2		A. Academic Excellence
	Orientation covering policies/procedures/technology. We expect that this work will not only improve student independence, responsibility and confidence when it comes to using alternate media and assistive technology; but also help in long-term student success and less time troubleshooting specific & basic student issues. We will gather and share existing open source videos - explaining basics of Alt. Media and tech - to improve accessibility and cover more platforms (possibly for those students who cannot physically attend/distant learners). 2. Continue to implement process developed and find new ways to decrease student no shows to appointments. Continue to enforce new Rights and Responsibilities Contract. 3. Push DSPS students to apply for and use their own Learning Ally and Bookshare accounts. 4. Continue to decrease the number of students checking out DSPS equipment for alternate media by encouraging students toward more apps and cloud-based technology they can use with their own devices (smartphones and tablets).			Person Responsible <input type="text" value="Alternate Media, Matt Dawood, DSPS Department"/>
	Projected Completion	Ongoing		

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Students will be surveyed prior to the 6 week drop date as to whether they might have previously considered withdrawing from math, and whether the support helped them decide to remain from their math class.	\$ <input type="text"/>	(SLO) Seventy percent (70%) of students who participate in the scheduled math support hours (referred by DSPS Counselors, VRC, and Math Professors) who might have considered withdrawing will feel that it helped them remain in their associated math class.	Unit: Instruction and Support
New		Source 1		B. Access and Success
		Source 2	Person Responsible <input type="text" value="Christine Tunstall"/>	
	Projected Completion	2015-16		

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme				
High	<p>1. Request research assistance to survey students with declared transfer goals to identify barriers or obstacles to their goal</p> <p>2. Provide additional counseling resources; develop activities and strategies to better guide students with disabilities in reaching their transfer goals. Obtain a standard definition of "transfer ready."</p> <p>3. Increase adjunct counseling availability and/or request additional full-time counselor</p> <p>4. Increase collaboration with campus and community resources to support students with disabilities in reaching their transfer goals.</p> <p>5. DSPS will identify students who are approaching readiness for transfer and will invite them to receive assistance planning necessary courses and in completing transfer applications.</p> <p>6. Invite local university representatives to participate in the DSPS Advisory Board to address barriers and obstacles to transfer for students with disabilities.</p> <p>7a. Develop and maintain appropriately accessible instructional media in transfer level courses.</p> <p>7b. Obtain approval to hire Director of Accessible Technology to oversee and coordinate 7a.</p>	\$ \$250,000.00	<p>(SLO) As a result of DSPS Intervention, students with disabilities will demonstrate increased knowledge of identified barriers or obstacles to transfer to guide them in decision-making regarding their plans to transfer.</p> <p>1. Survey is distributed to DSPS students during 2015-16. Data is compiled and analyzed. Research findings are utilized to develop interventions to break down barriers and obstacles to transfer for students with disabilities.</p> <p>2. DSPS students have additional counseling resources available, such as career and educational planning. Students with disabilities who are determined to be transfer ready increase by 5% annually.</p> <p>3. Tenure Track DSPS Counselor Request is approved. New counselor is hired.</p> <p>4. A network of services provided by informed staff enable students with disabilities to increase their successful transfer.</p> <p>5. DSPS students who receive enhanced services will have a higher transfer ready rate.</p> <p>6. Critical partnerships will be developed with local universities to create transfer pathways for students with disabilities.</p> <p>7a. Students with disabilities will attempt and success in advanced level transfer courses.</p> <p>7b. Director of Accessible Technology is hired.</p>	Unit: Equal Access				
		Staffing		B. Access and Success				
Ongoing		Student Equity						
	<table border="1"> <tr> <td data-bbox="176 1162 443 1211">Projected Completion</td> <td data-bbox="443 1162 659 1211">2016-17</td> </tr> </table>	Projected Completion	2016-17		<table border="1"> <tr> <td data-bbox="896 911 1136 959">Person Responsible</td> <td data-bbox="1136 911 1661 959">DSPS Faculty and Educational Advisor</td> </tr> </table>	Person Responsible	DSPS Faculty and Educational Advisor	
Projected Completion	2016-17							
Person Responsible	DSPS Faculty and Educational Advisor							

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Low	1. DHH staff will develop, disseminate, and analyze data from a Student Satisfaction Survey. 2. Continued growth of DHH students and services may require additional staffing.	\$ [ ]	(AUO) Students who are Deaf or hard of hearing will report that DHH services are of good quality. 1. Survey is developed, disseminated and resulting data is analyzed. 2. Approved Requests to Fill for Clerical Specialist. Adjunct counselor is hired.	Unit: Equal Access
Status		Source 1		A. Academic Excellence
		Source 2		
	Projected Completion	2015-16	Person Responsible	Don Potter
Low	1. Use Gridcheck V 3. Replace Gridcheck with and in-house APEX system. 2. Reduce the number of human hours it takes to process paper accommodation letters and to professors other paper processes. Release DSPS employee to IT temporarily to develop eFile case management system. Backfill alternate media position. 3. Decrease the number of student files without updated Title 5 mandated SECs. Automate process. 4. Automate processes to capture and report more accurate MIS data. 5. Improve testing services for students and plan for continued growth of service. 6. High Tech Center Faculty and Alternate Media staff will delegate certain tasks to lab assistants, adjunct faculty and the new Student Services Program Specialist. 7. Alternate Media will work with campus bookstore to obtain new textbook editions list, research and pre-order new editions on ATN.	\$ [ ]	(AUO) DSPS will increase efficiency in its services and service delivery. 1. Using Gridcheck 3 in Winter 2016. APEX system is developed as a Gridcheck replacement. 2. eFile Case Management system is fully implemented. 3. eFile Case Management system is fully implemented. 4. eFile Case Management system is fully implemented. 5. The Campus Testing Center is fully operational. 6. High Tech Center Faculty and Alternate Media staff have more time to devote to their main priorities of instructional support to students and alternate media production, respectively. 7. Consistent alert system to notify of new textbook editions for early conversion of said textbooks into alternate formats.	Unit: Efficiency and Effectiveness
Ongoing		Staffing		C. Secure Resources
		Student Equity		
	Projected Completion	Ongoing	Person Responsible	DHH, HTC, Alternate Media, Testing Services

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	<p>1. Provide DHH with temporary adequate surge space until they move into their Center. Advocate for keeping classroom 20-9 for as long as it takes to complete 9A remodel.</p> <p>2. Advocate for space for DSPS Testing.</p> <p>3. Participate in discussions regarding the furniture and other essentials for the Student Success Center. Once move is made, processes, such as student check in of all students including veterans will need to be established.</p> <p>4. Work with HR and Risk Management on employee ergonomic issues.</p>	\$ <input type="text"/>	<p>(AUO) DSPS will have adequate space to perform effectively and efficiently deliver services and instruction.</p> <p>1. Adequate surge space is located. The permanent DHH Center is open by end of 2016.</p> <p>2. DSPS Testing moved to a Campus Testing Center.</p> <p>3a. High Tech Center and Alternate Media moved into the new Student Success Building.</p> <p>3b. DSPS Student and student veteran check in protocols are in place and followed.</p> <p>4. Employee's ergonomic needs and concerns are addressed.</p>	Unit: Efficiency and Effectiveness
Ongoing		Facilities Mod		C. Secure Resources
		Staffing		
		Projected Completion		Ongoing
Med	<p>Continue to film faculty and staff to create new material for assessment tool. Work with Technical Services to edit the films. Begin work on creating a marking tool that establishes baselines for various levels of interpreters.</p>	\$ <input type="text"/>	<p>(AUO) DHH will use an up-to-date, in-house interpreter assessment which is relevant to post-secondary education interpreting.</p> <p>1. Filming of interpreting material is completed.</p> <p>2. Marking tool is developed.</p> <p>3. New assessment is ready for use by Spring, 2016.</p>	Unit: Efficiency and Effectiveness
		Source 1		C. Secure Resources
New		Source 2		
		Projected Completion		2015-16
High	<p>DHH Staff will prioritize policies and procedures to be offered in sign language. Convert 1-3 more policies and procedures into sign language per year. Continue to inform students of relevant college policies and procedures to be offered via YouTube Staff to prioritize the policies and procedures to be offered in sign language. Staff will inform DHH students of relevant college policies and procedures to be offered via YouTube.</p>	\$ <input type="text"/>	<p>(SLO) Students who are Deaf will understand critical information by accessing it in a sign language format.</p> <p>1. Prioritized list of Policies and Procedures completed.</p> <p>2. A minimum of 1 policy/procedure is converted into sign language yearly.</p> <p>3. The Sign Language version of the policy/procedure is available to students via email.</p>	Unit: Equal Access
		Source 1		A. Academic Excellence
New		Source 2		
		Projected Completion		Ongoing

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	DSPS continuously reevaluates needs and organizational structure for additional personnel and changes. 1. As DHH expands, it will need clerical support. 2. Hire new DSPS counselor. 3. Migration to eFiles may change current employee's job duties. Redistribute clerical job functions to create an even workload for all. 4. Evaluate the assignments of faculty retirements as they are announced. 5. Obtain approval and hire Director of Accessible Technology.	\$ <input type="text"/>	(AUO) DSPS will have adequate staffing to deliver services and instruction. 1a. Request to fill for DHH Clerical Specialist is approved. 1b. Decision made regarding hiring new counselor for DHH. 1c. Experienced interpreters are added to the DHH staff. 2. Approval to hire DSPS Counselor is granted and counselor is hired. 3. Clerical workload is evenly distributed among the DSPS Clerical Staff. 4. The assignments of faculty replacements are aligned with the mission of the department and the college. 5a. Approval to hire Director of Accessible Technology is granted. 5b. Director of Accessible Technology is hired.	Unit: Efficiency and Effectiveness
Ongoing		Source 1		C. Secure Resources
		Source 2		
		Projected Completion		2017-18
High	DHH will survey students and hourly staff to determine the best use of space in The Center (DHH). analyze data, and report findings to Facilities to design most effective and efficient space. DHH staff participate in discussions for the development of Center.	\$ <input type="text"/>	(AUO) The proposed DHH Center will meet the needs of students, interpreters, captioners and full time staff. 1. A survey for DHH students and staff is developed. 2. Data is analyzed, compiled, and reported. 3. Facilities implements results of survey.	Unit: Equal Access
		Source 1		C. Secure Resources
New		Source 2		
		Projected Completion		2015-16
			Person Responsible	Don Potter & Grace Hanson
			Person Responsible	Don Potter

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Low	<p>All staff will attend departmental meetings and trainings, and be up to date in the field. Relevant information learned at professional development opportunities is shared with each other.</p>	\$ <input type="text"/>	<p>(AUO) Faculty and staff are current in their fields of expertise and maintain their professional certifications and licenses up to date.</p>	Unit: Currency of Employees
New		Source 1		
	<p>1. DHH staff is collaborating with Library staff to develop a cataloging system and convert older materials to digital format. 2. Explore how High Tech Center staff can keep current with types, uses, and issues with mobile technology. 3. Continue to support staff in relevant professional development opportunities. 4. Continue and evaluate annual DSPS Planning Day. 5. Construct an evaluation of departmental meetings, analyze results, and implement changes as indicated. 6. Cross training of HTC lab assistants with alternate media technology. Focus on fostering talents and skills of lab assistants and use them! 7. HTC staff to provide general training/ refreshers on assistive/alternate media and technology. Provide on call or one-on-one scheduled trainings depending on capacity. Be cognizant of changing and current technologies by researching/keeping up-to-date with webinars and vendor updates. Work on an orientation for new HTC and Alt Media students. Find open source videos already available to share/provide.</p>	Source 2	Person Responsible <input type="text" value="Don Potter, Grace Hanson, Matt Dawood, Tina"/>	
	Projected Completion <input type="text" value="Ongoing"/>			



Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	At the end of Fall 2015 and Spring 2016, the co-requisite course grades of students who participate in the scheduled math support hours will be reviewed.	\$ <input type="text"/>	(SLO) Fifty percent (50%) of students who participate in the scheduled math support hours (referred by DSPS Counselors, VRC, and Math Professors) will pass their associated math class.	Unit: Instruction and Support
New		Source 1		A. Academic Excellence
		Source 2		Person Responsible <input type="text" value="Christine Tunstall"/>
	Projected Completion <input type="text" value="2015-16"/>			
High	1. At the beginning of the Fall 2015 and Spring 2016 semesters, students will pick a goal skill they hope to improve in during the semester. 2. At the end of each of these semesters, the students completing the project will complete a survey, including a question rating (Likert scale) of their change in their goal skill. 3. DSPS will hire a new DSPS Counselor who will focus on students with Autism as part of their counseling assignment.	\$ <input type="text"/>	(SLO) Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills.	Unit: Instruction and Support
New		Source 1		A. Academic Excellence
		Source 2		Person Responsible <input type="text" value="Christopher Walker"/>
	Projected Completion <input type="text" value="2015-16"/>			
Med	1. At the beginning of the Fall 2015 and Spring 2016 semesters, students will pick a goal skill they hope to improve in during the semester. 2. At the end of each of these semesters, the parents of students completing the project will complete a survey, including a question rating (Likert scale) of their change in their goal skill.	\$ <input type="text"/>	(SLO) Seventy-percent (70%) of the parents of the students participating Fall semester in the Puzzle Project will report improvements in their son/daughter's goal skill.	Unit: Instruction and Support
New		Source 1		D. Cooperation/Collaboration
		Source 2		Person Responsible <input type="text" value="Christopher Walker"/>
	Projected Completion <input type="text" value="2015-16"/>			

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Low	1. DSPS will decide whether or not to change its name. 2. DSPS will have it's own logo and branding. 3. DSPS will have new promotional materials. 4. DSPS will determine how to launch a promotional campaign for inreach purposes. 5. DSPS will revise it's handbook.	\$ <input type="text" value="\$10,000.00"/>	(AUO) DSPS will present a professional, updated image of the department and its services. 1. Decision regarding name is made. 2. DSPS has a new logo and branding. 3. DSPS will have a new tri-fold brochure to hand out at events and information tables. 4. On campus promotional campaign plan is developed. 5. The DSPS handbook is up to date.	Unit: Promote Acceptance
		Marketing		C. Secure Resources
New		Source 2		
		Projected Completion <input type="text" value="2017-18"/>		Person Responsible <input type="text" value="Grace Hanson"/>

### III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

# Section Three

## Recommendations for Improving the Planning Process

### What additional information should the College provide to assist your Unit's planning?

More time for planning. The Vice President of Student Services provides Student Services managers time in April/May to work on PIE for a couple of hours with their staff by allowing us to close down for a day for training. I recommend that the College offer the same and even more opportunities throughout the year to do PIE planning. It's very hard to get all staff together in one room at the same time if we cannot close the office for a couple of hours from time to time.

### What suggestions do you have for improving the planning process for your Unit?

Great form, but still took many hours to complete. Maybe next year it will be easier as some of the information will prepopulate. It was unclear as to which sections will prepopulate. What happens when we rewrite an SLO or AUO? Will it prepopulate in next year's form. In the Resources section of Section I Part IV, how do we show that the college provided a facility or remodel that we requested? How will we use this form for next year with info that is supposed to prepopulate? When will the form be ready to start on 15-16 reporting? I see that there is no place to attach our items Division goals. Maybe that's done at the manager's level? Maybe it should be replicated at the VP level as well. I think both levels would appreciate unit assistance with division goal alignment. In Section 2, Part II, there appears to have been a reversal of the 5 column model where the assessment methods/plans/interventions are listed before the outcome (SLO, AUO) This is confusing because it seems that in Section 1, Part IV, we are listing the Outcome (SLO, AUO) first. I found that Success Data, Critical Decisions, and Progress on Outcomes Assessment redundant. (Maybe I completed these or other sections incorrectly?) I didn't see instructions for Section 1, Part IV giving us directions on where to place the SLO/AUOs from 13-14. Many of us still use the 5 column model, because that's what's been ingrained in us for many years now. I'm still finding myself repeating items in several sections. For example, an achievement (Section II) also happened to be progress on an outcome which I reported in two additional sections (III & IV). According to Word, "Contributer" is misspelled and should be "contributor." Why is it necessary to have faculty and staff "approve" PIE? The problem is that by the time the final PIE is written and ready to submit, some employees are away at conferences or on vacation.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Grace Hanson	<input checked="" type="checkbox"/> Approve	Don Potter	<input checked="" type="checkbox"/> Approve
Cyndi Van Meter Smith	<input checked="" type="checkbox"/> Approve	Vanessa Ordaz	<input checked="" type="checkbox"/> Approve
Carole Stevens	<input checked="" type="checkbox"/> Approve	Brian Heflin	<input checked="" type="checkbox"/> Approve
Gabrielle Garcia Untz	<input checked="" type="checkbox"/> Approve	Vicki Greco	<input checked="" type="checkbox"/> Approve
Tim Engle	<input checked="" type="checkbox"/> Approve	Christine Tunstall	<input checked="" type="checkbox"/> Approve

Contributer		Contributer	
Jennifer Stephenson	<input type="checkbox"/> Approve	Heather Ponce	<input type="checkbox"/> Approve
Jill Wilkerson	<input type="checkbox"/> Approve	Jennifer Chiu	<input type="checkbox"/> Approve
Tim Zaal	<input checked="" type="checkbox"/> Approve	Manoj Jayagoda	<input checked="" type="checkbox"/> Approve
Brandi Melton	<input checked="" type="checkbox"/> Approve	Margaret Palumbo	<input type="checkbox"/> Approve
Julie Bradley	<input type="checkbox"/> Approve	Tina Jenkins	<input type="checkbox"/> Approve
Ralph Barragan	<input checked="" type="checkbox"/> Approve	Don Beaton	<input type="checkbox"/> Approve
Christopher Walker	<input checked="" type="checkbox"/> Approve	Barbara Quinn	<input checked="" type="checkbox"/> Approve
Matthew Dawood	<input checked="" type="checkbox"/> Approve	Diana Diaz	<input checked="" type="checkbox"/> Approve
Lori Mahan	<input checked="" type="checkbox"/> Approve	Eloise Reyes	<input type="checkbox"/> Approve
Robert Coder	<input type="checkbox"/> Approve	<i>Add your name as contributing to this Unit PIE and check that you approve</i>	

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.

Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at [dsciore@mtsac.edu](mailto:dsciore@mtsac.edu)