I. Unit Information

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Disabled Student Programs &amp; Services</th>
<th>YEAR 1</th>
<th>Current Year</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Grace T. Hanson, Dean Student Access and Health Services</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td>E-mail / Extension</td>
<td><a href="mailto:GHanson@MtSAC.edu">GHanson@MtSAC.edu</a>/5640</td>
<td>✔ Complete</td>
<td>✔ Analysis</td>
<td>✔ Planning</td>
<td>✔ Planning</td>
</tr>
</tbody>
</table>

II. College and Unit Missions

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.

College Mission Statement

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

Disabled Student Programs & Services Mission Statement

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

III. College Goals and Themes
**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

<table>
<thead>
<tr>
<th>College Goal #1</th>
<th>The college will prepare students for success through the development and support of exemplary programs and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Goal #2</td>
<td>The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.</td>
</tr>
<tr>
<td>College Goal #3</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>College Goal #13</th>
<th>The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Goal #14</td>
<td>The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.</td>
</tr>
</tbody>
</table>
**Where We Are: A Summary and Analysis of the Current Year 2015-16**

### IV. Summary Context - Unit Goals from 2015-16

<table>
<thead>
<tr>
<th>Unit Goal Name</th>
<th>Unit Goal</th>
<th>College Theme</th>
<th>For 2016-17 Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal Access</td>
<td>Ensure students’ equal access to instructional programs and services.</td>
<td>B: Access and Success</td>
<td></td>
</tr>
<tr>
<td>Instruction and Support</td>
<td>Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.</td>
<td>A: Academic Excellence</td>
<td></td>
</tr>
<tr>
<td>Promote Acceptance</td>
<td>Promote campuswide acceptance and understanding of students with disabilities and reduce systemic barriers.</td>
<td>B: Access and Success</td>
<td></td>
</tr>
<tr>
<td>Currency of Employees</td>
<td>DSPS employees will keep current in technology, laws, and regulations relating to students with disabilities by participating in professional development and intradepartmental training.</td>
<td>C: Secure Resources</td>
<td></td>
</tr>
<tr>
<td>Efficiency and Effectiveness</td>
<td>Maximize efficiency and effectiveness in providing support services, instruction, and maintaining records.</td>
<td>C: Secure Resources</td>
<td></td>
</tr>
</tbody>
</table>

### V. Notable Achievements for 2015-16

**V. Notable Achievements for Disabled Student Programs & Services**

Enter your Unit's successes for the 2015-16 year in the table below. Please connect them to your Unit's goals and the College's themes. 
*Text boxes will expand as needed. Add rows (+), delete rows (X).*

<table>
<thead>
<tr>
<th>Unit Priority</th>
<th>Unit Achievements for the 2015-16 Year</th>
<th>Unit Goals/College Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Moved into new Student Success Center (9E). Services in 9E now include Accessible Technology Center (ATC), Acquired Brain Injury Program, Alternate Media, DSPS Student Study Center, 3 faculty offices, and 2 DSPS classrooms.</td>
<td>Unit: Instruction and Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Secure Resources</td>
</tr>
<tr>
<td>High</td>
<td>Recruited and selected DSPS Tenure Track Counselor.</td>
<td>Unit: Instruction and Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Secure Resources</td>
</tr>
<tr>
<td>High</td>
<td>Puzzle Project more formalized interventions with mentors, developed workshop topic, increased campus involvement for students, grew (doubled) in students and mentors.</td>
<td>Unit: Instruction and Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Academic Excellence</td>
</tr>
<tr>
<td>Med</td>
<td>Added adjunct counselor for DHH students who is Deaf herself.</td>
<td>Unit: Efficiency and Effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Secure Resources</td>
</tr>
</tbody>
</table>
### V. Notable Achievements for Disabled Student Programs & Services

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Med</td>
<td>A DHH student group of 8 accompanied by a DHH counselor and two interpreters participated in a Transfer Tour to CSULA and CSUN.</td>
</tr>
<tr>
<td>Low</td>
<td>Completed and distributed a Transfer Survey for Students to identify self-reported barriers to transfer.</td>
</tr>
<tr>
<td>Med</td>
<td>Gradually began using eFiles in APEX with selected student populations.</td>
</tr>
<tr>
<td>Med</td>
<td>Launched InterActive Workshops, working collaborated with Transfer Center. DSPS, EOPS, ACES, and Veterans students were invited. There were two events, October 19 and April 25, with a total of fifty-seven (57) students attending.</td>
</tr>
<tr>
<td>Low</td>
<td>Increased the numbers of attendees to Advisory Committee, and diversity of attendees. DOR, Regional Center, High School Personnel, a couple of universities, students.</td>
</tr>
<tr>
<td>High</td>
<td>DSPS coordinated the first (Annual) Disability Athletics Faire.</td>
</tr>
<tr>
<td>High</td>
<td>Developed and delivered “Creating Accessible Documents” training and materials.</td>
</tr>
<tr>
<td>High</td>
<td>Trainings for language issues of students who are Deaf or Hard of Hearing were provided to the Writing Center, Learning Assistance Center, and Student Services Staff.</td>
</tr>
<tr>
<td>High</td>
<td>Hired our own mental health clinician to address DSPS mental health needs and to provide mental health services including assessments for eligible students to receive DSPS accommodations.</td>
</tr>
<tr>
<td>High</td>
<td>Received approval for a third party mental health services agency (Five Acres) to provide health education and mental health services for students who are DHH.</td>
</tr>
<tr>
<td>High</td>
<td>DHH collaborated with the Sign Language Department to provide Thanksgiving Dinner for deaf students. DHH collaborated with the English Department to offer English 67 linked with DSPS 30 for deaf students this fall.</td>
</tr>
<tr>
<td>Low</td>
<td>DHH provided 32,020 hours of interpreting/captioning services to 133 students by increasing the pool of interpreters to 82 (+9% increase).</td>
</tr>
<tr>
<td>Med</td>
<td>Alternate Media is converting an increasing number of textbooks for STEM courses, including Nursing, higher level math, and various sciences. They also converted a textbook for a Spanish language class, enabling it to be read aloud in Spanish.</td>
</tr>
</tbody>
</table>
The Accessible Technology Center now has an Alternate Media SSPS stationed at its front counter to address technology questions related to Alternate Media and accessibility, which has resulted in an increase of one-to-one consultations providing increased support to students.

Development of a professionally-designed tactile and Braille map of Mt. SAC campus, which was utilized and praised by students.

Collaboration between Health Services, Athletics, and DSPS brain injury specialists resulted in more rapid and coordinated services and follow-up for athletes who have had concussions.

Collaboration with local referral sources to Acquired Brain Injury Program to prepare a Traumatic Brain Injury symposium to be offered July 2016.

Universal design is gaining a foothold on campus. A new UDL website was created (http://mtsac.libguides.com/udl) as a repository for a variety of information including an annotated bibliography and other resources, implementation guidelines and examples, and universal design examples at Mt. SAC.

Universal design implementation strategies were adopted for the College’s certification for teaching online classes, Skills and Pedagogy for Online Teaching (SPOT).

Universal design is included in the College’s major planning efforts, such as Facilities Master Plan, Strategic Plan, Professional Development Plan, Student Equity Plan.

A universal design plan check will take place for every facilities project 2M and over.

Knowledge of universal design was included in Student Services’ new Associate Dean of Equity and Success job announcement.

**VI. Closing the Loop for Disabled Student Programs & Services**

**Analysis of Progress, Impacts, and the Use of Results toward achieving Unit and College Goals**

This section serves a "reporting" function. The following table displays your plans and activities from your 2014-15 PIE and allows for comment on “Completed” plans while forwarding “Ongoing” plans to the planning Section Two where they may be modified for the 2016-17 year.

**You cannot modify plans in this section.**

1. Select “Ongoing” or “Completed” for each plan.
2. Ongoing plans may be modified in Section Two.
3. Please “Close the Loop” on completed plans using the comment field provided for your analysis. Discuss how your Unit closes the loop by connecting completed plans to the budget allocated and include results, outcomes, and/or impact of the activity. For example: 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.
<table>
<thead>
<tr>
<th>Update Status</th>
<th>Plans &amp; Activities</th>
<th>Expected Outcomes / Criteria for Success</th>
<th>Funding</th>
<th>Goals / College Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>1a. Alternate media staff will continue to implement and enforce alternate media contract.</td>
<td>(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%.</td>
<td>$</td>
<td>A. Academic Excellence</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>Low</td>
<td>Completion</td>
<td>Ongoing</td>
<td>Source 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lead</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Students will be surveyed prior to the 6 week drop date as to whether they might have previously</td>
<td>(SLO) Seventy percent (70%) of students who participate in the scheduled math support hours (referred by DSPS Counselors, VRC, and Math Professors) who might have considered withdrawing will feel that it helped them remain in their associated math class.</td>
<td>$</td>
<td>A. Academic Excellence</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>High</td>
<td>Completion</td>
<td>2015-16</td>
<td>Source 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Source 2</td>
</tr>
<tr>
<td>Ongoing</td>
<td>1. Request research assistance to survey students with declared transfer goals to identify barriers</td>
<td>(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.</td>
<td>$250,000.00</td>
<td>Student Equity</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>High</td>
<td>Completion</td>
<td>2016-17</td>
<td>Source 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Source 2</td>
</tr>
<tr>
<td>Ongoing</td>
<td>1. DHH staff will develop, disseminate, and analyze data from a Student Satisfaction Survey.</td>
<td>(AUO) DSPS will increase efficiency in its services and service delivery. 1. Using Gridcheck 3 in Winter 2016. APEX system is developed as a Gridcheck replacement.</td>
<td>$</td>
<td>C. Secure Resources</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>Low</td>
<td>Completion</td>
<td>2015-16</td>
<td>Staffing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Equity</td>
</tr>
<tr>
<td>Ongoing</td>
<td>1. Provide DH with temporary adequate surge space until they move into their Center. Advocate</td>
<td>(AUO) DSPS will have adequate space to perform effectively and efficiently deliver services and instruction. 1. Adequate surge space is located. The permanent DHH Center is open by end of 2016.</td>
<td>$</td>
<td>C. Secure Resources</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>High</td>
<td>Completion</td>
<td>Ongoing</td>
<td>Staffing</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Continue to film faculty and staff to create new material for assessment tool. Work with Technical Services</td>
<td>(AUO) DHH will use an up-to-date, in-house interpreter assessment which is relevant to post-secondary education interpreting. 1. Filming of interpreting material is completed.</td>
<td>$</td>
<td>C. Secure Resources</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>Med</td>
<td>Completion</td>
<td>2015-16</td>
<td>Source 1</td>
</tr>
<tr>
<td>Ongoing</td>
<td>DHH Staff will prioritize policies and procedures to be offered in sign language. Convert 1-3 more</td>
<td>(SLO) Students who are Deaf will understand critical information by accessing it in a sign language format. 1. Prioritized list of Policies and Procedures completed.</td>
<td>$</td>
<td>A. Academic Excellence</td>
</tr>
<tr>
<td>Mgr. PIE Priority</td>
<td>High</td>
<td>Completion</td>
<td>Ongoing</td>
<td>Source 1</td>
</tr>
</tbody>
</table>

1. During the 2014-2015 academic year, 5 letters warning letters were sent out for misuse of alternate media services. During the 2015-2016 academic year, no letters needed to be sent. The increased personal contact with our SSPS within the ATC, along with the clarity of student responsibilities on the contract has contributed to this decrease. Increased provision of alternate media through the "cloud" has also decreased issues with students not picking up their media. Staff have been gathering open-source videos, and will compile these and verify captioning, while building towards a presentation for students.

2. Dept PIE committee and faculty will decide whether to continue.

A total of 41 students were served, with 22 completing the survey. In Fall 2 students withdrew early, and in Spring 1 did. Of the 22, 8 (36%) indicated they would have considered withdrawing, and all 8 (100%) indicated that the math support helped them decide to stay. And additional 6 who indicated they would not have withdrawn, still indicated that the support helped them decide to stay. If the 3 who withdrew early had been surveyed – creating 11 who considered withdrawing, the 8 who remained was still 73%, meeting the goal.

Of 142 DHH students surveyed 87% reported being satisfied with the services they had received. In an effort to support the on-going skill development of interpreters/captioners we have provided training by leaders in our field, begun a formal mentoring program to improve skills of mid-level interpreters at a faster pace, and are creating a skills assessment tool specific to Mt. SAC.
### DPSS continuously reevaluates needs and organizational structure for additional personnel and for our own internal improvement.

**Expected Outcomes / Criteria for Success**

1. Request to fill for DHH Clerical Specialist is approved.
2. Decision made regarding hiring new counselor for DHH.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Don Potter &amp; Grace Hanson</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### DHH will survey students and hourly staff to determine the best use of space in The Center (DHH).

**Expected Outcomes / Criteria for Success**

1. A survey for DHH students and staff is developed.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Don Potter</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### All staff will attend departmental meetings and trainings, and be up to date in the field. Relevant.

**Expected Outcomes / Criteria for Success**

(AUO) Faculty and staff are current in their fields of expertise and maintain their professional certifications and licenses up to date.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Don Potter &amp; Grace Hanson</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### At the end of Fall 2015 and Spring 2016, the co-requisite course grades of students who participated.

**Expected Outcomes / Criteria for Success**

1. Comparison of grades of students who participated in the co-requisite courses.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>A. Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christine Tunstall</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills.

**Expected Outcomes / Criteria for Success**

(SLO) Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>A. Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christopher Walker</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### 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.

**Expected Outcomes / Criteria for Success**

(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.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>D. Cooperation/Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christopher Walker</td>
</tr>
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</table>

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### Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills.

**Expected Outcomes / Criteria for Success**

(SLO) Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>A. Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christopher Walker</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### DSPS will decide whether or not to change its name. 2. DSPS will have it’s own logo and branding. 3.

**Expected Outcomes / Criteria for Success**

(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.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Grace Hanson</td>
</tr>
</tbody>
</table>

*This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.*

---

### Section Two

**Where We Are Going:** Planning for the Next Two Years: 2016-17, 2017-18

**VII. Planning Context:** Unit Goals Assessed and Revised

---

### Unit: Efficiency and Effectiveness

**C. Secure Resources**

- **Lead:** Don Potter & Grace Hanson

**Mgr. PIE Priority:** Med

**Completion:** 2017-18

**Expected Outcomes / Criteria for Success**

(DSPS continuously reevaluates needs and organizational structure for additional personnel and for our own internal improvement.)

1. Request to fill for DHH Clerical Specialist is approved.
2. Decision made regarding hiring new counselor for DHH.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Don Potter &amp; Grace Hanson</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.

---

### Unit: Equal Access

**C. Secure Resources**

- **Lead:** Don Potter & Grace Hanson

**Mgr. PIE Priority:** High

**Completion:** 2015-16

**Expected Outcomes / Criteria for Success**

(DHH will survey students and hourly staff to determine the best use of space in The Center (DHH).)

1. A survey for DHH students and staff is developed.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Don Potter</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.

---

### Unit: Currency of Employees

**C. Secure Resources**

- **Lead:** Don Potter, Grace Hanson, Matt Hanson

**Mgr. PIE Priority:** High

**Completion:** Ongoing

**Expected Outcomes / Criteria for Success**

- Relevant.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Don Potter &amp; Grace Hanson</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.

---

### Unit: Instruction and Support

**A. Academic Excellence**

- **Lead:** Christine Tunstall

**Mgr. PIE Priority:** High

**Completion:** 2015-16

**Expected Outcomes / Criteria for Success**

1. At the beginning of the Fall 2015 and Spring 2016 semesters, students will pick a goal skill they

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>A. Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christopher Walker</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.

---

### Unit: Instruction and Support

**A. Academic Excellence**

- **Lead:** Christopher Walker

**Mgr. PIE Priority:** Med

**Completion:** 2015-16

**Expected Outcomes / Criteria for Success**

1. At the beginning of the Fall 2015 and Spring 2016 semesters, students will pick a goal skill they

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>A. Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christopher Walker</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.

---

### Unit: Cooperation/Collaboration

**Lead:** Christopher Walker

**Expected Outcomes / Criteria for Success**

1. DSPS will decide whether or not to change its name. 2. DSPS will have it’s own logo and branding. 3.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>D. Cooperation/Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Christopher Walker</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.

---

### Unit: Promote Acceptance

**Lead:** Grace Hanson

**Expected Outcomes / Criteria for Success**

1. DSPS will decide whether or not to change its name. 2. DSPS will have it’s own logo and branding.

**Funding**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>C. Secure Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Grace Hanson</td>
</tr>
</tbody>
</table>

**Notes:**

- This Plan/Activity will be added to the Plans, Activities, and Resources table in Section-Two.
### VII. Planning Context - Unit Goals Assessed and Revised for Disabled Student Programs & Services

The following table contains the **over arching** goals that guide your Unit’s mission and the mission of the college (as noted in Section One).

- **Over arching goals are not specific plans or activities**, but more general goals that drive your Unit’s mission.
- **Continue, revise, or add new goals** as appropriate for the continuation of your planning for the current four-year cycle (2014-15 through 2017-18).
- Add rows (+), delete rows (-) as needed.

<table>
<thead>
<tr>
<th>Unit Goal Name</th>
<th>Unit Goal</th>
<th>College Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal Access</td>
<td>Ensure students’ equal access to instructional programs and services.</td>
<td>B: Access and Success</td>
</tr>
<tr>
<td>Instruction and Support</td>
<td>Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.</td>
<td>A: Academic Excellence</td>
</tr>
<tr>
<td>Promote Acceptance</td>
<td>Promote campuswide understanding, integration, and acceptance of students with disabilities; and reduce systemic barriers.</td>
<td>B: Access and Success</td>
</tr>
<tr>
<td>Currency of Employees</td>
<td>DSPS employees will keep current in technology, laws, regulations, and best practices relating to students with disabilities by participating in professional development and intradepartmental training.</td>
<td>C: Secure Resources</td>
</tr>
<tr>
<td>Efficiency and Effectiveness</td>
<td>Maximize efficiency and effectiveness in providing support services, instruction, and maintaining records.</td>
<td>C: Secure Resources</td>
</tr>
<tr>
<td>Promote Technology</td>
<td>Promote the campus use of the latest technologies to provide equal access to college information, resources, and instruction.</td>
<td>C: Secure Resources</td>
</tr>
</tbody>
</table>

### VIII. Conditions and Trends Informing Planning

The following table is intended to track conditions and trends that influence planning over a multi-year period beginning that began with the 2014-15 year. Review, revise and/or add new information as necessary. Please include data sources used. Select the “Year” in column one to reflect changes. The “Link to Data Sources and Support Options” button will open a Mt. SAC webpage that offers suggestions and links for potential data sources for your Unit. *Text boxes will expand. Add (+) rows, delete (-) rows as needed.*
<table>
<thead>
<tr>
<th>Year</th>
<th>External Conditions, Trends, or Impacts</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Cont’d</td>
<td>Additional workload:  a) Student Equity initiative--Transfer Goal to address; b) Community colleges open access policy and civil rights laws do not allow DSPS to cap program or services; c) workforce need for a higher degree and/or vocational training.</td>
<td>Chancellor’s Office Student Support and Success Program and Student Equity trainings and mandates. Puzzle Project Annual Report.</td>
</tr>
<tr>
<td>2015-16 Cont’d.</td>
<td>Funding: At times, fluctuations in categorical funding make it difficult to plan and address needs. District funding is needed to meet mandates. The amount of district funding also fluctuates which affects district planning. The Chancellor’s office is considering a new DSPS funding allocations model, which may significantly change DSPS funding levels.</td>
<td>Chancellor’s Office DSPS Categorical Allocation reports. Chancellor’s Office Workload Allocations and Formula Task Force reports and webinars.</td>
</tr>
<tr>
<td>2016-17 Cont’d</td>
<td>Legislation/Certification: a) uncertainties of SSSP and Student Equity; b) Registry for Interpreters of the Deaf (RID) offers no testing for 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 30 and 33) and general curriculum. f) Title 5 changes to DSPS Regulations.</td>
<td>Chancellor’s Office Reports, Registry of Interpreters for the Deaf, OCR recent cases DSPS/HR collaborations, Course Repeatability Regulations.</td>
</tr>
<tr>
<td>2016-17 Cont’d</td>
<td>Outreach: a) High School 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) Popularity of certain units in DSPS increase numbers of students from other colleges, d) OEI may have unforeseen impacts on DSPS.</td>
<td>High School Outreach reports.</td>
</tr>
<tr>
<td>2015-16 Cont’d.</td>
<td>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.</td>
<td>High Tech Center Faculty and Staff Media, Chancellor’s Office Mental Health Unit reports.</td>
</tr>
<tr>
<td>2015-16 Cont’d.</td>
<td>Increased public awareness of mental health issues, concerns, needs and increases in support for students.</td>
<td>Media, Chancellor’s Office Mental Health Unit reports.</td>
</tr>
<tr>
<td>Year</td>
<td>Internal Conditions, Trends, or Impacts</td>
<td>Data Sources</td>
</tr>
<tr>
<td>2016-17 Cont’d</td>
<td>Growth in DSPS staffing has resulted in space needs, inappropriate work stations, ergonomic concerns. There are constraints in our ability to provide services in DHH, Accommodated Testing, and DSPS Counseling.</td>
<td>Worker’s Comp requests from DSPS personnel to HR for ergonomic work stations.</td>
</tr>
</tbody>
</table>
Processes and Procedures: Students seeking Drop ins for faculty advisement in the ATC when unable to schedule timely counseling appointments. b) AP 5140 needs updating. c) Sign Language Interpreter Assessment instrument is no longer relevant. d) Changes as a result of new Title 5 Regulations especially in MIS. e) Transition to APEX requires changing of student file process. f) MOU with 5 Acres may result in space and service provision issues for DHH. g) Integrating an in-house MHC and associated mental health and referral and verification of disability processes.

Additional workload caused by: a) success of piloting Puzzle Project for students on the Spectrum; b) limited staffing in HR; c) hiring of new personnel, reassignments, and procurement of additional spaces, such as The Center (for DHH), and the Student Success Building; d) maintaining paper records while transitioning to a paperless, electronic system "eFiles"; e) shift of responsibilities from HR and Fiscal Services to Administrative Secretary; f) collaboration with Student Health to address mental health concerns of students; g) continual need for qualified student assistants in the ATC, in accommodated testing, front counters, classroom accommodation support; h) increased student petitions for repeatability, 100-unit limits, and loss of BOGG; i) Shared use of the ATC by DSPS students, DSPS veteran-students, and non-DSPS veteran students. The ATC is open an extra 10 hours per week to accommodate the additional students. j) The Sonocent Grant required training of ATC staff and will bring additional workload on the ATC.

Shortage of qualified interpreters, increased demand for back office and front office clerical support has resulted in overtime pay and comp time for current employees. Lack additional adjunct counseling hours and instructional specialist hours.

Two classified and one faculty announced retirements will affect services to students.

Promotion of Director of DSPS to Dean over two large, major departments has resulted in less administrative support to DSPS.

Technology: IT-APEX continued delays, Campus Security Policy affects ABI software functions, increase in social media and mobile devices some for class-related functions and accommodations.

Technology: As per Broadcast Services direction, Digital radios were purchased and received in 2014-15. Infrastructure to support use is not in place. Therefore, they are unusable. Existing two-way radios are failing.

Facilities: a) Delays and changes in plans have caused some constraints in DHH services. DHH Services will have to relocate again during the remodel of Bldg. 9A. b) Two faculty counselors overlap hours; one tenured, one adjunct are sharing one office, one computer, one desk. c) Continued lack of designated and adequate accommodated testing space has resulted in complaints from students. d) Two brand new classrooms and ATC Meeting Room in 9E are still not operational, though the building is open.

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. Confidential information is easily overheard by bystanders.

Increased visibility, reputation, and involvement on campus results in requests to present, staff information tables, and participate in events. The requests often fall outside normal work hours resulting in shortage of available staffing, or use of comp time or overtime.

Increased inclusion of Universal Design concepts in major college plans is decreasing the barriers to students and also increasing workload for some DSPS faculty and staff.
Demand has increased for certain services such as student involvement in student life activities which result in extracurricular accommodations.

Inreach: Students continue to be reluctant to ask for assistance from DSPS.

<table>
<thead>
<tr>
<th>Year</th>
<th>Critical Decisions</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>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</td>
<td>Cite Data Sources</td>
</tr>
<tr>
<td>2016-17 New</td>
<td>Hire a DSPS Tenure Track Instructional Specialist to replace C. Walker due to retirement. Hire a new DSPS Tenure Track Faculty member to replace C. Tunstall who has announced her retirement at the end of 2016-17. Decide how to fill the Educational Advisor vacancy created by R. Coder’s retirement.</td>
<td>HR Resignation/Retirement forms. Request for Faculty Proposal Paperwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress on Outcomes Assessment</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Cont’d.</td>
<td>DSPS has new SLOs for 9 of its 12 courses with data being collected on 7. For the other two, data has been collected and reported, and faculty will discuss use of results this Fall. During 2015-16, two department SLOs regarding math support were conducted with successful outcomes. The Puzzle Project, for students on the autism spectrum, had an SLO this year, but plans to continue collecting data.</td>
<td>Trac-Dat, PIE</td>
</tr>
</tbody>
</table>

**IX. Institutional Set Standards**

**What are Institutional-Set Standards?**

- **Institutional-Set Standards** are another set of data used to inform planning assessment and outcomes in this process.

- **Institutions must set standards** for satisfactory performance of student success to meet accreditation requirements.

- These standards also provide the basis for the **Institutional Effectiveness Partnership Initiative (IEPI) indicators** that help colleges and districts improve their fiscal and operational effectiveness while promoting student success.

For more information about IEPI indicators: [http://www.mtsac.edu/administration/research/iepi.html](http://www.mtsac.edu/administration/research/iepi.html)
Mt. San Antonio College must demonstrate that it:

- Establishes standards for its own performance
- Analyzes how well it is meeting its own standards
- Makes results available to all constituent groups
- Plans to improve in areas where its own performance is inadequate

The measures to be assessed are:

- student success
- number of degrees and certificates
- licensure, transfers
- and job placement (for CTE areas)

Current Standards

Review the Institution-set Standards information in the following table and describe how your Unit will address the trend data you observe using these guiding questions:

- Do the data indicate there is room for improvement?
- What plans or activities might your Unit do to lead and support the targeted improvement?

(The plan or activities will be further detailed in Section IX: Plans, Activities, and Resources for Disabled Student Programs & Services)

What if I am not in an instructional area? (click here to open and close)

Examples of how non-instructional areas could describe contributions to instructional outcomes data:

Administrative Services

- Clean, beautiful, well maintained grounds and facilities contribute to a positive learning environment. Aesthetically pleasing facilities and grounds show students that we value them, teaching, and learning.
- Well maintained fields provide competitive sport teams with adequate learning environment for instruction, practice, and competitions, thereby contributing to the many championships our student athletes have achieved.
- IT networking, security, and programming enable all business processes, instruction, and student support services to occur.
- IT Help Desk is often the one place where callers always gets information and are directed to campus departments and staff.
- Fiscal Services accounting and reporting ensure the college’s compliance with state and federal regulations so that we
meet accreditations standards thereby helping to affirm our accreditation.

**Human Resources**

- Streamlined request-to-fill to recruitment process so that timely assignment of HR recruiters reduced the amount of lag time before urgently needed positions are filled. Having vacant positions filled sooner expands the college's capacity to provide instruction and services to students.

**Instruction**

- The Library's re-appropriation of existing space increased the number of student seats so that more students may study in the library. The more time students can dedicate to studying, the higher the likelihood that they will succeed in their classes.

- The computer lab across campus with staff to help students use electronic technology to learn and do their work increases their ability to complete their courses.

**Student Services**

- The new Student Services Center Building 9E provides permanent “homes” for students with special needs to feel a sense of belonging to the college, e.g., the Veteran Resources Center, Bridge Program, ACES. The Student Health Services Annex expands that unit’s service capacity by being located near the center of campus. The expanded capacity to support students will increase their likelihood of being healthier and more successful in their studies.

<table>
<thead>
<tr>
<th>Mt. San Antonio College</th>
<th>2016 Annual Report*</th>
<th>Institution-set Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success</strong></td>
<td></td>
<td>(Based on 3-year average 2012-2014)</td>
</tr>
<tr>
<td>Most recent rate for Disabled Student Programs &amp; Services Completion of Degrees and Certificates</td>
<td>Not Applicable</td>
<td>67.89%</td>
</tr>
<tr>
<td>Combined</td>
<td>2090</td>
<td>2034</td>
</tr>
<tr>
<td>Degrees Only</td>
<td>1855</td>
<td>1,761</td>
</tr>
<tr>
<td>Certificates Only</td>
<td>851</td>
<td>911</td>
</tr>
<tr>
<td>Non-Credit Certificate</td>
<td>1296</td>
<td>1285</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferred to 4-year University</td>
<td>1,757</td>
<td>1,637</td>
</tr>
</tbody>
</table>

Based on the Institution-set Standards data offered above, briefly describe the actions and plans your area will take or continue to contribute to meeting the College’s standards in the field below.
Job Placement Information (for CTE areas)

Mt. San Antonio College

The Research and Institutional Effectiveness team conducts annual surveys of CTE program graduates to gather information on job placement. The most recent Alumni Survey Report of CTE program graduates receiving awards between Summer 2012 and Spring 2013 and the results of that survey can be found here: http://www.mtsac.edu/governance/committees/iec/planning/pie_alumnisurvey.html

Based on the job placement survey information, briefly describe below, the actions and plans your area will take, or continue, in order to meet the Institution’s job placement standards set for your CTE programs.

<table>
<thead>
<tr>
<th>Plans &amp; Activities</th>
<th>Expected Outcomes / Criteria for Success</th>
<th>Resources Requested</th>
<th>Goals / Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Status: Ongoing</td>
<td>(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. 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. (2015-16 COMPLETED.) 2a. Students with disabilities who are determined to be transfer ready increase by 5% annually. (ONGOING) 2b. Staffing decision made. Approval granted for position request. 3. Tenure Track DSPS Counselor Request is approved. New counselor is hired. (2015-16 COMPLETED.) 4. A network of services provided by informed staff enable students with disabilities to increase their successful transfer. (ONGOING.) 5. Critical partnerships are developed with local universities to create transfer pathways for students with disabilities. (ONGOING) 6a. Students with disabilities attempt and succeed in advanced level transfer courses. (ONGOING)</td>
<td>$160,000.00</td>
<td>Unit: Equal Access</td>
</tr>
<tr>
<td>Mgr. Priority: High</td>
<td></td>
<td></td>
<td>B. Access and Success</td>
</tr>
<tr>
<td>1. DSPS students have additional counseling resources available, such as career and educational planning.</td>
<td></td>
<td></td>
<td>Lead DSPS Faculty and</td>
</tr>
<tr>
<td>2. Discuss opening created by retirement of Educational Advisor and make a decision regarding the workload.</td>
<td></td>
<td></td>
<td>Staffing</td>
</tr>
<tr>
<td>4a. Analyze results of completed transfer survey and discuss next steps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Collaborate with Transfer Center.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. Continue the Interactive Workshops (GPA improvement, transfer information, financial aid).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop critical partnerships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans &amp; Activities</td>
<td>Expected Outcomes / Criteria for Success</td>
<td>Resources Requested</td>
<td>Goals / Themes</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>universities. 6. Obtain approval to hire and hire Director Accessible Technology.</td>
<td>6b. Director of Accessible Technology is hired. (ONGOING)</td>
<td>$</td>
<td>Goals / Themes</td>
</tr>
</tbody>
</table>

**Plan Status**

| Plan Status | Ongoing | Mgr. Priority | |
|-------------|---------|---------------|-
| Ongoing     |         | High          | -

**Mart. Priority**

| Mart. Priority | |
|---------------|-
| High          | -

**Completion**

| Completion | Ongoing | |
|------------|---------|-
| Ongoing    |         | -

**Plan Status**

1. Use Gridcheck V 3. Replace Gridcheck with an 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 V mandated AAPs. 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. Accessible Technology 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.

**Plan Status**

1. Provide DHH with temporary adequate surge space until they move into their Center. Classroom in 20-9 will be used for as long as it takes to complete 9A remodel.
2. Advocate for space for DSPS Testing.
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.
4. Work with HR and Risk Management on employee ergonomic issues.

**Plan Status**

(AUO) DSPS will increase efficiency in its services and service delivery.
1. Gridcheck 3 will be used until an 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. Accessible Technology Center (ATC)

**Plan Status**

(AUO) DSPS will have adequate space to perform effectively and efficiently to deliver services and instruction.
1. Adequate surge space is located. The DHH Center is to be open by end of Spring, 2017.
2. DSPS Testing moved to a Campus Testing Center.
3a. Accessible Technology Center and Alternate Media moved into the new Student Success Building. (Completed)
3b. DSPS Student and student veteran check in protocols are in place and followed. (Completed, but tweaking)
4. Employee's ergonomic needs and concerns are addressed. (ATC Staff mostly completed)

**Plan Status**

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 V mandated AAPs. Automate process.
4. Automate processes to capture and report more accurate MIS data.
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**Plan Status**

1. Provide DHH with temporary adequate surge space until they move into their Center. Classroom in 20-9 will be used for as long as it takes to complete 9A remodel.
2. Advocate for space for DSPS Testing.
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.
4. Work with HR and Risk Management on employee ergonomic issues.

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3a. Accessible Technology Center and Alternate Media moved into the new Student Success Building. (Completed)
3b. DSPS Student and student veteran check in protocols are in place and followed. (Completed, but tweaking)
4. Employee's ergonomic needs and concerns are addressed. (ATC Staff mostly completed)

**Plan Status**

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.
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4. Work with HR and Risk Management on employee ergonomic issues.
<table>
<thead>
<tr>
<th>Plans &amp; Activities</th>
<th>Expected Outcomes / Criteria for Success</th>
<th>Resources Requested</th>
<th>Goals / Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filming of faculty, staff, and students is completed. Will work with Technical Services to edit the films. Marking tool has been developed. Baselines for 5 skill levels of interpreters is being established. Test is currently being piloted on 2 of the 5 levels.</td>
<td>(AUO) DHH will use an up-to-date, in-house interpreter assessment which is specifically focused on post-secondary education interpreting.</td>
<td>$</td>
<td>Unit: Efficiency and Effectiveness</td>
</tr>
<tr>
<td>Completion 2017-18</td>
<td></td>
<td>Source 1</td>
<td>C. Secure Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source 2</td>
<td>Lead Don Potter</td>
</tr>
<tr>
<td>DHH Staff will prioritize policies and procedures to be offered in sign language. Convert 1-3 more policies and procedures into sign language per year.</td>
<td>(SLO) Students who are Deaf will understand critical information by accessing it in a sign language format. The Sign Language version of policies/procedures will be available to students via YouTube or email links.</td>
<td>$</td>
<td>Unit: Equal Access</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source 1</td>
<td>A. Academic Excellence</td>
</tr>
<tr>
<td></td>
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<td>Source 2</td>
<td>Lead Don Potter</td>
</tr>
<tr>
<td>DSPS continuously reevaluates needs and organizational structure for additional personnel and changes. 1. As DHH expands, it will need clerical support and Lead Interpreters. 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. Hire two tenure track faculty to replace the two faculty retirements that have been announced. 5. Obtain approval and hire Director of Accessible Technology. 6. Make a staffing decision about the opening and workload created by the retirement of the DSPS Educational Advisor.</td>
<td>(AUO) DSPS will have adequate staffing to deliver services and instruction. 1a. DHH/Student Services Program Specialist is approved but with a new job description specific to DHH Services. (Ongoing.) 1b. Lead Interpreters are added to the DHH staff (2015-16 Completed.) 2. Approval to hire DSPS Counselor is granted and counselor is hired. (2015-16 Completed). 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. 5. Approval to hire Director of Accessible Technology is granted and position is filled. 6. A decision regarding the opening and workload created by the Educational Advisor is made, approval and hiring for said position is announced.</td>
<td>$160,000.00</td>
<td>Unit: Efficiency and Effectiveness</td>
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<td>Staffing</td>
<td>C. Secure Resources</td>
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<td>Source 2</td>
<td>Lead Don Potter &amp; Grace</td>
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<tr>
<td>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. 1. DHHS is collaborating with Library staff to develop a cataloging system and convert older materials to digital format. 2. Explore how Accessible Technology Center staff can keep current with types, uses, and issues with mobile technology. 3. Continue and evaluate annual DSPS Mid Year Planning and</td>
<td>(AUO) Faculty and staff are current in their fields of expertise and maintain their professional certifications and licenses up to date. 1a. DHH Resource Library is expanded with digital videos. 1b. DHH Resource Library collection is cataloged and cross referenced. 2. Accessible Technology Center staff are current in mobile technology applications. 3. Faculty and staff report that Planning Day is a worthwhile activity to continue. 4a. Student assistants are cross trained. 4b. Student assistants' talents and skills are documented and used. 5. DSPS employees are up-to-date in technology applications used in DSPS.</td>
<td>$7,000.00</td>
<td>Unit: Currency of Employees</td>
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<td>Other - General Fund</td>
<td>C. Secure Resources</td>
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<tr>
<td></td>
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<td>Source 2</td>
<td>Lead Don Potter, Grace</td>
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</tbody>
</table>
### Plans & Activities

- **Planning Day.**
  - 4. Cross training of ATC lab assistants with alternate media technology. Focus on fostering talents and skills of lab assistants and use them!
  - 5. ATC 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 ATC and Alt Media students. Find open source videos already available to share/provide.

### Expected Outcomes / Criteria for Success

- **(SLO) Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills.**

### Resources Requested

| $ | $27,110.00 |

### Goals / Themes

- **Unit: Instruction and Support**
  - **Student Equity**
  - **Source 2**
  - **Lead**
  - Elizabeth Hernandez

### Plan Status

| Completion | Ongoing |

| **Mgr. Priority** | **High** |

### Plan Status

| Completion | 2016-17 |

| **Mgr. Priority** | **Med** |

### Plan Status

| Completion | 2016-17 |

<p>| <strong>Mgr. Priority</strong> | <strong>Med</strong> |</p>
<table>
<thead>
<tr>
<th>Plans &amp; Activities</th>
<th>Expected Outcomes / Criteria for Success</th>
<th>Resources Requested</th>
<th>Goals / Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>1. DSPS will decide whether or not to change its name. 2. DSPS will have its 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 its handbook. 6. Develop new DSPS shared vision statement.</td>
<td>$10,000.00</td>
<td>Unit: Promote Acceptance</td>
</tr>
<tr>
<td>Mgr. Priority</td>
<td>(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. 6. DSPS has a new shared vision statement to use for direction and decision-making.</td>
<td>Marketing</td>
<td>C. Secure Resources</td>
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<tr>
<td>Low</td>
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<td>Source 2</td>
<td>Lead Grace Hanson</td>
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</table>

**Section Three**

**Recommendations: Improving the Planning Process**

**XI. Additional Information Needed**

**XI. What additional information should the College provide to assist your Unit's planning?** *Add rows (+) as needed.*

**XII. Suggestions for Improving the Planning Process**

**XII. What suggestions do you have for improving the planning process for your Unit?** *Add rows (+) as needed.*

The form is still a little cumbersome. We cannot report on items that are completed within the year. Only ongoing items can be reported on but in the wrong section, XI.

**XIII. Contributors to the Plan**

**XIII. Contributors**

Enter your name and information as a contributor to this Unit PIE Plan. *Add rows (+) as needed.*
**XIII. Contributors**
Enter your name and information as a contributor to this Unit PIE Plan. *Add rows (+) as needed.*

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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<td>Grace Hanson</td>
<td>DSPS</td>
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<tr>
<td>Cyndi Van Meter Smith</td>
<td>DSPS</td>
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<tr>
<td>Carole Stevens</td>
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<td>Gabrielle Garcia Untz</td>
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<td>Brian Heflin</td>
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<td>Vicki Greco</td>
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Thank you for completing the Unit PIE form analyzing 2015-16, and continuing your Unit's planning for 2016-17 within the 2014-15 through 2017-18 cycle.

Please save this form and forward to your Unit's manager by 07/01/2016.
Questions regarding this form? Send an email to Don Sciore, Associate Dean of Instruction, Co-Chair IEC, at dsciore@mtsac.edu