

1. Assessment Plan - Three Column



PIE - Continuing Education: Education for Older adults & Adults with Disabilities Unit

Narrative Reporting Year

2019-20

Contact Person: Mary Lange

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Summary of Notable Achievements: v

Program Planning (Equity, Retention and Success): v

External and Internal Conditions Analysis: v

Critical Decisions Made by Unit: 1. Increase the number of reentry vocational certificate offerings to enhance employability of students.

2. Expand AWD offerings in response to gaps identified through Mt. San Antonio California Adult Education Plan Regional Consortium (CAEP) planning.

3. Continue with current model of AWD classes with vendors of Regional Center providing classroom support for students with ID/DD.

4. Offer IMPACT* class on campus Tuesday and Thursday afternoon.

5. First IMPACT open house hosted.

6. Student artwork displayed on campus, promoting program across divisions. Artwork displayed in the Child Development Center, POD, and the Learning Assistance Center in addition to all major SCE departments.

7. Developed online IT report system for department to streamline and document services and supplies.

*AWD Program: IMPACT Independent living skills / Mobility training / Physical health and safety / Advocacy for self / College to Career / Technology training.

Contributors to the Report: Mary Lange - EOA & AWD

Briseida Ramirez - EOA & AWD

Susan Stroebe - EOA & AWD

Sabeena Soni - EOA & AWD

Laura Espinoza - EOA&AWD

Aaron Tom - EOA & AWD

Danielle Bloom - EOA & AWD

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Data - Ensure equity, access, completion, and success of educational goals for all students. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21</p>	<p>Request - Full Funding Requested - Fulltime counselor *Describe Plans & Activities Supported (Justification of Need): Explore and discuss data collection, referral, and follow-up process for post program outcomes (F2019) to increase Vocational Re-entry post program outcomes. *Lead: Due to COVID-19 Recession departments 2 adjunct counselors were eliminated. What would success look like and how would you measure it?: 1. By spring 2019 a process for collecting post program data is discussed by, faculty and counselors. 2. Collect internal post certificate outcomes for 20% of Voc reentry students 3. A post program referral process will be established by fall 2019</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High On-Going Funding Requested (if applicable): 130000 Total Funding Requested: 130,000.00</p>	<p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime counselor. We did meet spring 2019 with adjunct counselors and adjunct faculty. As a result the following plan of action has been developed: Counselors will create a questionnaire to gather post program outcomes. Counselors will work with staff to filter out students who are: unemployed and seeking work, employed and employed with notice Counselors to connect with students who meet the above criteria Counselors will track the above students who earn certificates Counselors will call students for post program outcomes 3 months after completion to complete a questionnaire Currently collecting internal post certificate outcomes for vocational reentry students. Without an additional counselor it will not be achievable to establish a post program referral process. (05/30/2019)</p>
	<p>Request - Full Funding Requested - Fulltime Project Program Specialist *Describe Plans & Activities Supported (Justification of Need): Explore and discuss data collection, referral, and follow-up process for</p>	<p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime project program specialist. We did meet spring 2019 with adjunct counselors and adjunct faculty.</p>

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>post program outcomes (F2019) to increase Vocational Re-entry post program outcomes.</p> <p>*Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. By spring 2019 a process for collecting post program data is discussed by, faculty and counselors.</p> <p>2. Collect internal post certificate outcomes for 20% of Voc reentry students</p> <p>3. A post program referral process will be established by fall 2019</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Urgent</p> <p>On-Going Funding Requested (if applicable): 80000</p> <p>Total Funding Requested: 80,000.00</p> <p>Request - Full Funding Requested - Career Services Specialist</p> <p>*Describe Plans & Activities Supported (Justification of Need): Explore and discuss data collection, referral, and follow-up process for post program outcomes (F2019) to increase Vocational Re-entry post program outcomes.</p> <p>*Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. By spring 2019 a process for collecting post program data is</p>	<p>As a result the following plan of action has been developed: Counselors will create a questionnaire to gather post program outcomes. Counselors will work with staff to filter out students who are: unemployed and seeking work, employed and employed with notice Counselors to connect with students who meet the above criteria Counselors will track the above students who earn certificates Counselors will call students for post program outcomes 3 months after completion to complete a questionnaire Currently collecting internal post certificate outcomes for vocational reentry students. Without an additional counselor it will not be achievable to establish a post program referral process. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime Career Services Specialist. We did meet spring 2019 with adjunct counselors and adjunct faculty. As a result the following plan of action has been developed: Counselors will create a questionnaire to gather post program outcomes. Counselors will work with staff to filter out students who are: unemployed and seeking work, employed and employed with notice Counselors to connect with students who meet the above criteria Counselors will track the above students who earn certificates</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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- discussed by, faculty and counselors.
- 2. Collect internal post certificate outcomes for 20% of Voc reentry students
- 3. A post program referral process will be established by fall 2019

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

Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 80000

Request - Full Funding Requested -
 10 Hotspots supported by IT for classes to be held off campus.

Counselors will call students for post program outcomes 3 months after completion to complete a questionnaire
 Currently collecting internal post certificate outcomes for vocational reentry students.
 Without an additional counselor it will not be achievable to establish a post program referral process. (05/30/2019)

***Describe Plans & Activities Supported (Justification of Need): •**

- Remove barriers to learning.
- By creating introduction to technology courses this will improve students access to online courses and technology based courses
 Faculty met and discussed results of technology survey and determined the following 2 new courses should be developed.
 1. Navigating Basic Technology
 2. Basics of online learning Including Canvas Basics
- Faculty to be surveyed on what are the most important features students need to learn on canvas.
- Faculty to begin work on the CORs fall 2020

Unit Goals

Resources Needed

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

***Lead:** Shelby White

What would success look like and how would you measure it?: 2 new courses entered into WEBCMS

1. Navigating Basic Technology
 2. Basics of online learning Including Canvas Basics
- 10 hotspots supported through Mt. SAC IT department

Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 10000

Total Funding Requested: 10,000.00

Request - Full Funding Requested - Full time faculty

***Describe Plans & Activities**

Supported (Justification of Need): •

Fall 2019 Administer technology survey to students enrolled in non-vocational courses to identify critical technology needs to bridge the digital divide.

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

At least 20% of students enrolled in Fall 2019 in non-vocational courses will be surveyed on their technology needs.

- Survey results will be evaluated by Spring 2020.
- From the survey results, at least two areas of improvement will

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

- Develop a plan of implementation for the two identified areas of improvement for 2020-21, including new curriculum if needed.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 130000
Total Funding Requested: 130,000.00

<p>Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 06/08/2020</p>	<p>Request - Full Funding Requested - Fulltime support staff Project Program Specialist</p> <p>*Describe Plans & Activities Supported (Justification of Need): Identify technology needs in order to increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>*Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2019, 20% of students will take the survey on use of technology 2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records</p>	<p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime support staff Project Program Specialist.</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p> <p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records. (05/30/2019)</p>
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Unit Goals

Resources Needed

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

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

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 80000

Request - Full Funding Requested - Full-time tenure track faculty for AWD

***Describe Plans & Activities**

Supported (Justification of Need):

Identify technology needs in order to Increase technology competence of EOA/AWD students using portable devices and other equipment.

Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed

***Lead:** Mary Lange

Laura Espinoza

Yasmin Cardona

What would success look like and how would you measure it?: 1.

In spring 2019, 20% of students will take the survey on use of technology

2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records

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

Planning Unit Priority: High

Request - Full Funding Requested - 7 hotspots and fees to pay for 10 hotspots annually

Reporting Year: 2018-19

% Completed: 25

Did not receive funding for fulltime tenure track faculty for AWD.

The goal of 20% of students will take the survey on use of technology was not met.

A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.

The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes

The majority of O/A people who do use computers use them on a daily basis.

Reason for redesign, not all questions were answered and directions need to be improved with more specific details.

The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records. (05/30/2019)

Reporting Year: 2018-19

% Completed: 25

Did not receive funding for 7 hotspots and fees to pay for

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>*Describe Plans & Activities Supported (Justification of Need): 2 Identify technology needs in order to Increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>*Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2019, 20% of students will take the survey on use of technology</p> <p>2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 6175</p> <p>Request - Full Funding Requested - 10 laptops</p> <p>*Describe Plans & Activities Supported (Justification of Need): Identify technology needs in order to</p>	<p>10 hotspots annually.</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p> <p>A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.</p> <p>The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes</p> <p>The majority of O/A people who do use computers use them on a daily basis.</p> <p>Reason for redesign, not all questions were answered and directions need to be improved with more specific details.</p> <p>The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records. (05/30/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 25</p> <p>Did not receive funding for 10 laptops.</p> <p>The goal of 20% of students will take the survey on use of technology was not met.</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Increase technology competence of EOA/AWD students using portable devices and other equipment.
 Survey students on technology use
 Evaluate and discuss survey results
 Develop and submit new curriculum if needed
***Lead:** Mary Lange
 Laura Espinoza
 Yasmin Cardona
What would success look like and how would you measure it?: 1.
 In spring 2019, 20% of students will take the survey on use of technology
 2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records
Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT):
 Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 5000
Request - Full Funding Requested - \$ 3,000.00 increase in mileage funds.
***Describe Plans & Activities Supported (Justification of Need):**
 Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage shortage of

A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.
 The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes
 The majority of O/A people who do use computers use them on a daily basis.
 Reason for redesign, not all questions were answered and directions need to be improved with more specific details.
 The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records.
 (05/30/2019)
Reporting Year: 2018-19
% Completed: 25
 The goal of 20% of students will take the survey on use of technology was not met.
 A piloted survey revealed that the questionnaire needs to be redesigned for better understanding and with a higher completion rate.

Unit Goals

Resources Needed

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

\$3000.00 for the past two years.

***Lead:** Mary Lange

Laura Espinoza

Yasmin Cardona

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

3,000.00 increase in department mileage account

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 3000

Request - Full Funding Requested -

Full time faculty

***Describe Plans & Activities**

Supported (Justification of Need): •

Establish procedures for administering the CASAS Powers test for AWD students during summer 2019 session.

- Fall 2019 semester ensure data is collected and input into system.
- Spring 2020 evaluate data with program leadership team.
- Winter 2020 continue to survey AWD students annually to identify program gaps and community needs.

The interesting fact that was revealed is that most older adults have internet and computer access in their homes. It was also revealed that many O/A students use technology for online banking and health purposes

The majority of O/A people who do use computers use them on a daily basis.

Reason for redesign, not all questions were answered and directions need to be improved with more specific details.

The goal of 20% of students taking the survey on use of technology was not met. As a consequence, insufficient survey results could not identify 2 areas of interest that could lead to 2 new course outlines of records.

Without the addition of \$3,000.00 in mileage funds EOA/AWD will not be able to provide/sustain program growth. Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage shortage of \$3000.00 for the past two years. (06/20/2019)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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***Lead:** Briseida Ramirez
What would success look like and how would you measure it?: •
 Spring 2020 based on survey and CASAS Powers results develop 2 workforce preparation courses designed to meet the unique needs of students with developmental disabilities.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 150000
Total Funding Requested: 150,000.00

<p>Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21</p>	<p>Request - Full Funding Requested - Fulltime support staff Project Program Specialist</p> <p>*Describe Plans & Activities Supported (Justification of Need): Increase CDCP certificate completion of Vocational Re-entry students by providing the necessary student support services. A survey will be developed, & administered to students to identify barriers to completion. *Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1 From survey results, identify at least 3 barriers that could be addressed to help increase course/certificate completion</p>	<p>Reporting Year: 2018-19 % Completed: 25 Did not receive funding for fulltime support staff Project Program Specialist. Due to lack of resources the survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion was not completed. There are plans to filter data in order to identify students that completed less than 50% of class time required to complete a course. Adjunct counselors are to then follow up with students to identify barriers to course completion.</p> <p>Without the funding of the fulltime support staff Project Program Specialist a survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion will not be achieved.</p> <p>However, 18-19 increase CDCP certificate completion by at least 5% over previous year. (waiting for Data) (05/30/2019)</p>
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Unit Goals

Resources Needed

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

2. For 18-19 increase CDCP certificate completion by at least 5% over previous year

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

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 80000

Request - Full Funding Requested - Fulltime tenure track faculty

***Describe Plans & Activities**

Supported (Justification of Need): Increase CDCP certificate completion of Vocational Re-entry students by providing the necessary student support services. A survey will be developed, & administered to students to identify barriers to completion.

***Lead:** Mary Lange
Laura Espinoza
Yasmin Cardona

What would success look like and how would you measure it?: 1 From survey results, identify at least 3 barriers that could be addressed to help increase course/certificate completion

2. For 18-19 increase CDCP certificate completion by at least 5% over previous year

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

Planning Unit Priority: High

Request - Full Funding Requested -

Reporting Year: 2018-19

% Completed: 25

Did not receive funding for fulltime tenure track faculty. Due to lack of resources the survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion was not completed. There are plans to filter data in order to identify students that completed less than 50% of class time required to complete a course. Adjunct counselors are to then follow up with students to identify barriers to course completion.

Without the funding of the fulltime support staff Project Program Specialist a survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion will not be achieved.

However, 18-19 increase CDCP certificate completion by at least 5% over previous year. (waiting for Data) (05/30/2019)

Reporting Year: 2018-19

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>\$ 3,000.00 Increase in mileage.</p> <p>*Describe Plans & Activities</p> <p>Supported (Justification of Need): Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage for the past two years.</p> <p>*Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 3,000.00 increase in department mileage.</p> <p>Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 3000</p> <p>Request - Full Funding Requested - Full time faculty assigned to IMPACT (AWD) Program</p> <p>*Describe Plans & Activities</p> <p>Supported (Justification of Need): • Establish procedures for administering the CASAS Powers test for AWD students during summer 2019 session.</p> <ul style="list-style-type: none"> • Fall 2019 semester ensure data is collected and input into system. • Spring 2020 evaluate data with program leadership team. 	<p>% Completed: 0</p> <p>\$3,000.00 addition funds for mileage has not been received. Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage for the past two years.</p> <p>Due to lack of resources the survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion was not completed. There are plans to filter data in order to identify students that completed less than 50% of class time required to complete a course. Adjunct counselors are to then follow up with students to identify barriers to course completion.</p> <p>Without the addition of \$3,000.00 in mileage funds EOA/AWD will not be able to provide/sustain program growth to conduct a survey to identify at least 3 barriers that could be addressed to help increase course/certificate completion will not be achieved.</p> <p>However, 18-19 increase CDCP certificate completion by at least 5% over previous year. (waiting for Data)</p> <p>(06/20/2019)</p>

Unit Goals

Resources Needed

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

- Winter 2020 continue to survey AWD students annually to identify program gaps and community needs.

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

- Spring 2020 based on survey and CASAS Powers results develop 2 workforce preparation courses designed to meet the unique needs of students with developmental disabilities.

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

Planning Unit Priority: Urgent

Total Funding Requested: 0

Communication - Increase effectiveness and consistency of communication among stakeholders.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21

Request - Full Funding Requested -

Two assigned classrooms on campus.

***Describe Plans & Activities**

Supported (Justification of Need):

Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)

2.Survey AWD students and community members (F2018)

3. Evaluate data and share with faculty and stakeholders

***Lead:** Mary Lange

Susan Stroebel

What would success look like and how would you measure it?: Criteria for success:

1. Stakeholders group meeting institutionalized and ongoing.
2. 20% of AWD students will be surveyed

Reporting Year: 2018-19

% Completed: 50

Did not receive two assigned classroom on campus.

Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.

This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.

Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILSB Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: High</p> <p>Request - Full Funding Requested - Fulltime tenure track faculty for AWD</p> <p>*Describe Plans & Activities Supported (Justification of Need): Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)</p> <p>2.Survey AWD students and community members (F2018)</p> <p>3. Evaluate data and share with faculty and stakeholders</p> <p>*Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing.</p> <p>2. 20% of AWD students will be surveyed</p> <p>3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p>	<p>Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>However classroom space is required on campus in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 50</p> <p>Did not receive funding for fulltime tenure track faculty for AWD</p> <p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p> <p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>However not having fulltime faculty adversely affects the program as faculty should have primacy over curriculum development, associated academic and professional matters and leadership roles in order to deliver the</p>

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

Fulltime Project Program Specialist

***Describe Plans & Activities**

Supported (Justification of Need):

Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)

2. Survey AWD students and community members (F2018)

3. evaluate data and share with faculty and stakeholders

***Lead:** Mary Lange
Susan Stroebel

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

1. Stakeholders group meeting institutionalized and ongoing.

2. 20% of AWD students will be surveyed

3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records

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

Planning Unit Priority: High

curriculum to students with developmental disabilities. (05/30/2019)

Reporting Year: 2018-19

% Completed: 50

Did not receive funding for fulltime Project Program Specialist.

Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.

This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.

Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.

However additional program support is required in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)

Request - Full Funding Requested - 7

hotspots with funding for 10 hotspots annually.

***Describe Plans & Activities**

Supported (Justification of Need):

Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)

Reporting Year: 2018-19

% Completed: 50

Did not receive funding for 7 hotspots with funding for 10 hotspots annually.

Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
<p>2.Survey AWD students and community members (F2018) 3. evaluate data and share with faculty and stakeholders</p> <p>*Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing. 2. 20% of AWD students will be surveyed 3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: High On-Going Funding Requested (if applicable): 6750</p> <p>Request - Full Funding Requested - 5 portable projectors, 10 laptops and 5 elmos</p> <p>*Describe Plans & Activities Supported (Justification of Need): Establish stakeholders advisory group for AWD program development, design, and quality (Su2018) 2.Survey AWD students and community members (F2018) 3. Evaluate data and share with faculty and stakeholders</p> <p>*Lead: Mary Lange</p>	<p>2.Survey AWD students and community members (F2018) 3. evaluate data and share with faculty and stakeholders</p> <p>*Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing. 2. 20% of AWD students will be surveyed 3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: High On-Going Funding Requested (if applicable): 6750</p> <p>Request - Full Funding Requested - 5 portable projectors, 10 laptops and 5 elmos</p> <p>*Describe Plans & Activities Supported (Justification of Need): Establish stakeholders advisory group for AWD program development, design, and quality (Su2018) 2.Survey AWD students and community members (F2018) 3. Evaluate data and share with faculty and stakeholders</p> <p>*Lead: Mary Lange</p>	<p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p> <p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>Hotspot devices are required for off campus class locations inorder to deliver the curriculum to students with developmental disabilities. (05/30/2019)</p> <p>Reporting Year: 2018-19 % Completed: 50 Did not receive funding for 5 portable projectors, 10 laptops and 5 elmos.</p> <p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p>

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing.</p> <p>2. 20% of AWD students will be surveyed</p> <p>3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p>Planning Unit Priority: High</p> <p>One-Time Funding Requested (if applicable): 10000</p> <p>Request - Full Funding Requested - \$3,000.00 additional mileage funds.</p> <p>*Describe Plans & Activities Supported (Justification of Need):</p> <p>Establish stakeholders advisory group for AWD program development, design, and quality (Su2018)</p> <p>2.Survey AWD students and community members (F2018)</p> <p>3. evaluate data and share with faculty and stakeholders</p> <p>*Lead: Mary Lange Susan Stroebel</p> <p>What would success look like and how would you measure it?: 1.</p>	<p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living-Health and Fitness Skills, ACCS ILMS Independent Living-Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>Modern technology is required in order to deliver the curriculum to students with developmental disabilities. (05/30/2019)</p> <p>Reporting Year: 2018-19</p> <p>% Completed: 50</p> <p>Did not receive \$3,000.00 additional mileage funds.</p> <p>Fall 2018 AWD student survey revealed the need for independent living skills to increase their ability for full inclusion into the community and workforce.</p> <p>This was also reflected in our IMPACT Advisory group meetings where members recommended money skills, consumer skills, health, transportation and the students desire to have a college experience.</p> <p>Developed 7 new contextualized curriculum to promote independent living skills and economic self-sufficiency. ACCS ILSHS Human Sexuality for Students with Intellectual Disabilities, ACCS IBSID Introduction to Banking for Students</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Stakeholders group meeting institutionalized and ongoing.</p> <p>2. 20% of AWD students will be surveyed</p> <p>3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records</p> <p>Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 3000</p> <p>Request - No Funding Requested - IMPACT Program (AWD) website</p> <p>*Describe Plans & Activities Supported (Justification of Need): Develop website for AWD/IMPACT program</p> <ul style="list-style-type: none"> • Courses • FAQ's • Class locations • Getting Started • About Us • Contact US • Newsletter • Feedback and Suggestions • Our Staff <p>What would success look like and how would you measure it?: •</p> <p>A website for AWD/IMPACT will be developed.</p> <ul style="list-style-type: none"> • Landing page for AWD/IMPACT Program on Mt. SAC 	<p>with Intellectual Disabilities, ACCS ILCS Independent Living Skills - Consumer Skills, ACCS ILHFS Independent Living- Health and Fitness Skills, ACCS ILMS Independent Living- Money Skills, ACCS ILSBB Independent Living- Basic Budgeting and Money Management, ACCS MBS Memory Building Skills for Students with Intellectual Disabilities. All course proposals are in the WebCMS queue.</p> <p>Due to program growth additional mileage funds are necessary in order to deliver the curriculum to students in off campus locations. (05/30/2019)</p>

Unit Goals

Resources Needed

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

website communicating course and program information.

- AWD/IMPACT website will include information about course and program.
- 10 partners will receive the website's link before the beginning of the term.

Type of Request: IT SUPPORT:
Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Urgent

Total Funding Requested: 0