



General Information

Important Information

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Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

- Administrative
- Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
- Student Services

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? *

- Yes
- No
- Not applicable

Who is your Vice President? *

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009-

Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

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Program Information

Name of Program (Academic Programs should be listed per discipline)

Disabled Students Program

Please provide a brief description and any significant change in your program since the last program review cycle.

Our goal at DSPS is to ensure all students with disabilities have equal access to all educational opportunities at Golden West College, to be able to participate freely and actively in all facets of campus life.

What are your program's strengths?

DSPS staff is knowledgeable in most student services processes across other departments. DSPS Staff is also cross-trained in each other's positions enough to help students without disruption when co-workers are out increasing support services to students through HS Transition services, The Loop Group (Autism Spectrum Support Group), Academic Coaching, and Technology Workshops. Increasing our DSPS High School Transition services to high school seniors. Ensuring consistency of procedures and use of services across all DSPS students and faculty with which we work. Continued representation on campus wide, regional and statewide groups, committees, and advisories. Increasing accessibility trainings to faculty and working closely with Distance Education to ensure accessibility in online and in-person classes. Responding to student, faculty, and campus concerns in a timely manner. Being able to effectively pivot to online support due to our use of technology and online file management systems.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

Maintaining the highest level of security of files and data when sharing documents and information with others across campus and within our district (FERPA). Providing quality interpreters with professional growth and development to retain them as part of the GWC DSPS team. Ongoing need for quality volunteer notetakers. Limited incentives for volunteers creates inconsistent levels of follow-through and quality of work/notes. Decreasing budgets and increasing the cost of serving students and providing auxiliary services (increasing salaries and health and wellness costs). The lack of support from District IT in implementing the complete rollout of ClockWork and the online modules for students and faculty. Keeping up with the current needs of all DSPS students while not having enough counselors or support staff to adequately serve them. Increasing support to BAT and campus conduct with students with disabilities and bringing better awareness to the BAT team of the special needs of our students when assessing behavioral issues in terms of students' functional limitations and intent. Getting faculty members to comply and follow 508 compliance online, fully closed captioning of videos, and utilizing textbooks from publishers that provide alternate text formats upon request. Continued lack of support from CCCC office to comply with changes in the field. Finding unique ways to outreach and meet potential students where they are in the community versus solely focused on high school recruitment.

STUDENT SERVICES INFORMATION

If you do not have any of the below information, please type "N/A" in that box.

	4-years ago	3-years ago	2-years ago	1-year ago
Number of students served (unduplicated)	648	670	680	497
Percentage of students served (served/campus headcount)	3.5%	3.6%	3.3%	2.6%
Number of students served (duplicated)	23,333	22,594	19,741	14,389

Outside of hiring new faculty or staff (which should be included in your program goals, if needed), please discuss the above trends and your plan for serving more students.

DSPS has increased our outreach with feeder High Schools and Non-feeder High Schools. Our staff has been providing regular classroom presentations, tutoring training, and department intern training. DSPS has contacted continuing students via email, text message, and phone calls to check on their academic progress and provide academic support (accommodations). We have an active member on the Behavioral Assessment Team (BAT). DSPS is alternatives to in-person meetings with phone and Zoom counseling appointments. We also provide phone registration assistance, online accommodation support services, and online testing services.

Over the past two years, what technology and/or processes did you implement to impact the success of our students?

In the last year, DSPS has been converting many of our forms to electronic forms for a more accessible option for students to complete and return the required forms to DSPS. Next Gen forms (Dynamic Forms), Google Docs, Gecko Forms have been used to create our forms. We have used Signal Vine, Cranium Café, MS Teams to communicate with students online that reach out to our office for questions and support. Our office has been continuing the implementation of Clockwork for our file management system. We continue to build in additional modules to streamline the accommodation process. We have developed online training videos, live one on one trainings, Online outreach videos, text reminders for appointments, and student follow-ups to better connect with students. DSPS has offered remote Interpreting, Zoom/phone counseling appointments with students, Comprehensive Autism Program (CAP) meetings which allowed the department to make a huge positive impact on how we serve the students. Continued representation on the Technology committee's (Distance Education and College Technology)

What new outreach/recruitment initiatives have you implemented over the past two years?

DSPS has been offering Virtual HS presentations during the spring semester for new incoming high school students. We have a DSPS staff member with the Outreach department and assists with recruitment. Campus liaison to HS Workability/Special Education administrators to answer questions and prepare the High School students for transfer to GWC. DSPS continues to provide Classroom presentations, Online Orientation presentations to all incoming freshmen. We have been able to Increase our autism population through our online outreach. We have partnered with national organizations to collaborate and expand the services we can offer to our ASD population. We have active DSPS Staff members on the Outreach collective group and ELL department.

Requests – If you are requesting any of the following, they *MUST* be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

Due to the transition online because of the Covid Pandemic many of our goals were staled. With HR hiring freezes and the reduction of new hires, DSPS did not see the classified staffing request filled or the LD/DSPS Counselor replacement filled. With reduced budgets and retirement incentives, we also lost another DSPS classified staff and our High Tech Instructor those closing that program. While we were able to bring on a PT LD Specialist, due to the need for in-person assessments during Covid we lost those supports as well. We were taxed with doing more with less like many other departments and unable to see the growth in the goals we set out. Our success factors are still holding strong and we are still implementing measures to ensure the success of our students but the total build-out of support was just not possible. Also with the shift to online, our completion of Clockwork was put on the back burner with District IT which also stalled our success and completion of that goals. However, despite the stated goals DSPS shifted and became more efficient and able to support our student during an unprecedented time.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Please note:

Equity should be embedded into all goals for students services.
Student services programs must have a goal related to outreach and recruitment.

Goal 1 (Required)

Description of Program's Goal

* Continue the current projects of conversion to a paperless online process for all interactions with students. Continue the build-out of Clockwork and the completion of DSPS Go for Faculty and students. Scanning physical documents and forms and converting to online and loaded into our online database. DSPS has been using an online database (Clockwork) for many years now. Clockwork has many modules to implement that allow DSPS to transition from paper forms to the use of the modules such as Notetaking and Testing Accommodation modules.

What actions will the program take to accomplish this goal?

* DSPS has been using an online database (Clockwork) for many years now. Clockwork has many modules to implement that allow DSPS to transition from paper forms to the use of the modules such as Notetaking and Testing Accommodation modules.
Next gen, Google docs, and Gecko forms have allowed DSPS to convert many of DSPS' current paper forms to electronic forms. The change will allow the students to easily send required documentation back to DSPS for a quicker turnaround time for services.

What metric will you use to measure your goal?

* Completion of the project and the usage of forms and full rollout of the online support and the impact to our office. Usage of clockwork with the student and faculty portals is still to be finalized and continue to be worked on.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)

None of the above

Goal 2 (Required)

Description of Program's Goal

*Development of our Outreach process to reach the highest number of students from our feeder schools, non-feeder schools, and community. This includes inreach to the campus as a whole as well.

What actions will the program take to accomplish this goal?

*Over the last year, DSPS has worked closely with the Outreach department to provide online and in-person events. DSPS has also worked very closely with our High School Workability counterparts to provide up-to-date information on transition processes for the new incoming freshman. We would also like to bring on additional staff to help focus on case management and outreach duties.

What metric will you use to measure your goal?

*The number of students we are able to reach through the application, admission, and registration to GWC and DSPS.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 3 (Required)

Description of Program's Goal

*Expansion DSPS support services to better meet the needs of our DSPS students and campus community. include the creation of case management system for retention of students; follow-up procedures with students to ensure proper support services, accommodations, technology support, and other resource needs to achieve academic success. Creation of Disability awareness events for the GWC staff, faculty, students, and community. Continued expansion of our Comprehensive Autism Program and Loop Group.

What actions will the program take to accomplish this goal?

*DSPS has sent emails, made phone calls, and text messages sent to students to see if the students are doing well in their classes and if there's anything DSPS can do to help the students. The offering of virtual and in-person support services. Hiring additional support staff, utilizing technology to ensure the best reach of our services, and continued professional development to campus staff and faculty. include the creation of case management system for retention of students; follow-up procedures with students to ensure proper support services, accommodations, technology support, and other resource needs to achieve academic success. Creation of Disability awareness events for the GWC staff, faculty, students, and community. Continued expansion of our Comprehensive Autism Program and Loop Group. As well, hiring and replacing our LD/DSPS full time counselor to expand Learning Disability Assessments and support services. Move the HTC to Student Service.

What metric will you use to measure your goal?

*Tracking the students and the student that are persisting and obtaining their stated academic/career (Completion of AA/Certificate/Graduation) goal. Following student equity gaps and tracking student success metrics. Better usage of Hight Tech Center and access to services centrally located to DSPS in Student Services Ceenter.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 4 (Optional)

Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

DSPS has continued to work with the faculty, staff, and student to provide the most comprehensive support services. We are always looking to creating a greater presence on campus through various channels.

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

Academic Senate
Faculty Request

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Disabled Student Programs

How many faculty requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

DSPS/LD Counselor

Please post your job description (or upload below)

Uploaded

If desired, please upload your job description Counselor-DSPS job posting from 2019.docx

Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

Loss of previous Full Time LD/DSPS Counselor due to medical conditions and firing (loss of successful tenure

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.

(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)

- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

We submitted a replacement during the last Program Review as we lost a full-time position due to a failed tenure track process. The full-time faculty had extensive medical issues arise and we had to let them go causing a failed tenure process. The position was not approved in the last cycle. We have resulted to an adjunct who is only available for less than 15 hours a week and that limits the ability to serve DSPS students and offer full support to the Learning Disabled Assessment and support. The ratio of students served is unbalanced by faculty to students as our other part-time faculty is focusing on the support and success of our students with Autism.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

Previously, DSPS had a full time tenure Learning Disability/DSPS Counselor that resigned 2-3 years into their tenure pathway. Currently, there is only one full-time faculty member to service about 850? Students that use the DSPS services. Also, being able to test students that do not have any documentation for a learning disability will allow DSPS to serve more students and provide recommended support services. DSPS does not possess a way to provide students with no documentation with support services. This impacts students with no prior history of services. Offering academic/support service counseling will allow the DSPS office to serve more students in the future along with the ability to provide the Learning Disability Assessment Protocol.

COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs.
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Having an additional counselor will allow us to serve more students which will allow our numbers to grow. Providing more student contact will provide a positive impact and lead to retention. Also, allow us to identify and diagnose students who are having learning difficulties with a Learning Disability Assessment to provide support and DSPS accommodations.

Since the vacancy, we have been without LD support and ongoing counseling during this time and were only able to find adjunct support at the beginning of the 2018/19 academic year. With the amount of DSPS students we serve and the length of time, it takes to complete the LD Assessment Model DSPS is in need of a full-time replacement for this position. The new allocation has given us increased funding for serving our LD students and this is the only way to document and identify if a student who has no previous services in DSPS or high school and feels they may need more support due to the possibility of having an undiagnosed learning disability. This position is critical to meet the demands of not only the students within DSPS but also the faculty and staff at GWC while supporting students with disabilities across campus. When we had a full-time position we were able to offer more campus outreach, referrals, math substitutions, and the support of students in Basics Skills Math and English. With a new focus on transfer-level math and English, this position is necessary to better support those students with disabilities and those who are struggling to receive accommodations and support.

In addition to LD testing, this position serves as an additional counselor for all of DSPS. As stated in our department goals we will make a big push towards meeting the campus transfer, completion/success, and English and Math requirements amongst DSPS students. We are also working closely with Equity to ensure Access, Completion, and Transfer rates are met to close the equity gaps. We work closely with campus programs, the academic senate, the BAT team, and having an additional counselor to represent DSPS at many of these important groups would help ensure that GWC remains equity-minded and focused on ensuring success and access for students with disabilities. We have seen a large negative impact since losing this employee to medical leave and it has caused a strain in the onboarding process for new students, LD assessment of current and potential students, proper educational planning and completion of Student Educational Plans, and liaison with our campus as a whole. This position served as a major part of our High School Transition Services and as a result, I as the director have had to step in on numerous occasions to handle the workload and student intakes to make sure we could get everyone ready prior to Freshman Priority Registration. DSPS has collaborated with the Counseling division to ensure all students with disabilities are served and accommodated for FPR and we are in need of more counseling support in order to fulfill this collaboration and student onboarding process from outreach, to application, intake, FPR, and summer success workshops. We simply cannot keep up with the need and volume of students with 1.5 counselors in DSPS. In order to focus on student success and completion, we need a counselor who can lead the efforts for case management, tracking course completion, and serve as our department lead on these initiatives.

I believe that the funding for the assessment testing and the position could be recuperated with the enhanced funding that will receive with appropriate LD counts and maintaining an assessment model at GWC. A full-time position is also necessary to oversee any part-time positions we might be able to secure in the future, serve on campus committees, and participate in regional and state-level organizations. Having funded this position before, we see a serious lack of support to students who may have a disability and we have seen a strain on our DSPS counseling services overall due to this vacancy.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

Counseling Degree with associate units in disability specialty, rehabilitation counselor degree, Special Education Certificate, Learning Disability Certificate

How does this position address stated long-term college plans and Vision 2030 Goals?

- * Vision 2030: Connect Educational Needs, Project the College's growth, Address the equity needs of our students.
 - o Serve substantial numbers of the student population – 880 DSPS students 9pre-covid) served with 1 FT DSPS Counselor and 1 PT Adjunct DSPS Counselor focusing on Autism support funded through Student Equity
 - o Serve a special population of students not served by other programs – serves 244 LD Students 27.3% of 883 DSPS student population
- Application to Statewide Community College Goals of serving students in Transfer, Basic Skills, Degree and CTE programs – focus of DSPS Goals in increasing completion, student success, transfer, and basic skill development
- Contributions to college and district goals including student equity – goal to decrease Equity gap for DSPS students in all areas of the plan

In order for DSPS to assist with statewide changes, new initiatives, closing the Equity Gaps, and focus on student success DSPS needs another full-time counselor. Unfortunately, DSPS just learned that we also lost funding for our adjunct counselor who has been running the Autism Support program and serving as a DSPS Counselor as well. This leaves DSPS with 1 full-time faculty for 880 students 9pre-covid) and an impossible student-to-faculty ratio for our program.

The LD position directly impacts services to students in Math and English success as we have been able to identify students who are previously undocumented with a disability and struggling to complete transfer level math due to AB 705. We have largely focus LD outreach possibilities in the basic skills level classes and now we will refocus that on our transfer level Math and English classes to offer further support in completing these requirements. The LD population is significant at GWC and allows for a higher allocation through the State Allocation Model if we can verify LD Eligibility. This person will also serve as a DSPS Counselor and assist with the counseling needs of all DSPS students.

This position would take the lead in focusing on the college goals and Equity plan while focusing on increasing completion, college success, transfer, and retention. Following the Equity Plan, we need to close the gap on success rates and focus on completion and transfer for students with disabilities. I believe this position and more counseling opportunities will be able to support the plan and increase success for students in DSPS. DSPS has closed the access gap previously but without proper funding, we will be limited in how we can address both the Equity Goals, Student Success rates, and retention in DSPS.

You have more than 1 faculty request.

Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- * No concerns
- I have concerns

Comments:

Velocifire learning disability counselor has been difficult to support with part-time counselors. I agree with the need for this position.



Program Review

General Fund Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

- Replacement Position (Previously funded/ not currently funded)
- New Position (Never been funded/newly created)

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

Please use a mid-level step for salary:
Salary (e.g., \$50,000)

Contract

- 12 month
- 11 month
- 10 month
- 100% FTE
- Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the [CCCD Position Description portal](#).

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

Disability Services Associate
https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20B-D/Disability%20Services%20Associate.pdf

What are the essential duties this position will fulfill?

Beyond duties listed this position would focus on supporting other duties in the office with a priority focusing on case management for student success and assisting with outreach-related duties. Case Management & Accommodation Support Services to DSPS Students and GWC Campus. Perform a variety of specialized duties related to providing support services to students with disabilities; support accommodation service components including, note taking and equipment loan, testing and classroom furniture/accommodation requests; assist with integrating students into the college and DSPS process and services; coordinate and liaison with other campus activities and programs, campus services, faculty, and community partnership; track and analyze DSPS student data such as enrollment, service usage, persistence, retention, student success, and state reporting; assist with transition and new student services outreach; and other duties as assigned.

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

We have seen a decrease in DSPS students due to the covid pandemic. To better serve the accommodation needs of DSPS students and ensure a timely response to their accommodation requests. Most compelling is to accurately respond to the OCR resolution response in regards to service implementation and timely response in note taking services. This position would also share responsibility for outreach services and transition support to aid in the matriculation process of new DSPS students. It would allow us to expand our transition services to the feeder high schools, community and new DSPS students. We have seen a need to expand not only our outreach but how we prepare and transition our students for optimal success upon starting at GWC. With new state initiatives and student success rates, and equity DSPS needs to be able to case manage our students to ensure they have the support to be successful and close Equity gaps. We also need to increase the DSPS student population to return to where we were pre-covid and better provide case management to ensure the success of DSPS students.

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review. [Click here to enter text.](#)

The main challenge is finding ways to provide maximum support and promote success for our students while upholding and responding to the many mandates and laws governing Disabled Student Programs and Services and maintaining the integrity of the mission and services of DSPS system-wide within the current education funding and support climate. To continue to provide ongoing quality services to our students, campus partners, and community agencies with continual reduction and/or level funding and minimal staffing (the cost of providing support to students with disabilities continues to rise, examples being interpreting services and increased accommodation provisions as LD Assessment rises). Meeting the increasing demand of students' needs and accommodations with limited funding and staff. Ensuring that DSPS is staffed to do all it can to aid in the matriculation and success of DSPS students alongside their non-disabled peers.

If not fulfilled Slower response time and service opportunities to students. Risking compliance with state and federal laws and requirements. We need someone to focus on these areas as their expertise and pick up some of the other new areas of support that have arisen due to SSSP and Equity Plan projects DSPS supports. Based on the current status of need in DSPS, we may not be able to continue to take on more responsibilities across campus, partnerships with high schools and community agencies, or enhance tracking service of student enrollment, matriculation support, or DSPS services. It would also limit staff's ability to serve on campus-wide projects and activities.

College-Wide Priority (30 points):

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by [Vision 2030](#).

This position would benefit the needs to reduce silo-based thinking and create partnerships across campus in serving the needs of students with disabilities while assisting faculty and other key programs on campus to better facilitate the learning process and success of DSPS students. This position will also address the access and equity value for GWC making this college a viable option for students with disabilities and creating support services that enhance their abilities and ease the load of faculty to provide accommodation services. This position also aligns with the college master plan by providing support services that encourage the persistence of students each term. Allowing us to track students better, ensure utilization of accommodation services, and enhance their student commitment to address the limitations of budget and services while making use of those available and not bypassing services completely. This position will also support the goals of matriculation, enrollment management, and student success. It also will help DSPS students fall in line with the campus students in success rates, equity gaps, and retention, persistence, and completion goals. Likewise, it will continue to allow more ability for DSPS to take on a more active role in the GWC outreach initiatives.

Contributions to Other College Operations (20 points):

To what extent would the position requested benefit or serve other departments, programs, or plans?

DSPS has a growing need to continue to assist in the matriculation of high school students and new students to GWC. This position would also support recruitment, transitional support, and matriculation support to get students ready for success at GWC easing the workload of counseling, assessment, and admissions and records. This position will also work closely with faculty across campus to provide support and knowledge of services and assistance to understand how to support students with disabilities and aid in providing accommodations. They will also be able to reach out to community agencies and partner with local high schools to enhance a seamless transition and aid the enrollment management needs at GWC for students with disabilities. They will work closely to serve students with specific needs among a population of students that are not met in other GWC programs. As well, they will be able to interface with other departments to provide education and knowledge of support services for our population by understanding the unique needs of working with students with disabilities.

You have more than 1 classified professional request.

Please rank this request against your others. For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

The difficulty with using professional experts or short-term temporary employees for the front desk, is that the specialized needs of other classify the professionals can become overwhelming at certain times during the semester.



Program Review

One-Time Funding Request Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

\$ 4,000

Does this request address a clear health and safety issue?

- Yes
- No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

Service maintenance Agreement for Canon Copier in DSPS. Estimated cost not to exceed \$2,000 a year at \$4,000 for the two-year program review cycle. After returning from remote work our copier was unresponsive and the SMA had expired. We need a copier/fax in our office to serve the needs of the department and the students we serve.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

This would support our department's ability to meet all the college-related goals we focus on as we serve the students and campus support of students with disabilities. More importantly, it impacts our ability to reach communication goals, success goals, and equity goals.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

Having a working copier that can be serviced and supported allows our department to support all instruction and student services departments and programs. Furthermore, often we were one of the few departments with a full-size machine to fax, scan, and print and other student services in the building to utilize the equipment as well. It is used on a daily basis to support or students, staff, and faculty and we have been at a huge loss without it.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

This machine allowed us to accept faxes send faxes to print student applications, disability verification, and fax other campus and Drs offices for disability authorizations. Without it we are limited to emails and many offices refused to send via email. Having a working machine allows our office to remain efficient and effective and serving the GWC campus community and students.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

Many of the copiers in our building have reached their five-year life expectancy

2nd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)

Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

\$ 45,000

Does this request address a clear health and safety issue?

- Yes
- No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

Our proposal is to move the DSPS High Tech Center from the Learning Resource Center (LRC) to the Student Services Center. Funds for this proposal will go towards the relocation of technology and equipment for technology access, including data drops, electrical outlets, and any updating or renovation to the space. Renovation updates may include furniture needs as well. With the opening of the DSPS High Tech Center in the LRC, we have been able to offer more unique access and opportunities to students by providing accessible technology and alternate media made available to them for their success in their instructional programs. Before we started working remotely (pre-COVID), there was an opportunity when instruction was looking for more academic space. We put together a proposal to move the DSPS High Tech Center into a location on the second floor of the Student Services Center, however, due to current campus budget concerns, the project was postponed, and we were then sent home to work remotely. Upon returning to campus, we were not able to reopen the DSPS High Tech Center because of efficiency needs and staffing concerns. We had a few retirements within our department and were not able to replace those positions. Amid working with a very limited staff, we also would have been faced with having to maintain two locations in opposite directions of campus. However, to increase the opportunity for our students and faculty to continue to have evening operations and access to computers and equipment that meet their accommodation needs, we are proposing to relocate the DSPS High Tech Center into the Student Services Center so that we may be able to operate within proximity and give students and faculty the opportunity to come to one location central to campus, versus two locations across campus. As we know that staffing will continue to be a concern, we are hoping that by locating these two operational facilities closer to each other, we would be able to operate with multiple different staffing options and be able to have DSPS open in a similar location into the evenings. The DSPS High Tech Center served as an evening operations location for testing so that faculty who were teaching evening classes could still have students test during that day and not delay the results of their outcomes. We believe it is still necessary to run the DSPS High Tech Center in conjunction with the DSPS support office as to offer students a computer lab that is fully accessible and has all the electronic and technological needs that they have due to their disabilities. We also use this space for workshops and training purposes so that students can learn new software that may be useful in future employment for accommodation needs.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

This facilities request serves to meet the needs of the college's goals in multiple ways. By continuing to operate and offering students access to a facility that meets their disability needs, we are communicating to the campus and to the community that the needs of our students with disabilities are at the forefront. Our request also serves the enrollment needs for not only our department but our campus as well. It is the goal of ours to increase our number of students and retain them. Having a facility of this standard even if in a different location or downsized would still show the importance of meeting the needs of disability services and those students and encourage them to know that our community and campus supports and celebrates students with disabilities. It would encourage them to enroll and continue in their success. It also meets the needs of our equity plan and our student success goals, as it allows students to have facilities that offer accommodations for them to be successful in their classes and different programs that they are a part of on campus.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

This program serves the technology plan, the student equity plan, and the accessibility plan at Golden West College. It also serves the instructional needs of our campus by offering operational needs after hours and being centrally located to make it more convenient for our students and our faculty to access. With the help of the DSPS High Tech Center, students can be more successful in their classes with the use of their accommodations and having a computer lab that meets all their accessibility needs. As it is currently designed, our library and our other computer labs on campus do not have the accessible software that the DSPS High Tech Center has to offer. The DSPS High Tech Center offers a one-stop-shop for students with disabilities to access all their educational needs and accommodation needs in technology and equipment. By relocating the DSPS High Tech Center, it would give a computer lab space back to the instructional side to offer a larger capacity classroom with minimal changes to offer either computing classes, lab classes, or classroom support.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

While there is an upfront cost of relocating the DSPS High Tech Center to the Student Services Center, we believe that this proposal allows for continued efficiency and effectiveness in the way that meets both our faculty and student needs when it comes to their testing accommodations and technology needs. This proposal also allows us to make our staffing more effective and efficient so that we do not have to run two locations in separate parts of campus. It could be centrally located to offer services on an as needed basis or for evening operations without needing additional staff to keep this center running. Previously we have relied on Work Study students that are not as readily available during this time to help us staff the DSPS High Tech Center. With a smaller DSPS team we feel that the efficiency and effectiveness of locating both of our programs in one central location on campus would improve the ability to meet the needs of our campus and the students with disabilities that we serve.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

I agree with this being a lower priority. It is not necessary for us to maintain services, but it would be useful to have all Classified Professionals in the building with their supervisor.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3131313031

Chad Bowman
Signature

12/02/2021, 11:21 AM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Thank you for submitting this. I will forward for the next review.

IEC: Please provide feedback on this Program Review

All areas are satisfactory.

Dean's Second Review

Superuser final check

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

I'm not sure why the duplicated numbers are listed as N/A? The department should be tracking services provided to students. DSPS has done a great job pivoting their services for students during the pandemic. I agree that the current configuration of the Hi-Tech Center in the LRC is not the most efficient or effective when we are limited in resources.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following **might** be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

- Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.
- Higher Education Emergency Relief Fund (HEERF II):** Assist students impacted by the COVID-19 pandemic
- Lottery:** Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:** Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.

Workforce Development:

Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

Dean/Supervisor: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.

IEC Signature

Electronically signed by Robyn Brammer on 11/15/2021 7:11:58 PM

Vice President Signature

Electronically signed by Claudia Lee on 11/23/2021 9:52:00 AM