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**

Data Driven Decision Making

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

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website:	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: *Technical Review* by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: *Content Review* by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: *Completed Revisions* submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: **Final Program Review Approvals** by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
▪ President makes final faculty decisions and reports to Senate at Special Meeting. ▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): [   ]   First Name [Bill]   Last Name [La]

Wing [Student Services ▾]   Email Address [bla@gwc.cccd.edu]   Office Phone [51170]

Dean/Manager First Name [Gisela]   Last Name [Verduzco]   Email [Verduzco, Gisela = gv ▾]

Vice President First Name [Claudia]   Last Name [Lee]   Email [clee243@cccd.edu ▾]

Program Review - Draft
*DSPS-Program-Review-2023.docx

Program Review - Final
Submission
*DSPS-Program-Review-2023.docx

This Program Review includes the following:* [Yes ▾]
Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request [Yes ▾]

Facilities, Technology, Equipment Request [Yes ▾]

Classified Request [-- Choose -- ▾]

This Program Review includes the following:* [Yes ▾]
Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request [Yes ▾]

Facilities, Technology, Equipment Request [Yes ▾]

Classified Request [-- Choose -- ▾]

Faculty Requests (up to 3)	Faculty Requests (up to 3)
One upload per request	*One upload per request*
Faculty Upload1 Program-Review-Request-for-Funding-2023-24-LD Specialist-ASD.docx	Faculty Upload1
Faculty Upload2	Faculty Upload2
Faculty Upload3	Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)	Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1	Program-Review-Request-for-Funding-2023-24-Clockwork.docx	FTE Upload1	
FTE Upload2	Program-Review-Request-for-Funding-2023-24-Headphones.docx	FTE Upload2	
FTE Upload3	Program-Review-Request-for-Funding-2023-24-Ipad.docx	FTE Upload3	
FTE Upload4	Program-Review-Request-for-Funding-2023-24-T Shirt.docx	FTE Upload4	
FTE Upload5		FTE Upload5	Program-Review-Request-for-Funding-2023-24-Laptops.docx

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

...3835313630

Bill La
_____   10/18/2023
Author - Draft Signature   _____
                                      Date

[ ]

...3431363633

Bill La
_____   11/03/2023
Author - Final Signature   _____
                                      Date

_____

Dean/Manager Draft Feedback

> The DSPS office uses technology in many ways. Expand on the "How does your program utilize technology to support students?" by including all technology used for accommodations, testing center, readers. Include a technology request for 15 computers in the testing center to replace outdated equipment that no longer supports the software required to proctor exams for DSPS students.

FileUpload2

IEC Feedback

> - Overall a spell check, grammar check would improve clarity of submission.
> - The challenges section reads like a bullet point list. I would recommend structuring it into paragraphs that flow easier.
> - SAO: Do you have an example how of the survey results have been used to make changes?
> - Technology to support students: Does DSPS provide any other technology to students? Note taking pens, etc.?
> - KPI: It would be good to site the demographics and provide overview of trends instead of simply providing numbers.
> - Plans for serving more students: What about in reach? Looking at students eligible for services but that don't access then on campus…
> - CAP impact on students: Great results and impact on sense of belonging. Has data been collected on this? Any plans to do so in the future?
> - Goals of Previous program Review: It would be helpful if you label Goal 1, Goal 2, and Goal 3 specifically.
> - Goal 3 (current): The goal doesn't seem adequately framed. The goal of expansion of CAP by hiring more staff doesn't seem right. It should be more along the lines of "adequately support CAP students and expand the program to serve additional students", you can do this by having more staff. You would then measure your goal by the number of students you serve as well as how frequently they are accessing your services.
> - Headphone/Ipad funding requests: All your funding requests should be strongly tied to your goals. I see there are a couple requests for technology (headphones, ipads) but there isn't a discussion about these items in your student services template submission. One of your goals should be related to meeting the needs and technology needs of DSPS students. Headphone request is missing total dollar amount requested as well as the number that are being requested. Quotes for all of your requests would strengthen your request.
> - T-Shirt request: Request needs to be tied back to program goals. Sense of belonging and pride in student identity is not mentioned as one

of the program goals. Include the number of t-shirts being requested. Quote would strengthen request given the sizeable request for t-shirts.
- LD Specialist- Is this one position or two? Counselor and/or specialist? This request needs to be tied to your current PR goals. Also, Goal 3 lists academic coach is this another position that is being requested as well? If so, you need a request form for them…

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

The Executive Board of the Academic Senate has reviewed your request for faculty and has no urgent feedback to provide. Please be ready to respond to questions related to your data/metrics and the urgency of your request.

FileUpload1

Program Review Rubric Upload

_____

Dean/Manager Final Feedback

FileUpload2

...3232303133

Gisela Verduzco 11/20/2023
Dean/Manager Signature   Date

_____

Vice President Feedback

The DSPS department has a strong team and does wonderful work supporting our disabled students. The CAP program is nationally recognized and continues to expand.

The request for headphones is blank under "description and cost."

FileUpload3

...3634393038

Claudia Lee 11/22/2023
Vice President Signature   Date

Downloaded to the following Committee Teams folder on: -- Choose -- ▼   [   ]

...3439323630

Lauren Davis Sosenko 12/05/2023
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Gisela Verduzco on 10/20/2023 4:00:53 PM
Academic Senate: Technical Review Signature	Electronically signed by GWC Academic Senate on 10/25/2023 4:05:48 PM
Academic Senate Signature	Electronic Signature Pending
IEC: Technical Review Signature	Electronically signed by Jeannette Jaramillo Hernandez on 10/20/2023 5:19:24 PM

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

SUBMITTER INFORMATION

Submitter's First Name:	Bill
Submitter's Last Name:	La
Submitter's Email:	bla@gwc.cccd.edu
Submitter's ID:	
Submitter's Phone Number:	Ext. 51170
Who is your Dean/Supervisor?	Chad Bowman
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program:
Disabled Students Program and Services

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 opportunties at Golden West College (GWC), to be able to participate freely in all facets of campus life. Learning disability testing restarted for students. Moved to all digital accommodation requests that has really streamlined the student and faculty process. Computer lab access for student near the office to better support the students technology needs. Added additional computer in the testing rooms.

What are your program's strengths?
The DSPS staff is knowledgeable in most student service processes across other departments. The DSPS staff is also cross trained in each other's positions enough to help students without disruption when colleagues are out of the office. The Comprehensive Autism Program (CAP), Academic Coaching (AC), Technology Workshops, and High School Transition have continued to grow year to year with the number of students that participate every new academic year. Continued representation on campus wide, regional, and statewide groups, committees, and advisory groups. Increasing

accessibility trainings to faculty and the Distance Education committee to ensure accessibility for online and in person classes. Responding to student, faculty, and campus concerns in a timely manner. Maintaining online support for students as the campus continues to offer a mix of classes.

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 other departments across campus and within our district (FERPA). The ongoing need for quality volunteer notetaker continues to be a challenge. Limited incentives for volunteers creates inconsistent levels of follow-through and quality of work/notes. 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 counselor or support staff to adequately serve them. Increasing support to BAT and campus conduct with students with disabilties 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 utilizingtextbooks from publishers that provide alternate text formates upon request. Continued lack of support from CCCCO office to compley with changes in the field. Finding unique ways to outreach and meet potential students where they are in the communityversus solely focused on high school recruitment. Communication is still an issue.

How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?

Our Student Activity Outcome (SAO) are designing to assist DSPS evaluate our services to ensure we are providing support to students in a timely manner. We survey the student after every semester asking questions about each accommodation the student used for the semester and how timely the accommodation was set up for the student. Based on these results, our office will revise or tweak the delivery of our services based on that feedback to improve delivery of services. For example, our students wanted an easier way to put in accommodation requests so we converted all of our paper forms to electronic request forms and made them available through the website. We have automated our testing reminder system so Professors are reminded weekly of any testing scheduled in our office.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility?

The mission of DSPS is to ensure that all students with disablilities have equal access to educational opportunities at GWC, so all students can participate freely and actively in all facets of campus life. Not only do we work with students but we support the faculty and staff on campus as well.

How does your department/program collaborate with other areas on campus to advance student success?

DSPS collaborates with many other departments on campus. Many of our staff are active committee members on campus. We have provided workshops during Flex day, collaborated with the Center for

Innovation and Learning on on mental health and support for our students. Collaborate with EOPS and the general counseling department with the shared students. We work with Outreach to coordinate events, high school visits, and tours for any prospective student.

How does your department/program utilize technology to support student success?
DSPS provides a computer lab that students during regular business hours. All DSPS forms are available digitally to make things easier to access at any time. The two DSPS testing rooms have a total of 14 testing stations with computers on each. Specialized software such as Kurzweil, Dragon Naturally Speaking, Jaws, Respondus, Zoomtext, and proctorio are installed in in every computer.

KEY PERFORMANCE INDICATORS

Unduplicated headcount:	2021-2022: 640
	2022-2023: 827
Duplicated headcount (served):	2021-2022: 987
	2022-2023: 1362
Number of students eligible for services:	2021-2022: 640
	2022-2023: 827
Number of new students served:	2021-2022: 306
	2022-2023: 414
Number of returning students served:	2021-2022: 334
	2022-2023: 413

Demographics (C0 #'s to be provided to Institutional Research for demographic breakdown):								
Race/Ethnicity	21-22	22-23	Gender	21-23	22-23	Age Group	21-22	22-23
Amer Indian/Alask Nat	2	0	Male	225	307	18 to 19	180	208
Asian	92	127	Female	291	336	20 to 24	197	235
Black/Afr. American	12	14	Total	516	643	25 to 29	65	80
Hispanic/LatinX	178	235				30 to 34	47	56
Nat. Hawaiian/Pac.Isl	3	3				35 to 39	22	25
Two or more Races	32	28				40 & Over	33	58
Unknown	7	18				Under 18	33	49
White	200	237				Total	526	662
Total:	526	662						

The largest age group we continue to serve is the 18 to 24 group. That aligns with the HS outreach the office does with the neighboring High Schools we communicate with regularly. We have about 100 new high school students every Fall semester.

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

As we move toward more in person support/classes the number of students has increased year over year. Our goal is to provide more outreach to High Schools to communicate the services that DSPS has to offer. Our ASD counselor has provided informational meetings for students and parents to attend and learn more about the Comprehensive Autism Program (CAP). DSPS continues to offer Learning Disabilties testings for any students that believe they may have an undiagnosed Learning Disability.

PROGRAM-SPECIFIC QUESTIONS:
DSPS

How has the modality of DSPS services and support impacted the department and student usage?

When the campus was strictly online we saw a sharp decline in DSPS student enrollment. With the campus transitioning back on campus classes and services the enrollment with DSPS student went up. We continue to support student through all modalities. We continue to offer students appointments in various modalities such as in person, phone, and zoom. Accessibility is a crucial concern, encompassing both physical accessibility for in-person classes and digital accessibility for online courses. For in-person classes, ensuring that facilities, materials, and teaching methods are accessible to all students, including those with mobility challenges, is essential. In the case of online classes, addressing issues related to digital accessibility, such as providing materials in various formats and ensuring compatibility with assistive technologies, is critical. Regular accessibility audits and training for faculty can aid in creating an inclusive learning environment.

How does DSPS measure and utilize student satisfaction within its programs and services to make changes to services? How satisfied are students with the accommodation process and how is DSPS making changes to improve accommodations?

We survey the student after every semester asking questions about each accommodation the student used for the semester and how timely the accommodation was set up for the student. Based on these results, our office will revise or tweak the delivery of our services based on that feedback to improve delivery of services. For example, our students wanted an easier way to put in accommodation requests so we converted all of our paper forms to electronic request forms and made them available through the website.

Overall, the students have been very positive with the Services DSPS offered for the DSPS services. We have been receiving satisfaction rates in the 85-95% rates which has been very positive for us but we are always using the students comments and suggestions to improve our services to our students.

How has involvement in the Comprehensive Autism Program impacted participants connection to GWC and DSPS?

Students who participate in the Comprehensive Autism Program (CAP) have become more comfortable coming into DSPS, interacting during counseling sessions in virtual and in person environments. The student have been ableto to call in to ask questions and use their DSPS services. Students feel comfortable to relax and study in our lobby because they have feel safe and comfortable in our reception area. Many of the students have been able to express their needs to the staff members well.

Being a part of the CAP has contributed to students feeling like they belong at GWC. It is one of the greatest accomplishments of the program. Since its inception more students are feeling confident about their place at GWC. This sense of belonging encourages the students to try new things like participating in campus events, join a club and attend campus workshops. Their appreciation of our program has spread into the community and the high schools, and more students are attending GWC to be a part of this unique program. The CAP program has increase by 30 student each year for the past 3 years.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan 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 the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to 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.
We have continued the roll out of our Student management software Clockwork but it has been a slow process. DSPS Go, the faculty and student interface of Clockwork still isn't live with no update given. Outreach to our High School feeder schools has been successful. The staff and faculty has provided on and off site presentations to feeder and non-feeder high schools. DSPS has hosted Parent information sessions and presentations to faculty. A DSPS open house will be hosted in the month of October open to the entire campus.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
(Current) Continue the 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. DSPS has been using an online database (Clockwork) for many years now. Clockwork has many modules to implement that allows DSPS to transitionfrom paper forms to and implement them in the Notetaking and testing Accommodation modules.

What actions will be taken to accomplish the goal?
Continued support from the District IT and the continuation of the yearly maintenance agreement for Clockwork. Upgrade of the student testing computers to ensure compatibility with accessibility software and campus software that instructors use such as Respondus. For testing, each student is eligible to requet the use of headphones for noise cancellation. DSPS provide Ipads for the student as needed. Depending on the students disability, we would approve of the use of the Ipad.

What metric will you use to measure your goal?
We will continue to request 5 year maintenance upgrades to keep software up to date and running properly and the upgrade of the Ipads, Laptops, Headphones, and PC stations

Which of the College's missions and goals does this goal support? (check all that apply)
☒ Enrollment
☐ Equity and Success

☒ Completion
☐ Workforce Preparation
☐ Facilities
☐ Professional Development
☒ Communication

GOAL 2 (Required)

Description of goal:
(Current) Improvement in Case management and technological support of the 850+ students

What actions will be taken to accomplish the goal?
Continued use of all tools available through Clockwork. The rollout of the additional modules such as Notetaking and Testing will increase the manageability of each student request. Simplify the accommodations request and implementation process. DSPS uses various technology such as Ipads, PC's and Laptop to support our students. Each of our testing stations have computers that required to be updated to ensure adaptive software and

What metric will you use to measure your goal?
Collaboration with the district IT to continue the rollout of each module.

Which of the College's missions and goals does this goal support? (check all that apply)
☒ Enrollment
☒ Equity and Success
☒ Completion
☐ Workforce Preparation
☐ Facilities
☐ Professional Development
☒ Communication

GOAL 3 (Required)

Description of goal:
Adequately support and continue expansion of the Comprehensive Autism Program (CAP)

What actions will be taken to accomplish the goal?
The CAP has continued to grow so much that only having one faculty member that runs, counsels, and leads the program is becoming too much. Our part time faculty member has been running the entire program but with the limited hours. We have a part time counselor that tests students for learning

disabilities as well. The goal is to combine the position into a full time tenure track position which will provide a permanent counselor to support the students.

What metric will you use to measure your goal?
Hiring a permanent counselor dedicated to ASD and Learning Disability testing to better serve the current students and provide testing for prospective students. The counselor would be going through the tenure evaluation process.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☒ Communication

OTHER INFORMATION

What additional information would you like to share about your program?
Click or tap here to enter text.

Submitter's Signature: *Bill La*		**Date:** 11/3/2023

Supervisor's Review
As the supervisor of this program, I have reviewed this request.
☐ No concerns
☐ I have concerns
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.		**Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.		**Date:** Click or tap to enter a date.

Program Review Request- Faculty
Golden West College

FACULTY REQUEST

Submitter's First Name:	Bill
Submitter's Last Name:	La
Submitter's Email:	bla@gwc.cccd.edu
Submitter's Phone Number:	Ext 51170
Who is your Dean/Supervisor?	Chad Bowman
Are you the Department Chair?	No
Who is your Vice President?	Claudia Lee
Program/Department:	Click or tap here to enter text.

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☐ Instruction

☒ Student Services

☐ Administrative

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 demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 dashboard provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

Position title and area of specialization (if applicable).
DSPS Counselor Autism Specialist and Learning Disabilities Specialist

Please provide and describe the data demonstrating the need for the request.
The population of the Autism Spectrum Disability (ASD) has continued to grow every academic year. As the population continues to grow, so does the support the population needs on a daily basis. Last enrollment for the last 3 years: 2020-2021: 126 Students 2021-2022: 147 Students 2022-2023: 165 Students

Fall 2023: 103 Students

Please post job description (copy and paste description).
PERFORMANCE RESPONSIBILITIES: Under the direction of the Director of the Disabled Students Programs & Services, the DSPS Counselor has the following responsibilities and performs the following duties in support of disabled student programs and services at the College. a. Provide academic, career, and personal counseling and guidance services to students with disabilities both individually and in group. b. Determine disability verification for students through analysis of medical and psychological documentation. c. Assist students in determining appropriate academic adjustments and accommodations; consult with instructors regarding specific students and their disability related needs. d. Review individualized educational plans and authorize educational accommodations for disabled students. e. Recommend and coordinate appropriate services and referrals for students with disabilities to ensure equal access in accordance with Title V and ADA. f. Participate in and contribute toward required state, federal and college reporting/planning activities for disabled student programs, including accreditation and program review. g. Develop effective working relationships with faculty members in instructional areas; serve as faculty liaison on issues related to disabled students to ensure compliance with Title V and the ADA; perform in service training related to disability and disability law to the college community. h. Participate, as appropriate, in college outreach programs. i. Assist in the development and implementation of special programs focusing on access and retention. j. Serve on department, college-wide, and district-wide committees in support of participatory governance. k. Provide matriculation services as directed and required. l. Develop and maintain close working relationships with disabled student counseling personnel in feeder high schools, local colleges, and community resource agencies to aid in student transition. m. Maintain cumulative counseling records for all students served and contribute to state reporting requirements. n. Participate in curriculum and course development and professional development programs. o. Teach counseling and guidance classes and provides workshops to staff and students as appropriate. p. Be able to administer and interpret a variety of assessment instruments, to both groups and individuals. q. Assist students in making decisions relative to career choice and educational planning, including appropriate testing, vocational counseling, and transfer to a university. r. Provide general orientation, program advisement and follow-up counseling for new and continuing students. s. Assist, where appropriate, in the articulation of courses and programs with four-year colleges and universities. t. Assume other counseling and guidance responsibilities as assigned.

Program Classification (check all that apply)
- ☐ Instructor (transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or non-credit)
- ☒ Counselor

☐ Librarian

☐ Other: Click or tap here to enter text.

Does this faculty request meet the criteria for extenuating circumstances beyond the department/program's control since the last 2 program review cycles? *(check all that apply)*

☐ Untimely death or loss of faculty due to health conditions

☐ Sudden unexpected retirement or resignation

☐ Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)

☒ Loss of tenure-track faculty

☐ Legal/mandatory requirements

Describe what you checked above.
This position is to replace the failed tenure track LD specialist. The faculty member was not able to make it through the tenure process. This request is to replace the loss of the faculty member from back in 2018.

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 full-time to part-time ratio to provide a quality program or program growth.

☐ There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).

☐ There is difficulty in finding and keeping qualified part-time 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.
.

Describe what you checked above.
In DSPS there is one full time faculty to see over 850+ students that use the DSPS services. Since 2020 the populatio of students that have applied for DSPS have continued to grow. For the Fall 2023, we had over 135 students sign up for services alone. We have 2 part time faculty members but the hours for each member is very limited which restricts the ability for DSPS to provide counseling and accommodation services to our students. We also receive referrals from the faculty as well. With limited appointment times to serve the students for Learning Disability testing some students are waiting weeks before they can be tested and provided services.

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?
The LD specialist counseling position is here to provide to suppor the student who do not have any diagnosis for a disability. Being able to provide consistent hours for students and offer testing available for more than two days a week. The more students we can test then the more students we can serve who could really benefit for accommodations.

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 to/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.

Describe what you checked above.

There is a population of students that has no documentation but processes difficulties with learning that has went untested. These student won't know what is available to them because they do not think they can qualify. Providing the ability to test those students will provide access to support services they didn't think they would qualify for. The ASD population has really grown in the last 3 years an having a full time faculty to focus on that population will really give the students more tools and support for success.

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

- Possess a master's degree, or equivalent foreign degree, in rehabilitation counseling, OR
- Possess a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; AND
- A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience,, or the equivalent, in one or more of the following:
1) Counseling and/or guidance for students with disabilities; OR
2) Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for person with disabilities.
d. Possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit the Application for Equivalency in addition to all other required materials.

- Fifteen semester units of graduate study in Learning Disabilities; OR
- Certificate with the Chancellor's Office on the California Community College Model of Assessment of Learning Disabilities. If not already certified, certification by the Chancellor's Office is required by July 1, 2016.

How does this position address long-term college goals and [Vision 2030 Goals](#)?

Enrollment - The CAP at GWC is well known nationwide. We have students from across the United States that has moved to California so the student is able to participate in the CAP.
Equity and Success - The more support services available to the student, the greater their success is.
Completion - A dedicated LD/ASD counselor would help with providing student with more support services and consistent student counseling which will allow us to guide the students on the appropriate courses taken at the appropriate timeframe which will lead to great completion and graduation/transfer.
Communication - Having a LD/ASD counselor will add a permanent liasison to the faculty and staff on situations unique to their experience.

If you have more than one faculty request, please rank this against your others.

For example, if you are requesting three (3) faculty for this discipline, you could put a "2" in this box, a "1" on the next request and "3" on the third. "1" being your first priority, "2'", your second priority, and "3" your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.

Rank: Click or tap here to enter text.

Submitter's Signature: *Bill La*

Date: 10/17/2023

Supervisor's Review

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

☐ No concerns

☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Bill**
Submitter's Last Name:	**La**
Submitter's Email:	**bla@gwc.cccd.edu**
Submitter's Phone Number:	**Ext. 51170**
Who is your Dean/Supervisor?	**Chad Bowman**
Are you the Department Chair?	**No**
Who is your Vice President?	**Claudia Lee**
Program/Department:	**Disabled Students Program and Services**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☐ Instruction

☒ Student Services

☐ Administrative

Directions:
- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
Maintain the DSPS student management system with future updates and ensure that we are able to keep the students files in a safe and secure at all times. Easily accessible information from all staff members. With providing the staff with full access where anyone is able to access, update, and create files on the fly.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
N/A

What actions will the program take to accomplish this goal?
Continuing the multi-year maintenance contract to ensure updates are applied.

What metric will you use to measure this goal?
We will continue to roll out the additional modules such as testing and notetaking. Continuing the maintenance agreement to continued support.

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

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

Please describe how this goal supports the College's missions and goals (Vision 2030).

Enrollment: A database can promote enrollment for students with disabilities in a number of ways.

- Centralize and streamline information. A database can be used to store and organize all of the information that parents and students need about special education services, including eligibility criteria, application process, and support resources. This can make it easier for families to find the information they need and to apply for services.

- Improve communication and collaboration. A database can be used to facilitate communication and collaboration between different departments and agencies involved in special education. This can help to ensure that all students are receiving the services they need and that their needs are being met in a coordinated and effective manner.

- Identify and track trends. A database can be used to collect and analyze data on student enrollment, accommodation services, and student outcomes. This data can be used to identify trends and patterns, which can help the staff and faculty to make informed decisions about how to better support students with disabilities.

Communication: Provide a centralized repository for communication tools and resources. A database can be used to store and organize a variety of communication tools and resources, This can make it easier for the staff to access the resources we need to communicate with the student.

Provide data to inform research and practice. A database can be used to collect and analyze data on students' communication skills and outcomes. This data can be used to inform research on effective communication interventions and to improve the quality of services provided to students with disabilities.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

- ☐ Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- ☒ Technology
- ☐ Equipment

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
2025-2026 Year Support	$5124
2026-2027 Year Support	$5508
2027-2028 Year Support	$5916
2028-2029 Year Support	$6360
2029-2030 Year Support	$6828
Click or tap here to enter text.	Total $29736

Do you have any existing funds in your budget to cover this expense? Please describe.
The yearly costs fluctuates and when purchasing we try to bundle the the years together to lower some of the costs.

Will there be an on-going cost for this request? What is the total cost of ownership?
The cost is yearly. We purchase the maintenance agreement in five year increments.

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns ☐ I have concerns about this recommendation ☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

☐ Funding recommended
☐ Funding not recommended

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Bill**
Submitter's Last Name:	**La**
Submitter's Email:	**bla@gwc.cccd.edu**
Submitter's Phone Number:	**Ext. 51170**
Who is your Dean/Supervisor?	**Chad Bowman**
Are you the Department Chair?	**No**
Who is your Vice President?	**Claudia Lee**
Program/Department:	**DSPS**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☐ Instruction

☒ Student Services

☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
The mission of Disabled Students Programs and Services (DSPS) is to ensure that all students with disabilities have equal access to educational opportunities at Golden West College (GWC), so they can participate freely and actively in all facets of campus life. DSPS provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at GWC. A variety of programs and services are available, which allow eligible students with disabilities the opportunity to participate fully in all aspects of college programs and activities through appropriate and reasonable accommodations.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
N/A

What actions will the program take to accomplish this goal?
Provide comfortability for extended use and suitable for individuals with sensory sensitivities.

Has features that can assist students with disabilities, such as a built-in microphone for virtual classes or voice assistants for control.

What metric will you use to measure this goal?
DSPS sends out surverys to students at the end of every semester. We ask various questions regarding the specific accommodations the student used and the effectiveness of the accommodations to the students semester success. Based on the students responses, our office will make adjustments if necessary.

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

Please describe how this goal supports the College's missions and goals (Vision 2030).
Equity and Success: Headphones can promote equity and success for students with disabilities in a number of ways:

- Reduce distractions. Students with disabilities, such as those with ADHD or autism, may be more easily distracted by background noise and other stimuli. Headphones can help to reduce distractions and allow students to focus on their work.

- Provide a personalized auditory experience. Headphones can be used to adjust the volume and sound quality of audio content, which can be helpful for students with hearing impairments or other auditory processing disabilities.

- Student using testing accommodations would have better access to the material without disrupting others that are testing in the testing room

- A student with ADHD can use headphones to listen to calming music while working on a test.

- A student with a hearing impairment can use headphones to access the screen reading software.

- A student with a visual impairment can use headphones to communicate with their peers and teachers during a group project. |

REQUEST FOR FUNDING

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Request: What do you need to accomplish this goal? (Mark one per request)

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
No

Will there be an on-going cost for this request? What is the total cost of ownership?
No

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns ☐ I have concerns about this recommendation ☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

| **President's Signature:** Click or tap here to enter text. | **Date:** Click or tap to enter a date. |

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Bill**
Submitter's Last Name:	**La**
Submitter's Email:	**bla@gwc.cccd.edu**
Submitter's Phone Number:	**Ext 51170**
Who is your Dean/Supervisor?	**Chad Bowman**
Are you the Department Chair?	**No**
Who is your Vice President?	**Claudia Lee**
Program/Department:	**DSPS**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☐ Instruction

☒ Student Services

☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
The mission of Disabled Students Programs and Services (DSPS) is to ensure that all students with disabilities have equal access to educational opportunities at Golden West College (GWC), so they can participate freely and actively in all facets of campus life. DSPS provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at GWC. A variety of programs and services are available, which allow eligible students with disabilities the opportunity to participate fully in all aspects of college programs and activities through appropriate and reasonable accommodations.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
N/A

What actions will the program take to accomplish this goal?
Encourage students to take digital notes using apps like Notability, OneNote, or Apple Notes. The goal should be to help students organize their notes, highlight key points, and easily access them later.

Ensure that students are aware of and comfortable using accessibility features on their iPads, such as Voiceover and Magnifier

Utilize text-to-speech and speech-to-text applications to assist students with different learning styles and accessibility needs. Apps like built-in accessibility features on iPads can help students with reading and writing difficulties.

Ensure that students can access all necessary course materials, textbooks, and assignments.

What metric will you use to measure this goal?
DSPS sends out surverys to students at the end of every semester. We ask various questions regarding the specific accommodations the student used and the effectiveness of the accommodations to the students semester success. Based on the students responses, our office will make adjustments if necessary.

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

Please describe how this goal supports the College's missions and goals (Vision 2030).
Equity and Success: iPads can promote equity and success for students with disabilities in a number of ways. They can provide students with access to assistive technology (AT) tools that can help them to learn and communicate more effectively. For example, iPads can be used with screen readers, speech-to-text software, and other AT tools to help students with visual impairments, dyslexia, and other disabilities. The iPads can be used to promote collaboration and communication between students with disabilities and their peers. Students can use iPads to work together on projects, share ideas, and give feedback to each other. iPads can also be used to connect with students with disabilities from other schools and communities. This can help to foster a sense of community and belonging for students with disabilities.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)
- ☐ Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- ☒ Technology
- ☐ Equipment
- ☐ Other (e.g. conferences, funding for professional development)

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
20 x Wifi Ipad 256GB	$11380
20 x 4 year Apple Care	$2180
20 x STM Dux Plus Case – Black	$839
20 x Apple Pencil	$1780
Tax	$1084.92
Total	$17343.92

Do you have any existing funds in your budget to cover this expense? Please describe.
No

Will there be an on-going cost for this request? What is the total cost of ownership?
No

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns ☐ I have concerns about this recommendation ☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text. **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text. **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Chad**
Submitter's Last Name:	**Bowman**
Submitter's Email:	**cbowman@gwc.cccd.edu**
Submitter's Phone Number:	**7148958966**
Who is your Dean/Supervisor?	**Gisella Verduzco**
Are you the Department Chair?	**DSPS Director**
Who is your Vice President?	**Claudia Lee**
Program/Department:	**DSPS**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☐ Instruction

☒ Student Services

☐ Administrative

Directions:
- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
The mission of Disabled Students Programs and Services (DSPS) is to ensure that all students with disabilities have equal access to educational opportunities at Golden West College (GWC), so they can participate freely and actively in all facets of campus life. DSPS provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at GWC. A variety of programs and services are available, which allow eligible students with disabilities the opportunity to participate fully in all aspects of college programs and activities through appropriate and reasonable accommodations.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
N/A

What actions will the program take to accomplish this goal?

DSPS is dedicated to facilitating equitable opportunities for students with disabilities, both in their academic pursuits and campus life here at GWC. Our approach encompasses a range of support services and accommodations tailored to the unique needs of individual students.

One of our key objectives is to foster an inclusive learning environment. To achieve this, we actively engage with instructors and students on an individual basis. By reaching out to instructors, we collaborate to ensure that students with disabilities have the necessary resources and accommodations to excel in their classes. Our dedicated team works closely with students, addressing their specific needs and providing personalized assistance to enhance their educational experience.

Moreover, DSPS is committed to promoting a sense of community and inclusion on campus. We organize and coordinate outreach events designed to encourage student participation. These events not only create opportunities for students with disabilities to actively engage with their peers but also foster a sense of belonging within the broader campus community. As part of these initiatives, we would like to distribute shirts as tokens of recognition and motivation to both disabled and non-disabled students who are actively involved in these events, thereby celebrating their dedication and contribution to a more inclusive campus environment.

In summary, DSPS is dedicated to supporting students with disabilities in their pursuit of academic excellence and full participation in campus life. Through individualized support and community-building efforts, we aim to create an environment where all students can thrive and succeed.

What metric will you use to measure this goal?

Our institution is committed to monitoring and analyzing graduation rates and transfer data as part of our ongoing efforts to assess and improve our educational programs and support services. These metrics are crucial for evaluating the effectiveness of our initiatives and ensuring that our students are achieving their academic and career goals.

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

Please describe how this goal supports the College's missions and goals (Vision 2030).

"Equity and Success" – GWC DSPS T-shirts initiative is designed to serve as both a symbol of empowerment and a tool for fostering a more inclusive and supportive campus environment. These shirts play a crucial role in promoting equity and success for our DSPS students at GWC.

Empowering DSPS Students: By providing DSPS students with these shirts, we aim to create a sense of pride and belonging among them. Wearing these shirts, students can feel comfortable and confident about receiving the support services and accommodations they need to succeed academically. It sends a powerful message that DSPS support is a source of strength, not something to be embarrassed about.

Raising Awareness and Building Allies: These shirts are not limited to DSPS students. They serve as a tool for raising awareness among the broader student body. When students who do not have disabilities wear these shirts, they demonstrate their support for DSPS and their commitment to inclusivity. This act of solidarity helps break down stigma and encourages a more accepting campus culture.

Fostering Inclusivity: The visibility of these shirts on campus helps foster a more inclusive environment. When students see their peers proudly wearing DSPS T-shirts, it sends a clear message that our institution values diversity and actively supports all students in their pursuit of success.

Enhancing Success: An inclusive and supportive campus environment is directly linked to student success. When DSPS students feel accepted and empowered, they are more likely to excel academically. This initiative contributes to creating the conditions for their success.

In summary, the GWC DSPS T-shirts initiative is not just about clothing; it's about promoting a culture of inclusivity, acceptance, and support on our campus. These shirts are a visible representation of our commitment to equity and success for all students, regardless of their abilities or disabilities. By wearing these shirts and spreading awareness, we work towards a more inclusive and successful educational community.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)
- ☐ Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- ☐ Technology
- ☐ Equipment
- ☐ Other (e.g. conferences, funding for professional development)

Description of Item(s) / Cost
All requests must have a sales quote that includes:
1. Sales tax

2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
TS012 Tubular Crew Neck S/S Mens T-Shirt (Color Black)	$12,750.00
Set Up	$80.00
Tax	$994.33
Total	$13,824.33
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
No

Will there be an on-going cost for this request? What is the total cost of ownership?
No

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☒ No concerns ☐ I have concerns about this recommendation ☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Bill**
Submitter's Last Name:	**La**
Submitter's Email:	**bla@gwc.cccd.edu**
Submitter's Phone Number:	**714-892-7711 ext. 51170**
Who is your Dean/Supervisor?	**Chad Bowman**
Are you the Department Chair?	**No**
Who is your Vice President?	**Claudia Lee**
Program/Department:	**Disabled Students Programs and Services**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☐ Instruction

☒ Student Services

☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
The mission of the Disabled Students Program and Services is is to ensure that all students with disabilities have equal access to educational opportunities at Golden West College, so they can participate freely and actively in all facets of campus life.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
Click or tap here to enter text.

What actions will the program take to accomplish this goal?
The laptops will be used for student testing. We are currently using older PC's for our testing. The PC's are many years old the new software that needs to be run for the present classes these PC's are not capable to running the software or constant issues with stability of the machines.

What metric will you use to measure this goal?
Student feedback. During our surveys we asked the students if they have used testing accommodations and their experience testing in our facility.

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

Please describe how this goal supports the College's missions and goals (Vision 2030).
The acquisition of 10 mini desktop computers and 6 laptops is integral to our commitment to conducting a thorough and comprehensive program assessment as part of the ongoing program review process. These devices are essential tools that will enable us to efficiently collect and analyze data, collaborate with stakeholders, and assess the effectiveness of our program in serving students with accessibility needs. They serve as the cornerstone for the methodical and data-driven evaluation required for program improvement and ensuring inclusivity.   Enhanced Accessibility: The new equipment will be outfitted with the latest accessibility features and modifications, ensuring that program review materials are accessible to all, in line with our commitment to inclusivity.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
10 mini desktop computers	$9695.40
6 Laptops	$6807.12
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
We do not have the funds available as we are using our funds to cover other expenses of the department for supplies and other needs of the students.

Will there be an on-going cost for this request? What is the total cost of ownership?
Total cost of ownership is $17720.52

Supervisor's Review
As the supervisor of this program, I have reviewed this request.
☐ No concerns
☐ I have concerns about this recommendation
☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

President's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.