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**COMPLETE**

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Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department	<b>DSPS</b>
Position Title	<b>DSPS Coordinator</b>

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**Q2** **No**

1a. Did you request a position last year (2023-2024)?

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**Q3** **No**

1b. If yes, and that position was funded, do you want this position ranked as well?

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**Q4** **Yes**

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

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Page 2

**Q5**

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

Each College has either a DSPS Coordinator, Director or Dean per Title V regulations:

A DSPS Coordinator, which stands for "Disabled Student Programs and Services Coordinator," is a staff member at a college or university responsible for managing and overseeing the services provided to students with disabilities, ensuring they have equal access to education by coordinating accommodations, providing support, and advocating for their needs within the academic environment; essentially acting as a liaison between students with disabilities and the institution to facilitate their academic success.

Each district receiving funds pursuant to this subchapter shall designate a DSPS Coordinator for each college in the district. For the purpose of this section, the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPS. The designated Coordinator must meet the minimum qualifications for a DSPS counselor or instructor set forth in Section 53414(a) through (d) or meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
  - (2) administration of a program for students with disabilities in an institution of higher education;
  - (3) teaching, counseling, or administration in secondary education, working predominately or exclusively in programs for students with disabilities; or
  - (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominately or exclusively related to persons with disabilities.
- (c) Districts receiving funding pursuant to this subchapter may also employ classified and/or paraprofessional support staff. Support staff shall function under the direction of a DSPS counselor, instructor, or Coordinator as appropriate for the support services or instruction being provided.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code. Implementation Section 56048t

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**Q6**

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

Full Time: Racial- African American Black Gender-Male  
Full Time; Racial- Phillipino (Asian) - Female  
Adjunct: Racial White- Female  
Adjunct Racial Hispanic - Male

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**Q7**

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

Tenure Review  
DSPA Region 5  
Coordinator's Meeting-Collaboration with Grossmont  
AFT Membership  
Mentorship Program  
Annual Advisory Committee-with Grossmont

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**Q8**

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

Remove Barriers for Students offering reasonable accommodations  
Workshops and Summer Bridge Programs  
Inreach and Outreach activities  
East County Alliance for outside vendor's such as DOR/SDRC  
Serve students in a "timely manner".

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**Q9**

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

During COVID our student population went down to 500. Currently we are serving 700 students and growing.  
DSPA Coordinator runs the daily operations of the department.

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**Q10**

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Speciality Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

Federal and State Manadates

Retirement slated for mid-August

Speciality Area \_DPS is currently is having issues finding Cooridnator's with experience up and down the state. So there is a shortage.

Ranking: no need other categorical programs are fully staffed.

Supporting students: Disability Management, Academic Advising, Career and Crisis counseling. Academic Accommodations pave the way to student success, degree, transfer and completion.

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**Q11**

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

Replacement. DPS Coordinator is retiring in mid-August.

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**Q12**

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

All of the strategic priorities advance the mission of DPS.

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**Q13**

10. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

**Yes, I have discussed this position request with the Division Dean**

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**Q14**

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.

**CCCO%20Data%20-%20DPS.pdf (107.5KB)**