#5

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Service Area(s) Reviewed:

DSPS High Tech Center

Q2 Lead Author and Collaborators:

Brian Josephson, Jennifer Moore and Roberta Gottfried

Q3 Lead/Dean:

Agustin Orozco

Q4 Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

This is the first individual program review for the Disabled Students Programs and Services (DSPS) High Tech Center (HTC); previously the DSPS HTC was a component of the DSPS department program review.

Over the last few years, the HTC appeared to have a significant decrease in student visits; the HTC staff and faculty see this decrease as a natural trend coming from advances in technology. Technology has become less expensive and more prevalent, allowing students to own and use their own technology rather than needing to come to a computer lab. The HTC has responded to these changes by adapting to meet student needs rather than attempting to force students to come to the HTC. The HTC staff and faculty have worked together to provide students with Assistive Technology that they can use at home or on the go. While some students still come to the HTC to do homework, more often we mainly see students who come to check out technology or to receive help with technology issues. The side effect of evolving technology means students come in with many different types of devices; however, there is no single universal solution for accessibility on all devices. The HTC has worked with students who have Chromebooks, ipads, iphones, Android phones, Surface pro, laptops, notebooks and many other devices to achieve accessibility solutions.

The HTC also works individually with instructors and staff to resolve accessibility issues and improve access for students with disabilities. The major component to these changes that affects the HTC is an increased need for technical skills and knowledge among staff. Whereas the HTC has more student workers than in previous years, they do not have the experience or knowledge to answer questions or issues presented by students.

The HTC staff reviewed the numbers from 2016 to 2018 to determine what the decrease revealed with respect to data. The interesting fact was that we discovered the numbers were not as far off as we believed and the major decreases were linked to specific events. For example, the number of visits in Fall 2015 was 887, but this number included tutoring, a very popular service that ended in 2016.

1 / 18

Another significant event was the loss of transition students from local high schools who came with their teachers at least once a week. A change in the teacher/program at the local schools resulted in students no longer coming to the HTC. When these factors were looked at together, it was very clear why there was a significant drop from 2015 to 2016. In Fall of 2016 the number of visits was 586 and in Fall 2017 it was 556. In Fall of 2018 the number dropped to 341. This difference is explained by the fact that in 2018, we started refining our methods of data collection and began separating counts for: (1) HTC visits, (2) Alternate Media visits, and (3) Test Proctoring visits. When these three numbers are combined, the total exceeds 600 visits, which is equal to or higher than previous years. See attached student count chart.

The HTC has updated most Assistive Technology to networked versions, which can be accessed throughout campus. The HTC has updated to the latest versions for available assistive software. For text-to-speech software, the HTC has moved to providing students with Kurzweil, which has a more expansive technological footprint. Kurzweil can be installed on a laptop, used as a cloud based solution accessed through the internet, or as an app for idevices. The HTC creates Kurzweil accounts for students and uploads their textbooks to the cloud, which can be accessed in multiple ways. Kurzweil provides many functions (multimodal learning; Visual, Auditory and Kinesthetic) that can improve student success and achievement when used regularly. The HTC also offers Alternate Media on a USB flash drive for students who prefer it.

Overall, Test Proctoring administered 419 exams in Fall 2018 and 448 exams in Fall 2017. There were 129 students registered for test proctoring in Fall 2018 and 118 students in Fall 2017. Some students were new to Test Proctoring, while others had attended prior semesters. When questioned, some students expressed hesitation to use Test Proctoring services as they did not want to be different from their peers, others were comfortable taking tests in class due to the subject matter, or instructors provided extra time. In some cases, instructors noticed DSPS students struggling on exams and encouraged them to register with Test Proctoring.

Students often shared how much their grades improved as a result of the quiet environment and no distractions. In one instance, an Engineering instructor referred a non-DSPS student to Test Proctoring as they noticed the student struggled with the exam, needed more time and suspected a disability. The student took the next exam with Test Proctoring and was amazed that their grade went from a "C" to an "A." The student was referred for services and qualified for DSPS.

The HTC and Test Proctoring have had numerous students verbalize their appreciation for our assistance as well as informing us about a significant improvement in their grades. We have provided critical assistance to several low vision students over the last year. We worked one-on-one with the instructor of a student who had a severe visual impairment, and converted homework and assignments into accessible material using various formats. For this student, we created raised images, reformatted documents for Jaws or Kurzweil software, enlarged maps, and HTC staff work one-on-one with the student for homework assignments. Another low vision student purchased the wrong book and then purchased an inaccessible e-book. We worked with this student many times to get the correct book in an accessible format. The student informed us that without our help they would have been "lost" as their visual impairment made it difficult to navigate the processes of buying, signing up online, and accessing the book.

Thanks to support from Calworks and IS staff, the HTC was able to make some important improvements. For instance, the HTC purchased updated equipment and supplies, such as a new high-speed scanner for creating Alternate Media and USB Flash drives to provide to students for Alternate Media. The HTC was able to purchase some quality noise cancelling headphones for students who are extremely noise sensitive. These have been helpful for many students for Test Proctoring and general studying. The entire lab was outfitted with monitor arms that allow students to adjust monitor positions as needed. The HTC also had a significant increase in Calworks work-study students who provide assistance with translation, answer student questions, and cart service.

This year the California Community Colleges Chancellor's Office (CCCCO) updated their guidelines regarding Alternate Media production and tracking. The CCCCO now recommends maintaining an Alternate Media request/response tracking system regarding the status of a student's Alternate Media requests: (http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Resource%20Documents/COAlternateMediaProductionGuidelines.final.7.11.18.acc.pdf). Some of the minimum recommendations are:

• date student notified to submit Alternate Media Request;
• date of request received;

• date student notified of receipt of Alternate Media request;
• projected date of completion (based on the delivery timeline guidelines);
• date student notified of completion of Alternate Media request;
• type of source material received (e.g., scanned file, MS Word, PDF, etc.);
• the type of alternate format produced;
• actual date of completion (with notation on number of business days, if any, beyond scheduled date of completion);
• time interval, in days, identifying the difference between the projected date of completion and the actual date of completion;
• comments and/or notes regarding subject matter, poor quality original materials, or complexity of Alternate Media format, e.g., paper production of Braille or large print requiring re-formatting/re-pagination; and
• actual time it took to produce alternate format materials.

Brian Josephson, the Alternate Media Specialist, worked with colleagues at Grossmont and Cuyamaca College to develop a database for the complex information required by these new guidelines. Several different types of databases were trialed and there is now a model that is expected to work for tracking information. Adapting to new technology, the HTC has moved away from using CDs for Alternate Media and now uses a combination of flash drives and online delivery through Kurzweil.

The HTC added new signage in the form of a large banner over the door. Many students reported difficulty finding the HTC so the new banner is expected to address this issue.

Page 2: II. Student Learning Outcomes/Student Services Outcomes Assessment Reflection

Q5 Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

As this is our first individual program review, there are no SLO's or assessment findings from 2017/2018 created by the HTC. In the DSPS general program review, there was an SLO involving the HTC which was labeled as Activity #2.

 "Activity #2. Students with disabilities will have the opportunity to improve their academic success by using accommodations that apply specifically to the HTC, such as Alternate Media, Assistive Technology and Test Proctoring."

The purpose of the activity was to encourage students to use the HTC to improve academic success. The activity was measured by numerical data and a student survey was sent in Fall 2018. The number of students using the HTC did not increase. However, the survey revealed that "The majority of respondents (66%) indicated they have used Cuyamaca's High Tech Center (HTC); of these respondents, the vast majority (81%) agreed or strongly agreed with the statement "The technology available in the High Tech Center (HTC) meets my needs." The survey also showed that the primary reasons for not using the HTC were that students felt they did not need it or did not know about it.

Some comments from the survey as to why students did not use the HTC:
• Because I don't need it at this moment.
• I don't have a lot of time on my hands to use the High Tech Center.
• I have a laptop that meets my needs.
• I just never had the time to use it.
• Do not know what that is.
• Other places have computers that I'm already in.
• Have not needed to as yet.
• I did not know about it.

Test Proctoring was the second most utilized service of the 14 DSPS service categories listed in the 2018 DSPS Student Survey. Students indicated they liked the extra time, private space, quiet, and help from the Test Proctoring staff. Aside from scheduling and coordinating exams between students and faculty, Test Proctoring assistance included setting up exams in Kurzweil on the computer so students can listen to them thereby improving comprehension; facilitating on-line Math 160 exams in Canvas; reading & clarifying instructions; and working one-on-one with students. In addition, several visually impaired students needed exams read aloud and to have their answers scribed.

Q6 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

DSPS 2018 Student Survey Results 181206.pdf (208.4KB)

Q7 How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

The HTC faculty and staff feel the best way to improve student success and achievement is to encourage students to use Assistive Technology in the way that is most comfortable to them. The HTC continues to provide a comfortable environment for students with disabilities to study. The HTC believes, however, that the more crucial factor in student success is that students use the Assistive Technology they need even if they are not doing so in the HTC. The staff of the HTC feels that increasing Kurzweil use is one possible solution to increasing student success. The HTC feels that its' role now is more about training, addressing technology issues, and working with faculty to increase accessibility.

The HTC has sought to address the issue of students not being able to find the HTC by adding a large banner above the door. The banner makes it clear where the HTC is located and welcomes students. As the banner has only been up since the beginning of Fall 2018, it has been difficult to determine if it has made a difference.

The HTC staff plans to address the issue of students' lack of knowledge by providing orientations to familiarize them with the HTC and its services. The HTC staff believes that one-on-one orientations with new students as they come in would be the most effective. In the past, the HTC scheduled times and dates for orientations with a wide range of options, but students failed to show up. The HTC staff will also continue sending emails at regular intervals each semester to let students know what is available, and suggest they come in to see if Assistive Technology or Test Proctoring might help them.

The HTC staff believes promoting independence while offering support (scaffolding) is integral to student success. The HTC is looking at ways to track student success and improve services when students prefer not to come in. The HTC continues to track the number of students coming in to the HTC. The difficulty lies in students who come in once (or email or call), get software or assistance, and then do not come back. The HTC also provides software and Assistive Technology to other computer labs on campus; this allows students greater independence but does not provide an option for tracking student usage. One way we are addressing this situation is by using software that offers student use reports, such as Kurzweil. The HTC is beginning to track Kurzweil use as a way to measure if students are using their academic adjustments successfully. The early Kurzweil reports showed us that while we have set up 57 student accounts, only 27 students have actually accessed it (logins). The report also indicates that of the students who have logged in, the majority have not used it regularly. The HTC staff believes this may in part be due to not understanding how to use the software. The HTC plans to address this issue by creating a Kurzweil training to give students a solid understanding of how to effectively use Kurzweil to improve their success in classes. Unfortunately, Kurzweil is just one software program, and it will not help us track student use of other Assistive Technology on campus.

The HTC staff is also planning to work on streamlining processes, and re-writing policies and procedures to make them easier for students to understand. One primary example is the current Alternate Media form that students sign before receiving Alternate Media; it has two pages of policies and requirements that students seldom actually read. The HTC will streamline this form to make the document simpler and more understandable to students. The HTC also plans to look at all documents presented by the HTC to students to see if they can be simplified.

The Alternate Media Specialist plans to update and implement the new Alternate Media tracking database in the Spring 2019 semester.

Q8 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Fall 2018-Kurzweil-student-usage- Reports.pdf (250.9KB)

Q9 What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

In 2019, the HTC plans to begin tracking data through multiple measures rather than straight numerical data. The number of visits, number of equipment loans and number of Alternate Media requests does not accurately reflect the efforts and achievements of the HTC.

The HTC will track Alternate Media through the new database created by the Alternate Media Specialist. The database will track time spent, books provided, issues encountered, and timeliness. The HTC will track academic adjustment use through Kurzweil reports, Test Proctoring data, as well as number of visits and number of equipment loans. The HTC will also add student surveys for determining interest and issues.

The HTC staff will work together to create a new SLO/SSO based on the above changes.

Q10 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

All_Data.pdf (12MB)

Page 3: III. Student Achievement and Institutional Effectiveness

Q11 Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

According to the 2018 DSPS report from the State Chancellor's office, DSPS students continue to persist from year to year and dropout rates have decreased. The report goes on to state that DSPS students have a significant disproportion of degree and certificate attainment. According to the report, "DSPS students are earning a degree only six percent of the time when compared to non-DSPS students, according to the data above for both 2015-16 and 2016-17 data. Despite strong persistence rates, equity gaps remain related to completion of degree."

In regards to course completion, the report found that there was a similar success rate between DSPS and non-DSPS students in degree applicable courses. There was, however, a nine percent difference in completion of basic skills courses, with DSPS students failing to complete basic skills courses. This can have a significant impact on transfer and the report suggests it is a major reason DSPS students fail to transfer at the same rate as non-DSPS students.

Key findings of the report:

"The data compiled for this report show that students with disabilities represent five percent of the population of the community colleges. This student population is typically located in the lower margins in different performance and completion metrics. This report shows those metrics are increasing slowly. This student population:

• Take and complete both credit and noncredit courses at the same rate as their non-disabled peers.
• Both DSPS and non-DSPS students take credit courses at higher rates than non-credit courses.
• DSPS students continue to persist year after year without reaching a point of transfer preparedness, transfer or degree or certificate attainment. DSPS students attend California community colleges much longer than non-DSPS students.
• Demonstrate greater persistence from Spring to Fall and retention from Fall to Fall in most classes.
• DSPS students perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers."

In The California Community College Vision for Success, the following ambitious goals have been set for achievement by 2022.
• Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
• Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
• Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within five years and fully closing those achievement gaps within 10 years.

When reviewing the equity gaps DSPS students face, combined with the vision for success, it becomes clear that the major focus of the DSPS department needs to be on helping its students achieve greater success in general education requirements which in turn could lead to greater success in degree and transfer percentages.

Q12 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

2018-dsps-report-FINAL-ADA.pdf (4.6MB)

Q13 What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups?To access a detailed report on the College's equity data, click here. To access college-wide student demographic and outcome data, click here.

The DSPS HTC will encourage Kurzweil usage most especially with students taking general education courses. The HTC will maintain work-study students to help students with questions and technology concerns. Test Proctoring will continue to provide a quiet environment and extra time on tests, and will look at increasing Kurzweil usage among students who struggle with reading or comprehension.

Q14 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

vision-for-success.pdf (6.7MB)

Page 4: IV. Previous Goals: Update (If Applicable)

Q15 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 5: Previous Goal 1

Q16 Previous Goal 1:

1. Goal 1: Students with disabilities will have the opportunity to improve their academic success by using academic adjustments that apply specifically to the HTC, such as Alternate Media, Assistive Technology, and Test Proctoring.

Q17 Link to College Strategic Goal(s):

Basic Skills   ,
Acceleration

Guided Student   ,
Pathways

Student Validation and   ,
Engagement

Organizational Health

Q18 Goal Status   **Completed**

Q19 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal comes from the previous Program Review that was compiled by the DSPS department. Since the HTC is doing its own Program Review, we will be creating new goals. The status update for this goal is that students have access to the HTC, Alternate Media, Assistive Technology and Test Proctoring. The goal of improving academic success as a result of using academic adjustments is difficult to track and therefore this goal is being rewritten.

Q20 Please provide the rationale for this goal: **Respondent skipped this question**

Q21 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q22 **OPTIONAL** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

SARS Unduplicated Counts2016to2018.pdf (12.1KB)

Q23 Do you have another goal to update? **No**

Page 6: Previous Goal 2

Q24 Previous Goal 2: **Respondent skipped this question**

Q25 Link to College Strategic Goal(s): **Respondent skipped this question**

Q26 Goal Status **Respondent skipped this question**

Q27 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

Q28 Please provide the rationale for this goal: **Respondent skipped this question**

Q29 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q30 **OPTIONAL** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. **Respondent skipped this question**

Q31 Do you have another goal to update? **Respondent skipped this question**

Page 7: Previous Goal 3

Q32 Previous Goal 3: **Respondent skipped this question**

Q33 Link to College Strategic Goal(s):   **Respondent skipped this question**

Q34 Goal Status   **Respondent skipped this question**

Q35 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?   **Respondent skipped this question**

Q36 Please provide the rationale for this goal: **Respondent skipped this question**

Q37 Please provide the goal action steps for the year (previously "Activities"):   **Respondent skipped this question**

Q38 **OPTIONAL** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.   **Respondent skipped this question**

Q39 Do you have another goal to update?   **Respondent skipped this question**

Page 8: Previous Goal 4

Q40 Previous Goal 4:   **Respondent skipped this question**

Q41 Link to College Strategic Goal(s):   **Respondent skipped this question**

Q42 Goal Status   **Respondent skipped this question**

Q43 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?   **Respondent skipped this question**

Q44 Please provide the rationale for this goal: **Respondent skipped this question**

Q45 Please provide the goal action steps for the year (previously "Activities"):   **Respondent skipped this question**

Q46 **OPTIONAL** Previous Goal 4 Additional
Documentation: If you have any additional
documentation you would like to include in relation to
this goal, please use the "Upload" button below. You can
upload a Word document or PDF file.

Respondent skipped this question

Q47 Do you have another goal to update?

Respondent skipped this question

Page 9: Previous Goal 5

Q48 Previous Goal 5:

Respondent skipped this question

Q49 Link to College Strategic Goal(s):

Respondent skipped this question

Q50 Goal Status

Respondent skipped this question

Q51 How was the goal evaluated? If the goal is "in
progress," how will it be evaluated?

Respondent skipped this question

Q52 Please provide the rationale for this goal:

Respondent skipped this question

Q53 Please provide the goal action steps for the year
(previously "Activities"):

Respondent skipped this question

Q54 **OPTIONAL** Previous Goal 5 Additional
Documentation: If you have any additional
documentation you would like to include in relation to
this goal, please use the "Upload" button below. You can
upload a Word document or PDF file.

Respondent skipped this question

Page 10: V. New Goals (If Applicable)

Q55 Would you like to propose any new goal(s)?

Yes

Page 11: New Goal 1

Q56 New Goal 1:

For this goal the HTC will track students who use Kurzweil software (an academic adjustment for text-to-speech) to determine if
students are (1) using the software, (2) using it successfully and (3) if it makes a difference for them.

Q57 Link to College Strategic Goal(s):

Basic Skills Acceleration ,

Guided Student Pathways ,

Student Validation and Engagement ,

Organizational Health

Q58 Please provide the rationale for this goal:

The reason behind academic adjustments for students with disabilities is to level the playing field and provide equal opportunity for success. Kurzweil software is a powerful tool to aid students in learning and retaining information. It can be helpful for students with different learning styles, visual impairments, slow processing, dyslexia and other learning challenges. For this goal to be most effective, students need to use the software. In Fall 2018, we ran a Kurzweil report that showed a large number of students who had access to Kurzweil were not using it. The HTC staff believes that by tracking Kurzweil usage, we can offer better support and encouragement to use this academic adjustment.

Q59 Please provide the goal action steps for the year (previously "Activities"):

Track Kurzweil usage through reports. Contact students who are not logging in and offer training or support. Encourage students to use Kurzweil, and offer support and assistance in learning the program. Conduct surveys to determine why students are not using Kurzweil. Conduct surveys to determine how effective Kurzweil has been for students that used it.

Q60 How will the goal be evaluated?

Kurzweil reports from the beginning of the semester and the end to see if students are using it more. Read and evaluate student survey information.

Q61 **OPTIONAL** New Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q62 Do you have another new goal?

Yes

Page 12: New Goal 2

Q63 New Goal 2:

Increase Kurzweil use for Test Proctoring, especially for required general education (basic skills) courses.

Q64 Link to College Strategic Goal(s):

Basic Skills Acceleration ,

Guided Student Pathways ,

Student Validation and Engagement ,

Organizational Health

Q65 Please provide the rationale for this goal:

DSPS Students have a lower success rate in the required general education courses than non-DSPS students. The Test Proctor has noticed that many students who have text-to-speech on their academic adjustment form do not ask for it on tests, know what it is or why they have this academic adjustment. The idea is to encourage more of these students to try Kurzweil and see if it can improve their academic success.

Q66 Please provide the goal action steps for the year (previously "Activities"):

Ask students if they would like to try Kurzweil on their tests, focusing on students who have text-to- speech listed on their academic adjustment form. Use Kurzweil reports to determine how many students who use Kurzweil for Alternate Media are using it for Test Proctoring as well. Make adjustments to data collection to track use of Kurzweil among Test Proctoring students.

Q67 How will the goal be evaluated?

Compare data from Kurzweil reports to Test Proctoring data. Ask students if their scores improved after using Kurzweil for exams.

Q68 **OPTIONAL** New Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Page 13: VI. Resources Needed to Fully Achieve Goal(s)

Q69 Is the program requesting resources this year to achieve this goal?

Yes

Page 14: V. Faculty Resource Needs

Q70 Are you requesting one or more faculty positions to achieve this goal?

No

Page 15: Faculty Position Request(s)

Q71 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of the Position Requested:

Respondent skipped this question

Q72 Related Program Goal(s):

Respondent skipped this question

Q73 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Q74 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested:

Respondent skipped this question

Q75 Related Program Goal(s):

Respondent skipped this question

Q76 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Page 16: VI. Classified Staff Resource Needs

Q77 Are you requesting one or more classified positions to achieve this goal?

No

Page 17: Classified Staff Position Request(s)

Q78 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q79 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q80 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

Q81 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

Q82 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q83 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q84 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

Q85 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

Page 18: VII. Technology Resource Needs

Q86 Are you requesting technology resources to achieve this goal?

Yes

Page 19: Technology Request(s)

Q87 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Description:

Fusion is a screen reader and screen magnifier (ZoomText and Jaws combined into a single program used by visually and hearing impaired students with disabilities to hear tests, textbooks, write and listen to their papers, and to navigate their computer and the web. This software can be placed anywhere on campus.

One time or On-going

on-going

Amount Requested $

3600.00

Related Program Review Goal(s):

Increase student success and retention. Level the playing field for students with disabilities

Q88 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Description:

Kurzweil is a text to speech software used by students with disabilities to hear tests, textbooks, and write and listen to their papers. There are two components to Kurzweil, stand-alone and web-based. Both are unlimited site and home licenses. Students have the ability to use it anywhere on their computer whether they have Internet access or not. This software can be placed anywhere on campus.

One time or On-going

On-going

Amount Requested $

6000.00

Related Program Review Goal(s):

Increase student success and retention. Help with increasing literacy, level the playing field for students with disbilities

Page 20: VIII. Perkins and Strong Workforce Resource Needs

Q89 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

No

Page 21: Perkins Request and Strong Workforce

Q90 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q91 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 22: IX. Supplies/Equipment Resource Needs

Q92 Are you requesting supplies and/or equipment resources to achieve this goal?

No

Page 23: Supplies/Equipment Request(s)

Q93 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q94 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q95 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q96 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 24: X. Facilities Resource Needs

Q97 Are you requesting facilities resources to achieve this goal?

No

Page 25: Facilities Request

Q98 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form

Respondent skipped this question

Q99 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form

Respondent skipped this question

Page 26: XI. Professional Development Resource Needs

Q100 Are you requesting professional development
resources to achieve this goal?

No

Page 27: Professional Development Request

Q101 Professional Development Request 1: Please
provide the information identified below and follow the
process for requesting professional development funds,
outlined here.

Respondent skipped this question

Q102 Professional Development Request 2: Please
provide the information identified below and follow the
process for requesting professional development funds,
outlined here.

Respondent skipped this question

Page 28: XII. Other Resource Needs

Q103 Are you requesting any other resources to achieve
this goal?

No

Page 29: Other Resource Requests

Q104 Other Resource Requests 1: Other resource
requests will be considered on a one-time funding basis.
Please fill in the information below.

Respondent skipped this question

Q105 Other Resource Requests 2: Other resource
requests will be considered on a one-time funding basis.
Please fill in the information below.

Respondent skipped this question

Page 30

Q106 Are you ready to submit your program review? If
you click "No," you will be redirected to the start of the
program review module.

Respondent skipped this question