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COMPLETE

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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	DSPS
Position Title	CL-45 Deaf/HOH Notetaker Scheduler
Salary Range*	(.5) position \$3044.00 - \$3,5995.00
Annual Salary at Step B*	\$3044.00
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	12 months (20) hours per week

Q2

Current goal this position will directly advance/support

New Goal #1

Q3

How will this position directly advance/support the goal listed above?

Optimize staffing to ensure manageable workloads that provide equitable access to accommodate students with disabilities.

Q4**Additional restricted/categorically-funded position**

What type of position is being requested?

Q5

Please attach the description for the position classification (job descriptions are posted on this GCCCD Human Resources webpage).

07_CL45%20DHH%20Notetaker%20Scheduler%20revised%2010-22-2022.docx (38.2KB)

Q6

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position?(200 words or less)

CL-45 Deaf- Hard of Hearing Notetaker Scheduler (State Mandated)- DSPS Restricted Funding.

See Technical Site Visit Report from CCCCCO Office.

Duties: To schedule and coordinate activities for Deaf/Hard of Hearing Students and Campus Events with either an ASL Interpreter or Real-Time Captioning Services. Also, provide note-taking services to all students with disabilities with appropriate assistive technology (ex: otter ai). You can use it to take notes during lectures, capture your thoughts and transcribe your existing recordings, videos and podcasts.

Q7

Please address the following: How are the duties of the requested position currently being performed, if at all? If duties are being performed by a grant-funded position, when will the grant end? How does the lack of this position impact the program's or service area's ability to serve students? **The Classified Hiring Priorities Committee will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)** (200 words or less) (Rubric Criterion 1)

Critical Need

a) In Region E every DSPS Office has either a full time Coordinator, Supervisor, Counselor or Scheduler to perform duties of Deaf/Hard of Hearing Population. We currently have put the workload on the DSPS Coordinator, Classified staff and or when able to hire an hourly Nance. The service is federally, and state mandated, very technical and needs to be watched closely due to how much the services cost.

b) Currently we have an hourly Nance doing the work of a D/HH Scheduler. Unable to implement otter ai and other assistive technologies until we hire at minimum of a .5 D/HH Notetaking Scheduler due to the technical complexity of this job. Lack of personnel impacts students with disabilities with their accommodations such as; asl Interpreting, real-time captioning, assistive technology and note-taking services. DSPS cannot fully implement students academic accommodations and meet the full needs of the student. This leads Cuyamaca College open to an Office of Civil Rights (OCR) complaint.

c) Negotiate vendor contracts and create purchase requisitions. Researched new and innovative technologies. Interact with instructors, students, and vendors to provide specialized services for meeting the needs, retention, and success of our diverse and equitable population.

d) Provide services college wide (convocation, commencement, and college events). District will provide 10% of salary per ADA, 504 and Title V regulations.

Q8

How has the demand for program/department services increased over the past 3 to 5 years? How have workloads in the program/department increased over the past 3 to 5 years? **Please use both quantitative and qualitative data including, but not limited to: details of a new program, service, or initiative; number of students served; number of appointments; number of visits; number of workshops; total overtime/comp time accrued, number of hourly/intern/volunteer/work study in program/service area and services provided.** (200 words or less) (Rubric Criterion 2)

ARC at Grossmont College has a Full-Time Coordinator-Supervisor providing scheduling for all the Deaf and Hard of Hearing Students. The DSPS Coordinator, Student Services Specialist and when we had additional restricted monies we were able to hire an hourly Nance to take on the duties.

DSPS Coordinator did not get overload but the student services specialist would get comp. time.

See MIS DATA for the past 5 years:

Cuyamaca College – 2017-2018
Deaf and Hard of Hearing (DHH) 64

Grossmont College – 2017-2018
Deaf and Hard of Hearing (DHH) 62

Cuyamaca College – 2018-2019
Deaf and Hard of Hearing (DHH) 64

Grossmont College – 2018-2019
Deaf and Hard of Hearing (DHH) 58

Cuyamaca College – 2019-2020
Deaf and Hard of Hearing (DHH) 63

Grossmont College – 2019-2020
Deaf and Hard of Hearing (DHH) 30

Cuyamaca College – 2020-2021
Deaf and Hard of Hearing (DHH) 29

Grossmont College 2020-2021
Deaf and Hard of Hearing (DHH) 18

Cuyamaca College 2021-2022
Deaf and Hard of Hearing (DHH) 23

Grossmont College 2021-2022
Deaf and Hard of Hearing (DHH) 17

Please refer to CCCCCO Office Technical Site Visit implementation and recommendation for this position. Due to the present numbers of D/HH, a full-time position is not required. However, as our numbers grow (see MIS CC 2017-2018) so will the need for this position to be increased to full-time. At this time we are only requesting a .5 position. This position will be funded by DSPS restricted funds.

Q9**Increase Hiring and Retention of Diverse Employees**

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

Q10

Please explain how the requested position will support the college strategic priority(ies) identified above. (200 words or less) (Rubric Criterion 3)

1. Increase Equitable Access – D/HH students will have a consistent staff member in place to receive services. Currently the missing link is DSPS does not have ASL Interpreter at most campus events only for Convocation and Commencement.
 2. Increase Hiring and Retention of Diverse Employees- currently the College does not have a D/HH Scheduler at the College who can provide access to interpreting, real-time captioning and note-taking services.
 3. An ASL Interpreter adds to the diversity of the campus by the nature of their services (ASL). American Sign Language is considered a second language.
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Q11

How will this position improve the student experience at Cuyamaca College?(200 words or less) (Rubric Criterion 4)

1. Being a Title V mandate, the Deaf/Hard of Hearing Community in East County will have greater access due to hiring this position. This is an equity and inclusion issue for Deaf/HOH students. The Deaf and Hard of Hearing Student needs to have access to a consistent ASL Interpreter on campus, in the classroom and for college events.
 2. Cuyamaca College's D/HH population has not been served equitably. Grossmont College has a Full-Time Supervisor/Coordinator to serve their student population and college events. Cuyamaca College has had a larger population as from the data above. Hiring this person would increase access, retention and success. This will also parallel the services of Grossmont College for greater consistency, continuity, retention, and success allowing for increase diversity, equity and inclusion.
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Q12

How many more students will the position serve, and who will it serve?(200 words or less) (Rubric Criterion 4)

In 2021/2022 DSPS at Cuyamaca College served: 23 D/HH students. By adding the additional accommodation Note-taking last year we served 553 students who were given Note Taking as an accommodation. Either we give them low tech note-taking booklet OR starting in January 2023 we will be offering Otter ai to 50 students (pilot program) for Spring 2023.

Q13

How will this position address college equity goals, as well as overall access, retention, and success?(200 words or less) (Rubric Criterion 4)

2021-2022	Retention and Success Rates	
	FA	SP
1 - African American/Black	82.4%	74.5%
	85.7%	77.6%
2 - Asian/Pacific Islander	60.0%	60.0%
	91.3%	82.6%
3 - Hispanic/Latino	80.6%	57.7%
	87.2%	77.0%
4 - White	86.7%	79.4%
	91.4%	83.4%
5 - Other	87.1%	66.1%
	80.0%	60.0%
6 - Unknown	100.0%	28.6%
	100.0%	100.0%
Total	83.9%	69.5%
	88.7%	79.0%

According to the Demographics of students with disabilities. We need to first of all work on persistence and retention in the Spring semester where all groups seem to drop from classes. Especially, Asian Pacific, Hispanic and Other (unknown group).

Access is a big issue we don't have a D/HH Notetaker Scheduler at Cuyamaca College. Anyone who is Deaf or Hard of Hearing we don't have a consistent personnel who they can communicate with and since our students go back and forth to both Colleges are resources are different too for this population because we don't have a permanent position. This is an equity and inclusion issue and this particular population does not have equal representation as a highly marginalized group of students. Also, we have an unmet need for the D/HH students who are VETS who usually don't seek out our services and IRAG Refuge's who are impacted by a language barrier.

Q14

How will the program or service area measure the impact of this position on the student experience?(200 words or less) (Rubric Criterion 4)

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Q15

Please confirm that you have discussed this classified position request with your dean/manager and that you understand that deans/managers will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Dean or Manager

Q16

Respondent skipped this question

How could the process and/or CHPC guidance for preparing and submitting new classified position requests be improved?
