

2017-18 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed

DSPS Counselor

2. Proposal being made by (list name(s) and title(s))

Ann Burdett – DSPS Director and Carl Jew – Dean of Counseling (Interim)

3. Summary description of the position

The DSPS Counselor will provide comprehensive academic, vocational and disability management counseling services to students with disabilities in a diverse environment. The DSPS Counselor will be part of a team of professionals who will develop and implement comprehensive disability support services designed to meet legal mandates and student success in collaboration with campus faculty, community agencies, and students with disabilities.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals.

Fill the vacant position – due to retirement in 2016

Currently, there are no full time counselors to support students with disabilities. Ohlone has 648 students registered for DSPS in the fall 2017 semester. Not having a full time DSPS counselor makes it extremely difficult to provide adequate support for DSPS students, and difficult to support instructional faculty who have DSPS students in their classes. Having at least one full time DSPS counselor is essential to providing quality and consist DSPS services for the entire campus.

Providing high quality DSPS counseling directly impacts the following College Goals:

Goal 1: Through innovative programs and services, improve student learning and achievement.

Goal 3: Increase college and community understanding and awareness of, and sensitivity to, diverse cultures and perspectives.

Goal 4: Create an understanding of, and commitment to, equity across the college that ensures access and success for underrepresented and disproportionately impacted students.

Goal 5: Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full time position is not filled? If so, please explain.

As stated by the Chancellors Office, DSPS has evolved; some services approaches have developed as efficient and successful strategies to meet the legal requirements for providing accommodations and services based on student need. So, while there may be no direct legal or regulatory requirement to provide a specific service, there may be an institutional standard and general programmatic expectation that has developed regarding such services. These services have grown out of long-standing and substantial history of serving students with disabilities attending California Community Colleges.

6. Other information to support the position proposal (include qualitative data if applicable).

DSPS Counselors provide specialized services and educational accommodations to help disabled students achieve their educational and vocational goals.

DSPS Counselors teach PD 100: Transition to College. This course covers specific topics designed to help students succeed in college. Additionally, students are assisted in adjusting to college life and identifying learning strategies, problem solving, academic planning, critical thinking and individual motivation. The DSPS counseling faculty is expected to teach this course.

In addition to general counseling skills, a DSPS counselor must have knowledge of the various types of disabilities, the functional limitations of those disabilities, disability law, and assistive technology. DSPS students enroll in a variety of programs and courses which prepare them to enter professional and/or occupational careers, provide them with life enrichment experiences, or prepare them to transfer to a 4-year university program. This is all made possible with a DSPS Counselor as they have important role in students' personal decision-making and academic and career planning.

Disability management is a large part of the counseling sessions when working with certain disabilities (Learning Disability, Autism, ADHD, Mental Health, and Chronic Health Conditions). DSPS Counselors will work with students on how to manage medication, therapy appointments, doctor appointments while attending classes and keeping up with their studies

Types and numbers of disability served in the 16/17 year are:

- Deaf/Hard of Hearing - 219
- Blind/Low Vision - 16
- Learning Disability - 251
- Autism - 84
- ADHD - 78
- Mental Health - 115
- Traumatic or Acquired Brain Injuries - 16
- Chronic Health Conditions - 92
- Mobility - 45
- Speech and Language - 4
- Intellectual Disabilities - 19

The two most recommended accommodations by DSPS Counselors and used by DSPS students are notetaking and testing accommodations. Below is data from the 2016/2017 year of students who have used these services.

NOTETAKING ACCOMMODATIONS FOR 2016-2017

REQUESTS	TOTAL
ASSIGNED	127
PERSISTED	117

TESTING ACCOMMODATIONS FOR 2016-2017

SEMESTER	TESTS	AVERAGE
FALL	722	
SPRING	630	
TOTAL	1352	676

DSPS Counselors help plan Disability Awareness Month, participate in Freshman Days, coordinate informative workshops (Time Management, Organization Skills, Registration/Education Plans, Stress Management, etc.)

DSPS Counselors make access to higher education possible for disabled students by providing High School outreach, Transition into College presentations, developing close working relationships with Department of Rehabilitation, East Bay Regional Centers and Transition Specialist from the Fremont Unified School District.

The remaining questions to be completed by the Division Dean

7. A statement by the dean of the division housing this position, which includes data, evidence, and analysis. Include all relevant information you would like the committee to consider.

Disabled Students Programs and Services (DSPS) including counselors are held to unique and exceptional standards defined in Title 5 Regulations of the California Community Colleges. By definition, DSPS counseling services are specialized and offered in addition to ongoing general counseling services that are available to all students at the college. Title 5 Regulation, Section 56026. DSPS Support Services.

Support services are those specialized services available to students with disabilities as defined in Section 56002, which are in addition to the regular services provided to all students. Such services enable students to participate in regular activities, programs and classes offered by the college. They may include, but need not be limited to:

(a) Continuing variable cost services which fluctuate with changes in the number of students or the unit load of the students. These services include, but are not limited to...

(1) Counseling, including specialized academic, vocational, personal, and peer counseling services specifically for students with disabilities, not duplicated by ongoing general counseling services available to all students; ...

The minimum qualifications of a DSPS counselor exceed the minimum qualifications of general counselors at the California Community Colleges. Most, if not all of the Ohlone College counseling faculty, do not meet the minimum qualifications to provide counseling in DSPS.

Minimum Qualifications for Faculty and Administrators in California Community Colleges – 2017 Handbook, Page 65

Section 53414. Minimum Qualifications for Disabled Students Programs and Services Employees.

(a) The minimum qualifications for service as a community college counselor of students with disabilities shall be satisfied by meeting one of the following requirements;

(1) Master's degree in *rehabilitation counseling*, or

(2) Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); *and either fifteen or more semester units in upper division or graduate level course work specifically related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services (DSPS) Program or in a program dealing predominantly or exclusively with people with disabilities, or ...*

The Ohlone Community College District Board of Trustees adopted **Administrative Policy 5140 in June 2017, Disabled Students Program and Services (DSPS)** - Administrative Procedures, Chapter 5 Student Services to affirm Title 5, Section 56048. The District, through the passage of AP 5140, is committed to utilize the enhanced minimum qualifications in the selection and employment of DSPS counselors.

Title V 56048 identifies the minimum qualifications the District must utilize for DSPS counselors and instructors. It also identifies the additional minimum qualifications for the person selected as the Director of DSPS. The DSPS Director is the individual who has the day-to-day responsibility for the DSPS Program. References: Title 5 Sections 56000 et seq. and 56027

Quantitative Data illustrates that DSPS fall-to-fall enrollment has increased 12.84% over the course of 2012-2016 as the college-wide enrollment decreased by 6.96% during the same time period. Demand for DSPS counseling services continues to grow commensurately.

Fall 2012 – 623

Fall 2013 – 649

Fall 2014 – 637

Fall 2015 – 659

Fall 2016 – 703

DSPS – Success Measures

Persistence Rates

Fall to Spring	Enrolled	Persisted	%	Enrolled	Persisted	%
Fall 2009 to Spring 2010	9,188	5,976	65.0%	558	442	79.2%
Fall 2010 to Spring 2011	8,797	6,051	68.8%	601	454	75.5%
Fall 2011 to Spring 2012	8,391	6,052	72.1%	556	440	79.1%
Fall 2012 to Spring 2013	8,452	6,016	71.2%	629	497	79.0%
Fall 2013 to Spring 2014	8,080	5,744	71.1%	652	508	77.9%
Fall 2014 to Spring 2015	8,684	6,245	71.9%	637	509	79.9%
Fall 2015 to Spring 2016	8,535	6,220	72.9%	662	527	79.6%
Fall 2016 to Spring 2017	8,445	6,144	72.8%	707	572	80.9%
Three Year Trend			1.7%			3.0%

DSPS Student Persistence Rates outperform the College as a whole. Retention is a core function of counselors who provide students with emotional support, educational resources, advocacy, and academic counseling.

2.0+ FTEF DSPS counselors are needed to serve the current caseload of students and the continuous growth of the program. The program has benefited from stable faculty leadership for thirty consecutive years with at least one full-time DSPS counselor employed to provide faculty and counseling leadership. Unfortunately the streak was broken in spring 2016 when the full-time position was vacated due to retirement and has remained unfilled.

Reliance on three part-time DSPS counselors to staff the program is an unsustainable strategy for the long term. One of the adjunct counselors is a recent retiree whose employment is bound by Cal STRS policy including limitations on employment and annual earnings; therefore, DSPS is projected to have a shortage of counseling hours in spring 2018 based on the current staffing strategy of two adjunct counselors plus a part-time, temporary retired counselor.

Understaffing increases the College's exposure to risk including grievances, formal complaints and lawsuits from the disabled community on the basis of access to counseling services.

8. Is the position part of a Career Technical Education (CTE) Program? ___ Yes X No

QUANTATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)

9. What is the department FTES? (Data is available on the Program Review data sheet.)

Fall 2017 Headcount, not FTES - 648 - Students can self-identify and join DSPS at any point in the semester; therefore, the headcount is expected to rise. (Excludes deaf students not enrolled in DSPS)

10. What is the ratio of full-time to part-time faculty in the department?

0%:100% (0 full-time DSPS counselor and 3 adjunct DSPS counselors); and 64%:36% for the Counseling Division

11. What is the ratio of FTES by Adjuncts?

Not Applicable – This proposal is for a counseling faculty position.

12. What is the current WSCH/FTEF in the department?

Not Applicable - This proposal is for a counseling faculty position.

13. Does the position address an area of growth? If yes, include a five year trend line for FTES.

Fall-to-Fall DSPS enrollment headcount has grown 12.84% across five years.

Fall 2012 – 623

Fall 2013 – 649

Fall 2014 – 637

Fall 2015 – 659

Fall 2016 – 703