

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:		Marty Milligan
Program or Service Area:		Disabled Student Programs and Services
Division:		Student Services
Date of Last Program Efficacy:		March 2012
What rating was given?		Continuation
# of FT faculty 0	# of Adjuncts 3	Faculty Load: 1.0
Position Requested:		DSPS Counselor
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/15oqoxm)		Access and Student Success

1. Provide a rationale for your request.

Prior to the 2009-2010 academic year DSPS had 5 adjunct counselors which was adequate to meet the needs of students with disabilities. In the aforementioned academic year, the DSPS budget was cut by 40 percent. Consequently, all 5 adjunct DSPS counselors were laid off due to the lack of funds. In past year, DSPS has enjoyed a modest budget increase. While the budget increase did not returned us to our pre-2009-2010 funding level, it did allowed us to hire three adjunct DSPS counselors. The addition of these adjunct counselors certainly helps DSPS serve the needs of students with disabilities; however, an unmet demand exists which requires the addition of a full-time DSPS counselor. That is, DSPS currently serves 1030 students. With regard to the availability of our three adjunct DSPS counselors, one works 15 hour per week and the other two each work 8 hours per week. In addition to providing students with educational planning and academic advisement, these counselors must also perform other duties including reviewing disability documentation, corresponding with on-campus and off-campus professionals, preparing for counseling sessions, etc. Therefore, these counselors can collectively provide only 25 hours of face-to-face counseling services to students per week. The lack of a full-time DSPS counselor makes it difficult for students to get the academic counseling that they need to help them determine their educational goals and make their educational plans. One specific area where students with disabilities could benefit from access to a full-time DSPS counselor is completing their required Student Educational Contract. The Student Educational Contract is the form on which students state their long-term educational goal. Having the opportunity to meet with a DSPS counselor and discuss this goal will allow students to become informed about the paths that are available and choose an appropriate path. Further, access to a DSPS counselor will ensure that students pursue their goals with appropriate accommodations and services in place from the outset of each semester. This level of service cannot be provided to students with the current number of DSPS counselors. We are making this request so that students can meet at least once a year with a DSPS counselor to develop and/or update their educational plan. The DSPS counselor would also be able to work with students on academic probation and dismissal.

We are also making this request so that students with disabilities have the best chance to transition to gainful employment. That is, many students who are eligible for DSPS are also clients of the California Department of Rehabilitation. DSPS counselors are uniquely qualified to tailor educational plans that correspond to each student's Individualized Plan for Employment from the California Department of Rehabilitation.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

Page 16 of the most recent Program Efficacy report notes that the number of students served by DSPTS increased by 14 percent from academic years 2008-09 to 2010-11. As reflected in the current EMP Sheet, DSPTS has a current goal of increasing the number of students with disabilities by 5 percent. DSPTS is pursuing this goal through outreach to local high schools special education departments. In this academic year, students at 12 high schools have already been visited by DSPTS staff and/or will be given a tour of the SBVC campus. DSPTS expects to meet and possibly exceed this goal of a 5 percent increase. As mentioned above, DSPTS does not have enough Counselors to meet current student needs, let alone the anticipated increase in the number students seeking services from DSPTS. Having a full-time DSPTS counselor is necessary in order to meet the needs of existing and future students served by DSPTS.

3. Provide updated or additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

SBVC is obligated to meet the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. DSPTS assists SBVC meet its legal obligation by providing services and accommodations for students with disabilities. In doing so, DSPTS is a complicated program and poses unique legal risks to the college in terms of Americans with Disabilities Act and Section 504 of the Rehabilitation Act complaints or litigation. Counseling (e.g., educational planning, advisement, counseling, and follow-up) is a vital and required services provided by DSPTS counselors. Granting this request for a full-time DSPTS counselor will assist SBVC in meeting its legally mandated obligations as well as avoid Office of Civil Rights complaints which would have costs to SBVC that would far exceed the salary of a full-time DSPTS counselor.

4. What are the consequences of not filling this position?

There are many consequences of not filling this position. One is that special education students transitioning to SBVC will not receive the academic accommodations and services in a timely manner. Existing students might experience similar delays in their receipt of DSPTS services. This has the potential of compromising the academic success of both new and returning students, as well as rendering SBVC out of compliance with its legal obligations. Another consequence that cascades from students lack of access to a DSPTS counselor is that they may eventually be in jeopardy of losing their Board of Governors Fee Waiver (BOG Waiver) due to poor academic success. Such a consequence would be especially unfortunate since the BOG waiver is the primary means of access to higher education for many students with disabilities. Further, initial poor academic performance due to lack of access to a DSPTS counselor can eventually lead to students being placed on academic probation and/or dismissal. In sum, lack of access to a DSPTS counselor can at a minimum, needlessly delay students' progress toward graduating with an associate's degree or transferring to a 4-year university. For some students, it might result in the termination of their academic goals altogether.

