



CRITERIA FOR USE IN DEVELOPING PROPOSALS FOR FACULTY HIRES

IPC/SSPC criteria for hiring faculty include a well written/presented proposal based on the current annual planning document with data and rationale that include the following:

A. Department/Discipline/Program Criteria

1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan. One position was identified as a .48 LD Specialist and requested in the 2013-2014 DRC Annual Program Review (pg 5). One .48 Counselor position was also identified and requested in the 13-14 DRC Annual Report. This request is being amended to combine the 2 PT positions and request a 1.0 faculty position for a LD Specialist/Counselor position. The DRC would like to hire an individual who is bilingual and experienced in administration of both the Woodcock-Johnson and the Spanish language equivalent instrument.
2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.
The LD Specialist component of the position requires very specific KSAs that are identified in the Title 5 Implementing Guidelines, Section IIIA, 56026, b, (2) and 56036. The Counselor component of the position requires very specific KSAs that are identified in the Title 5 Implementing Guidelines, Section III A, 56022. (the Student Educational Contract)
3. Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.).
Without the appropriate and properly certificated Title 5 personnel who meet the minimum KSAs, students who are registered with the Disability Resource Center cannot be evaluated for the existence of a learning disability as defined by the CCCCO Learning Disability Eligibility Model. While a General Counselor can work with a student on the creation/revision of a Student Ed Plan (SEP), the SEC component is best met by a DRC certificated counselor. Learning Disability research also shows that unless a student has been an English speaker/writer for a minimum of 7 years, LD evaluation testing will not provide a valid diagnosis or cognitive information.
4. Describe PT/FT faculty needs for the discipline/program.
As stated in #3 above, a student cannot be evaluated or determined to meet CCCCO eligibility as a student with a documented learning disability unless the student is evaluated by a certificated faculty member who meets defined Title 5 KSAs. In addition, LD evaluations received from an agency or licensed professional external to the College cannot be accepted as a "legitimate" LD evaluation until the external evaluation is reviewed by a Title 5 certificated LD Specialist. Both of these issues

frequently equate to a student needing to be categorized as “other” according to CCCCCO requirements. Thus, the student often receives a lesser number of services AND the college receives reduced categorical funding from Sacramento. Appropriate counseling and academic advising services for DRC students are also mandated within Title 5 DRC regulations. Therefore, the person hired must also meet minimum DRC counseling KSAs.

5. Describe any future economic, community or governmental initiatives/mandates this proposal is addressing.

When the original 2 PT Learning Disability Specialist positions were lost during the CA State budget cuts in 2009, students registered with the DRC office could not be classified as LD within the MIS data system. This resulted in the loss of significant Fund 3 dollars to the college and the loss of a service to all campus students who were experiencing significant academic struggles. Specific counseling services are also required under the Title 5 provisions.

6. Describe any budgetary implications of the proposal.

Not having one PT Learning Disability Specialist has caused the loss of approximately \$50,000 Fund 3 dollars each year since 2009.

B. College Mission and Goals Criteria

1. Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the strategic directions in the Educational Master Plan for the college (note: when document is finished, this will be hyperlinked).

The LD Specialist position connects directly to the Educational Master Plan strategic directions of **1. Teaching and Learning** and **2. Completion**. An LD Specialist would be able to assess and diagnose a number of students each semester for the presence of a Learning Disability and would then work with these students to develop strategies that take advantage of their strengths so that they can not only be successful students in the class room but productive citizens in our global community. Specifically with regards to Completion Objective 2.6, LD assessment and the subsequent development of learning strategies would be a clear and measurable example of an intentional counseling service to guide students towards the completion of their goals. The Cañada College DRC has identified a licensed school psychologist who is bilingual (Spanish/English) and lives in the Bay area. This individual, if hired, would provide LD evaluation services to Spanish speaking students that has not previously been available.

2. What unmet needs will this position address (student, district, community)?

The restoration of one PT LD Specialist will provide this campus with equitable services that exist at the sister colleges. Skyline College has one FT LD Specialist, 1 PT Counselor and one FT faculty Counselor/Coordinator; the College of San Mateo has one FT one PT LD Specialists and one FT Counselor providing DRC services. None of these service providers are fluent in Spanish.

3. How will this position enhance retention and student success?
Student success and retention will be enhanced by providing equitable Title V services that are offered on our sister campuses. Without a Learning Disability Specialist we are losing students who are in need of LD services to CSM and Skyline. The retention and student success of the general student population will be enhanced by providing a limited number of on site LD evaluations each semester. These evaluations will determine/diagnose the foundation of a student's learning problems. Once these learning challenges are discovered and identified, the student can be taught very specific study skills, learning strategies and use of alternate media. Both internal and external data show that the use of specific learning strategies and appropriate computer technology increase a student's GPA.
4. Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification.
The retention of students, along with specific directed counseling and defined DRC support services and accommodations, assists students with reaching their outlined Title 5 Student Educational Contract goals and Student Ed Plan requirements.

C. Historical data criteria supporting request.

1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.
According to the CCCCCO datamart for the 2009-2010 academic year, the last year we had LD testing services, 121 students served by the DRC qualified as LD. In 2010-2011, the first year without testing, that number dropped to 12, it has hovered around 30 in subsequent years. There has been a corresponding increase in the number of student's counted as "Other". The total number of DRC students has increased from 218 in 2012-2013 to 252 in 2013-2014. A preliminary count of students served so far in Fall 2014 is around 170 which would represent an increase over Fall 2013 and would be further evidence of a trend of an increased need for disability services.