

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Tarif Halabi
Program or Service Area:		Aeronautics
Division:		Applied Technology, Trans. & Culinary Arts
Date of Last Program Efficacy:		?
What rating was given?		?
# of FT faculty	# of Adjuncts	Faculty Load (per semester):
Position Requested:		Full Time Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		3.2,6.1

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

- Full time Aeronautics instructor required for the additional aeronautics night courses as well as for the upcoming Flight Operations certificate/ Associates Degree program.
- To coordinate these two additional programs as well as the current Aeronautics day program with one full time staff is overwhelming. Nevertheless, adjunct positions for this programs will hinder the growth and success of the programs due to the discontinuity in instruction.
- One adjunct instructor teaches the Lab portion while another teaches the lecture. This creates various teaching styles and methods which at the least creates dis-continuity for students going through the program.
- Creating continuity in the program, places a heavy workload on one full time instructor.
- In so far as Federal Aviation Administration (FAA) FAR 147 requires one instructor for every 25 students. An additional full time faculty would alleviate the concerns of having 25+ students in a class.
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2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The aeronautics department/programs planning is directly tied to the need for an additional full time faculty in order to support the additional A&P night courses and the soon to arrive operations courses.

The following is from the 20116-2017 EMP” Departmental/Program Goals “which supports an additional full time faculty in the aeronautics department to gain the departments goals

- Increase outreach and program promotional activity to improve student enrollment.
- Increase student success and retention rates by providing high-quality education, innovation, instruction and services to a diverse community of learners.
- Update instructional technology and teaching aids to meet industry needs.
- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce to foster economic growth.

- Explore industry partnerships to provide our students with internship and or employment opportunities.

The following is extracted from the 2016-2017 EMP report “Challenges & Opportunities” Section

- “Hiring part-time faculty remains to be challenge due to high employability in the industry and low adjunct faculty pay scale.
- One Full-Time Faculty has been hired but this will still impact this year’s department performance statistics due to the learning curve and time lag of implementing new plans.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Aeronautics Department would like the committee to consider the current growth as well as the potential growth of San Bernardino International Airport as a major employer for SBVC Aero students. As per our mission statement “...Its mission is to prepare students to transfer to four-year universities, to the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development...”

The following are extracted from 2016-2017 EMP, this reflects continued budget support for the Aeronautics Program.

With an additional full time Aeronautics instructor the department would be better positioned to take advantage of this growth in our own backyard.

The following was extracted from the 2016-2017 EMP report and this data reflects what type of positive impact just one full time instructor makes. The department would like the additional full time instructor for the additional classes and maintain the upward trend in student success.

- Student Success has increased to 82%, a high for the last four reporting periods
- FTES increased 7.5% from last year 2015-2016 although still higher than the previous 2 periods the increase in this current period is a positive step forward for the program.
- FTEF is at 5.98 which is an overall increase over the last 3 periods.

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

- Not hiring an additional full time instructor would place the Aeronautics Program in jeopardy by becoming not relevant to the industry because we are unable to move quickly enough and anticipate growth.
- For example San Bernardino International Airport, which is only 8 miles from our school is growing. Unical Aviation is continuously expanding their operation, as per Mr. Graham Unical Aviation director of maintenance. As well, Mr. Bonner UPS Aviation Manager said “we are expanding our flight operations to San Bernardino International Airport.
- During our advisory meetings it has been voiced as a major concern that ,SBVC Aero is not able to move quick enough to make relevant changes to match current industry needs
- Without an additional full time instructor we would not be able to make the changes and implement the departments plans in a coherent and timely fashion.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Mandi Batalo
Program or Service Area:		Art Department
Division:		Arts and Humanities
Date of Last Program Efficacy:		2015
What rating was given?		Continuation
# of FT faculty 3	# of Adjuncts 17	Faculty Load (per semester): 9.33
Position Requested:		Art Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		<ol style="list-style-type: none"> 1. Increase Access 2. Promote Student Success 3. Improve Communication, Culture + Climate 4. Maintain Leadership + Promote Professional Development 5. Effective Evaluation + Accountability 6. Provide Exceptional Facilities

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The retirement of a full-time art history faculty member in Spring 2010 leaves three full-time faculty to support an average of 2,089 students per year. The Art Department has a consistent FTE load equivalent to 9 full-time faculty members. As stated in the Spring 2015 Program Efficacy Report, "...in spite of an acute shortage of full-time faculty, the department continues to evolve and serve student needs." The WSCH per FTEF was 464 in 2016-2017. We are in need of an additional faculty member to all of the Strategic Directions and Goals of SBVC.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The Art Department offered 78 sections in Fall 2016 and 74 in Spring 2017. Eight of the classes have advanced levels (B, C, D) and are taught concurrently with beginning (A) classes by the same faculty. Adjunct faculty taught 48 of the 78 sections offered in Fall 2016 and 44 of the 74 sections offered in Spring 2017. Adjunct instructors teach 68% of the art classes and have limited time to mentor students and provide guidance for transfer to four-year institutions. The request is tied to productivity, curriculum (p. 19) and planning (p. 24) of the 2015 Program Efficacy Report.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The retention rate of the Art Department in 2016-2017 was 91%. It is important to consider that the arts may reach high-risk students who may not be reached in other disciplines. Success in an art class may ignite a love of learning and discovery in high-risk students. Qualities leading to academic success for all students that may be developed in art classes are creativity, persistence, expression, observation, and reflection. Student success rates were 78% in 2016-2017. The

addition of a faculty member to replace the art history faculty who retired in 2010 is essential in maintaining and increasing student success and retention rates.

The greatest increase in Art Department enrollments has been in art history classes. Non-majors take art history courses as a humanities requirement and art majors take the courses to fulfill AA Degree requirements. Every semester for the past two years we have had to add additional sections of art history and art appreciation based on waitlists. All of our adjunct instructors are at maximum load. We have written two exception letters in the past year allowing adjunct instructors to work past their loads because we were unable to find qualified instructors. Each full-time instructor in the Department has a particular niche and we are missing the art history component. It is also important to note that we need to align with the TMC for art history. An additional faculty member who has the background of an art historian would help with this statewide mandate.

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

The consequences of not filling this position affect the program goals found on the EMP One-Sheet for the Art Department. It is difficult to increase the number of degrees and/or certificates, and develop hybrid and online classes without additional faculty support. Increased enrollments in art history classes because of counseling recommendations makes it difficult to find qualified faculty. Without an expert in art history we have difficulty keeping current with new art history theories and curricula. Mentoring students towards success, addressing articulation possibilities with four-year institutions, partnering with community members and participating in community events require an additional full-time faculty member.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Davena Burns-Peters
Program or Service Area:		Modern Languages: ASL
Division:		Arts and Humanities
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 9	Faculty Load (per semester): 3.375
Position Requested:		One full-time, tenured position for ASL
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2 *Establish and maintain partnerships with community organizations, K-12 systems, and adult schools *Explore and expand online advising opportunities *Improve access to transfer, CTE Certificate, and other courses needed for graduation *Create better balance between transfer and CTE program offerings * Maintain up-to-date curriculum that is relevant to community needs *Establish and maintain an appropriate ratio of fulltime to part-time faculty

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The hiring of an additional FT faculty member for the ASL program would benefit the campus of SBVC and its students in several ways. An additional full-time position will assist in meeting strategic initiatives of the campus as a whole, promote department growth, meet the demand of course offerings by students and community stakeholders, as well as provide a stronger program and experience for students taking ASL courses.

Some of the evidence supporting the need for an additional FT position include:

- Continual growth in enrollment for ASL courses over the past five academic years. The FTES for ASL courses has increased from **66.80** in 2012-13 to **101.63** in the 2016-17 for **52%** growth. The FTEF has grown with the enrollment as well. The FTEF for 2012-13 was **3.78** and **increased to 6.94** in 2016-17 for a growth of **83.5%**.
- Load sufficient to carry **three FT** positions with only **one FT** position currently.
- Load has **increased** from the ability to carry **1.75** positions to **3.375** positions in a short 5 year span.
- One **FT** faculty is teaching **only 30%** of the sections on regular load.
- Currently, **PT** faculty teaches **70%** of ASL courses, which does not meet the campus and educational standards. In addition, this creates unique administrative and curricular challenges.
- Lack of additional FT faculty support has affected establishment of FTE earning programs, outreach to feeder schools, curriculum development and satisfaction of student and growth needs.
- Difficulty meeting the rapidly growing need and request for additional sections of ASL.
- Though the FT ASL position is housed within the MLD; it functions independently in many ways. Many responsibilities normally shared with a team are placed on the single FT position and has resulting in consequence that have been detrimental to meeting the initiatives of SBVC. The single FT position carries the load of curriculum review, curriculum and program development, program review, reporting, outreach, networking with the community, and other duties.
- The burden of responsibility to grow a program is tremendous, no easy task for any single FT faculty. Currently, normal ASL FT faculty duties include: ASL admin duties, committee service, ASL club oversight, and overload teaching—due to recognized complexities and difficulties of ASL PT staffing. When these demands consume the purview of the single FT faculty, the creation of vital new programs suffers. In fact, previously stated issues resulted in the inability to establish an Interpreter Training Program this past academic year despite the opportunity to take advantage of SWF monies. The faculty member has had to prioritize and choose between developing additional curriculum,

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Commented [M6]: It sounded stronger to frame this as a "lack of human capital" problem instead of a "not enough time" issue. Committees like to fix problems, and how could they fix a problem of not enough time? On the other hand, they could definitely help out by allowing more FT human capital.

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configuring more reliable assessment tools, meeting community needs, creating lifelong learning opportunities and satisfying the basic of needs of the students.

The addition of one additional FT ASL position would do the following:

- Further the progress in meeting the strategic initiative goals 1 and 2.
- Provide students increased consistency in curriculum, in expectations as they advance in courses, in assessment measures and methodology, and curriculum materials used.
- Allow for higher-level courses, which are critical for students' ability to transfer to training programs and higher-level institutions, to be taught by FT faculty, as well as provide necessary mentorship.
- Allow for additional higher level courses to be taught every semester, as there is a demand for such due to admission requirements for certain programs on and off campus, ensuring SBVC students the ability to complete their coursework required for transfer or admittance to programs of their choice within a reasonable time frame without interruption.
- Address critical shortcomings and bolster consistency in expectations, assessment methodologies and data.
- Satisfy current and future request for course offerings, as well as the District goals for growth.
- Allow for the development of a more robust and thoroughly developed ASL program.

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2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The EMP data for ASL courses indicates a continued pattern of growth in all areas and supports the addition of a FT ASL position in the following ways:

- Continual growth in enrollment for ASL courses over the past five academic years. The FTES for ASL courses has increased from **66.80** in 2012-13 to **101.63** in the 2016-17 for **52%** growth. The FTEF has grown with the enrollment as well. The FTEF for 2012-13 was **3.78** and **increased to 6.94** in 2016-17 for a growth of **83.5%**.
- Load sufficient to carry **three FT** positions with only **one FT** position currently.
- Load has **increased** from the ability to carry **1.75** positions to **3.375** positions in a short 5 year span.
- Fill rate for ASL courses over the past five academic years has averaged 97%.
- Growths in FTEF and FTES have been consistent and set the expectation for the pattern to continue, but such growth will be impossible to maintain without an additional FT position.
- The two most recent EMP reports for the MLD note a goal of creating an ASL Advisory Committee in order to investigate the ability to establish an Interpreter Training Program (ITP). Goal has not been met due to previous stated limitations.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

- The ASL program has seen steady and rapid growth over the past 5 years and growth needs are being met by hiring PT faculty. Continuing this practice fails to comply with the education standards.
- PT faculty positions address the need for course offerings, but do not address the need for program development, networking, and mentoring.
- Current FT member would benefit greatly in an additional FT position to act as a support and team member in the process of meeting strategic goals, developing programs and meeting growth needs.
- ASL courses satisfy humanities requirements for graduation, as well as requirements for transfer to 4 year institutions, allied health/nursing programs and interpreter training programs.

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

- Limit the ability to meet the current needs of course offerings, growth, development, strategic planning, networking and creation of a CTE program. All of these things are critical to the success of the ASL program and to the success of our students.
- Limit the diversity in choices for students to satisfy their language requirements for their degrees.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Tatiana Vasquez
Program or Service Area:		Biology
Division:		Science
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty: 7	# of Adjuncts: 24	Faculty Load (per semester): 17.12
Position Requested:		Full-time Faculty (1 requested)
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success, Leadership and Professional Development.

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

This request is for ONE full-time Biology faculty. There are four overarching reasons as to why the department requires one additional faculty in the department. First, our faculty load per semester is at 17.12. In the past 5 years, FTEF has increased steadily with a gain of 15.8%. Biology has expanded its course offerings for the Biology major to meet the AS-T degree, for allied health technical degrees, and for GE. Although the WSCH per FTEF is lower than the ideal number, the course offerings are related to lab courses which have a cap of 24-28 students. This cap is considered under lab safety, increased student engagement, and enhanced quality training of technical skills. 22.6% of the Biology department faculty consists of full-time faculty.

The second reason is that the courses that Biology offers to the community are highly diverse but specific and technical. A single faculty does not attain expertise in areas of Cell and Molecular Biology, Microbiology, Organismal Biology, Biotechnology, and Evolutionary Ecology. Although any train biologist can teach an introductory GE Biology course, it is not the case with the rest of the diverse courses we offer. Thus finding part-time faculty is beyond challenging because the candidate must have teaching skills, biological skills for the lecture, and biological skills for the laboratory. Moreover, the fields of study are ever growing in the private and government job landscape so our competition for teaching candidates is greater every semester. Although HR and our faculty have been dedicated to promote job openings for part-time employment, we barely get new applications every semester. For the last two years, we have resorted to a waiver of the 67% rule for part-time instructors to teach overload. Nevertheless, part-time faculty are only allowed to teach overload once every three years (Title V); the number of PT faculty available for this waiver is reduced every semester.

Third, the role of the full-time faculty member goes beyond the classroom environment. Aside from general course maintenance, our programs, curricula, mentorship, and advising must continue to be updated every year because the fields demand it. Full-time faculty train our students informally to promote their advancement within their major (biochemistry, bioengineering, computational biology, biology, medical, pharmacy, dental, nursing, kinesiology, occupational therapy, pharmacy tech, psychiatric tech, radiology tech, environmental health, environmental science, among others) and in their long-term journey. Students from our community are more likely to lack support and preparation for college, and it is dire in STEM fields. Students need to build their grit fast, but it isn't easy. They require our full support. Our faculty department is committed in many ways to their professional growth (informally and formally). This also means that we must also remain up to date with their needs

and the ever-evolving fields of Biology. Permanent faculty members must be present in sufficient numbers to research trends (jobs, internships, technology, success), advise students, establish and maintain current and new external and internal partnerships that improve the success of our students while at SBVC, expand into OER and/or DE, etc. Additionally, the department wants to remain committed to college-wide activities that improve our campus climate and leadership.

The final overarching reason for the rationale of an additional full-time faculty is that our department has almost 50% of the full time faculty at retirement classification. A gap in hiring almost always results in lost opportunities in mentorship, professional development, and leadership training which occur between junior and expert faculty cohorts.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. *(Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)*

The EMP reflects an increase in the number of AS degrees by 183%, 70% only in the last year given the expansion of the majors Biology courses to three courses. There was an 18% increase in the number of sections offered by the department. These sections belong to each of the areas in the mission of our department (EMP description of program/area). The faculty load per semester is at 17.12. In the past 5 years, FTEF has increased steadily with a gain of 15.8%. Although the WSCH per FTEF is lower than the ideal number, the course offerings are related to lab courses which have a cap of 24-28 students. According to the Efficacy Team Analysis and Feedback (p. 4), "the department has many strengths which are utilized to support the goals and objectives of the department, these strengths also support the greater college community..." Consequently, our need of one full-time faculty aims to have positive impacts in the department, the college, and our community. Our diverse needs for quality education are aligned with the mission of the college. The EMP identifies a strong need for a full-time faculty to help perform a variety of goals (p. 2) and it has identified immediate steps to fulfill some of these goals.

3. Indicate any additional information you want the committee to consider *(for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.)*.

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

- Continue to overuse PT faculty. This semester we have two part-time faculty teaching more than 67%.
- Higher risk of cancelling classes.
- Diminish opportunity to increase AS and AS-T degrees.
- Diminish opportunity to increase student pathways to technical degrees and transfer.
- Scale back goals in EMP p. 2 and continue to have an inferior student success rate of 64% (2015-2016 and 2016-2017) (EMP p. 1).
- Failure to capture the retired faculty's valuable organizational-specific know how.
- Inadequate apprenticeship for junior faculty.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Sheri Lillard
Program or Service Area:		Chemistry
Division:		Science
Date of Last Program Efficacy:		Spring 2016
What rating was given?		Continuation
# of FT faculty 6 (+ 1 FT temp)	# of Adjuncts 20	Faculty Load (per semester): 13.90 (EMP)
Position Requested:		Full-Time Faculty (1 of 2)
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The demand for Chemistry courses at both the introductory level and major's preparation has increased. For Fall 2017, the full-time faculty are covering approximately 37% of the courses we offer. Without our temporary FT faculty, the number decreases to 33%, making the FT temporary position permanent a necessity.

Additionally, our department cannot solely rely on our adjunct instructors to cover the rest of the classes we offer to students. In the past two semesters, we had several adjunct faculty quit after the semester has started, due to securing full-time employment. Consequently, it makes staffing classes incredibly difficult, let alone a class that is already in session. Moreover, chemistry always had a limited pool of adjunct faculty, and in the past few years, we had to scramble to hire qualified instructors a few days before the semester starts. To overcome these challenges, our department heavily relied on a waiver (67% rule), which requests permission from Human Resources to allow part-time faculty to teach above the cap. This is something that our department wants to avoid for future semesters. It is stressful and does not benefit students having instructors that are spread too thin. Overall, the employment opportunities for those meeting minimum qualifications in the discipline are excellent (<http://www.bls.gov/oes/current/oes192031.htm#>), however because part-time hourly work cannot compete with the opportunities available in the field, this makes adjunct faculty hard to keep.

The increased interest in transfer programs in STEM fields has pushed demand for major's preparation in recent years. The department is simply unable, given current staffing levels, to meet the demand for career paths at the associate's and bachelor's degree levels for qualified students. One plausible solution is to increase our full-time faculty. This will alleviate the pressure of being constantly understaffed, but it will also provide a consistent quality in education that our college aim to provide for our students.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The trends for allied health and STEM (Science, Technology, Engineering and Math) pathways were identified in the last program efficacy (Efficacy, pp. 27-28). We see more students with an

interest in pursuing a STEM career and/or allied health pathway. In addition, UC-Riverside's medical school and its spotlight on the lack of medical providers in the Inland Empire has spurred even more interest in the community for STEM preparation. We continue to support major's preparation evening classes (p. 8) for students pursuing STEM pathways who work during the day, and one-day Fri and Sat sections of CHEM 101 and CHEM 150 for working students. The tremendous growth in general chemistry (150/151 – 10 sections FA17), and organic chemistry (212/21 – 5 sections FA17) reflects this trend. General chemistry is required for all STEM pathways, and organic chemistry is required for chemistry and biology pathways.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

To address the drop in efficiency, we have added more sections of major's preparation Chemistry classes last year. The lower cap on these classes reduces efficiency, but improves the number of degrees granted as the general and organic chemistry sequences are required for the Chemistry Associate's Degree.

Chemistry is a central science and the entry-level courses for pathways in nearly all Allied Health Career Technical Education (CTE), transfer programs, and all Science, Technology, Engineering and Mathematics (STEM) transfer programs. The restructuring of Anatomy and Physiology resulted in Chemistry being the first course to multiple subsequent courses along the allied health pathway. General Chemistry is required for all chemistry, biochemistry, biology, ecology, microbiology, geology, earth sciences, physics, and engineering transfer students. Also, General Chemistry is required for medical, pharmacy, dental and other allied health professional schools. It is usually the first course at the university level due to prerequisite sequencing of other majors or mathematics prerequisites to begin a sequence. When Chemistry is unable to provide sufficient sections, all areas of science and allied health feel the consequences of too few students in the pipeline. This impacts the efficiency and degree attainment of the institution.

We have grown as fast as possible to accommodate demand and support the mission of the college, but we have reached the limit of our adjunct pool. We generated an average faculty load (FTEF) of 13.90 full-time equivalent faculty with six full-time positions + 1 temporary FT faculty (2016-2017 EMP). Currently (Fall 2017), only 37% of our sections (16 out of 43) are taught by FT faculty.

The district has asked us to grow our FTES generation because this is a program that can help achieve the growth required to capture more state funding. However, with our current staffing level this is not a sustainable activity.

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

We will need to cancel more classes due to lack of qualified instructors. In the past few years, we consistently had at least one part-time faculty teaching more than 67% every semester. Only because we were able to hire a FT temporary faculty, were we able to minimize this situation. If we lose this FT faculty position, we cannot maintain instructional quality. We will have to scale back our offerings without full-time faculty. This means the institution will have fewer degrees granted in all STEM fields, decreasing the transfer-readiness of our students and providing fewer qualified students to the allied health (nursing) pipeline.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Sheri Lillard
Program or Service Area:		Chemistry
Division:		Science
Date of Last Program Efficacy:		Spring 2016
What rating was given?		Continuation
# of FT faculty 6 (+ 1 FT temp)	# of Adjuncts 20	Faculty Load (per semester): 13.90 (EMP)
Position Requested:		Full-Time Faculty (2 of 2)
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The demand for Chemistry courses at both the introductory level and major's preparation has increased. For Fall 2017, the full-time faculty are covering approximately 37% of the courses we offer. Without our temporary FT faculty, the number decreases to 33%, making the FT temporary position permanent a necessity.

Additionally, our department cannot solely rely on our adjunct instructors to cover the rest of the classes we offer to students. In the past two semesters, we had several adjunct faculty quit after the semester has started, due to securing full-time employment. Consequently, it makes staffing classes incredibly difficult, let alone a class that is already in session. Moreover, chemistry always had a limited pool of adjunct faculty, and in the past few years, we had to scramble to hire qualified instructors a few days before the semester starts. To overcome these challenges, our department heavily relied on a waiver (67% rule), which requests permission from Human Resources to allow part-time faculty to teach above the cap. This is something that our department wants to avoid for future semesters. It is stressful and does not benefit students having instructors that are spread too thin. Overall, the employment opportunities for those meeting minimum qualifications in the discipline are excellent (<http://www.bls.gov/oes/current/oes192031.htm#>), however because part-time hourly work cannot compete with the opportunities available in the field, this makes adjunct faculty hard to keep.

The increased interest in transfer programs in STEM fields has pushed demand for major's preparation in recent years. The department is simply unable, given current staffing levels, to meet the demand for career paths at the associate's and bachelor's degree levels for qualified students. One plausible solution is to increase our full-time faculty. This will alleviate the pressure of being constantly understaffed, but it will also provide a consistent quality in education that our college aim to provide for our students.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The trends for allied health and STEM (Science, Technology, Engineering and Math) pathways were identified in the last program efficacy (Efficacy, pp. 27-28). We see more students with an

interest in pursuing a STEM career and/or allied health pathway. In addition, UC-Riverside's medical school and its spotlight on the lack of medical providers in the Inland Empire has spurred even more interest in the community for STEM preparation. We continue to support major's preparation evening classes (p. 8) for students pursuing STEM pathways who work during the day, and one-day Fri and Sat sections of CHEM 101 and CHEM 150 for working students. The tremendous growth in general chemistry (150/151 – 10 sections FA17), and organic chemistry (212/21 – 5 sections FA17) reflects this trend. General chemistry is required for all STEM pathways, and organic chemistry is required for chemistry and biology pathways.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

To address the drop in efficiency, we have added more sections of major's preparation Chemistry classes last year. The lower cap on these classes reduces efficiency, but improves the number of degrees granted as the general and organic chemistry sequences are required for the Chemistry Associate's Degree.

Chemistry is a central science and the entry-level courses for pathways in nearly all Allied Health Career Technical Education (CTE), transfer programs, and all Science, Technology, Engineering and Mathematics (STEM) transfer programs. The restructuring of Anatomy and Physiology resulted in Chemistry being the first course to multiple subsequent courses along the allied health pathway. General Chemistry is required for all chemistry, biochemistry, biology, ecology, microbiology, geology, earth sciences, physics, and engineering transfer students. Also, General Chemistry is required for medical, pharmacy, dental and other allied health professional schools. It is usually the first course at the university level due to prerequisite sequencing of other majors or mathematics prerequisites to begin a sequence. When Chemistry is unable to provide sufficient sections, all areas of science and allied health feel the consequences of too few students in the pipeline. This impacts the efficiency and degree attainment of the institution.

We have grown as fast as possible to accommodate demand and support the mission of the college, but we have reached the limit of our adjunct pool. We generated an average faculty load (FTEF) of 13.90 full-time equivalent faculty with six full-time positions + 1 temporary FT faculty (2016-2017 EMP). Currently (Fall 2017), only 37% of our sections (16 out of 43) are taught by FT faculty.

The district has asked us to grow our FTES generation because this is a program that can help achieve the growth required to capture more state funding. However, with our current staffing level this is not a sustainable activity.

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

We will need to cancel more classes due to lack of qualified instructors. In the past few years, we consistently had at least one part-time faculty teaching more than 67% every semester. Only because we were able to hire a FT temporary faculty, were we able to minimize this situation. If we lose this FT faculty position, we cannot maintain instructional quality. We will have to scale back our offerings without full-time faculty. This means the institution will have fewer degrees granted in all STEM fields, decreasing the transfer-readiness of our students and providing fewer qualified students to the allied health (nursing) pipeline.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Kathy Adams
Program or Service Area:		Child Development
Division:		Social Science, HD and PE
Date of Last Program Efficacy:		Full- Spring 2015 /CTE – Spring 2017
What rating was given?		Continuation
# of FT faculty 3	# of Adjuncts 10	Faculty Load (per semester): 7-8
Position Requested:		#1 of 2 Full-Time Tenure Track Faculty
Strategic Initiatives Addressed:		Access and Student Success Strategic Directions + Goals

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

- The CD Department has had a decrease in full-time faculty and increased work load since 2006. In 2006, a full-time faculty member in CD and Education retired. In 2007, due to a union vote, the CD Department lost a full-time faculty CDC Director position (replaced by a classified manager). Two full-time faculty retired in 2009. Shortly after these retirements, one CD position was on the SBVC’s President’s (Deb Daniels) top 10 list for replacement positions, but the position was never filled, and the list disappeared. **In 2006, CD & Education had 7 full-time faculty members and 4 classified staff now there are 3 FT faculty.** There is a need for 2 CD full-time faculty positions including one CD/ Education faculty who could bring back the articulated education courses & develop internship/ lab placement sites.
- In 2014-15 & 2015-16, **CD was ranked #10 in needs assessment for full-time faculty.** The top 8 were hired the next year.
- **Last year, 2016-17, CD was ranked #2 in Program Review.**
- Access and Success: CDD faculty are **advising for 8 certificates and 3 degrees, which is a challenge.** (EMP 2016). Students earned 28 certificates and 65 degrees in 15-6. (EMP 2016) This is a strong work and transfer pathway for CD and Education careers.
- Access and Success: CD Departmental responsibilities include vocational and academic responsibilities including attending **articulation meetings, holding advisory board meetings, maintaining community partnerships, State Contracts with Child Development Training Consortium (CDTC) and the California Early Childhood Mentor Program (CECMP), making site visits, providing student support resources, and providing vocational and academic advising.** (EMP 2016)
- Access and Success: The CDD needs new faculty to bring back **Education courses and create an Education TMC** after losing these courses during the recession. (EMP 2016)

2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

- **2,026 students and 231.58.31 FTES and 15.95 FTEF** (EMP 2016).
- **Retention rate is 91% 2 years in a row in courses** (EMP 2016-17). **Student Success rates are at 70%** (EMP 2016-17).
- The number of certificates continue to be high with **38 certificates** last year (EMP 2016). The number of CD degrees awarded was **65 last year.** (EMP 2016)
- In a comparison of growing occupations by entry level Education in California for 2015-2017, **preschool teachers** were the largest in new and replacement needs at the Associate Degree level. (EDD Comparison of Growing Occupations by Entry Level Education in California, 2015-2017) (CTE Program Efficacy, 2017)

- **Preschool teacher** projected growth for Riverside and San Bernardino counties is 10.2 percent which is higher than the State average projected percentage or 7.6 percent.
<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252011&Geography=060400007>
1 Retrieved, March 11, 2017. (CD CTE Program efficacy, 2017).
- Action plan is to **hire full-time faculty to help with department work, education program, Perkins, partnerships, State contracts, curriculum, labs.** (Student Success) (EMP 2016)

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

- CD Department maintains 2 **State contracts**: 1. **The CD Training Consortium (CDTC - \$20,000)** which helps student reimburse students for tuition in order to earn CD Permits from the Commission on Teacher Credentialing. 2. **The California Early Childhood Mentor Program (CECMP -\$20,000)** which includes a collaboration with Crafton Hills for off campus placements of students for Lab/ Practicum experiences and brings CD Directors together for monthly meetings. (CD Efficacy Page 34).
- The CD Department has approximately **10 partnerships** which must be maintained for student success and work connections. (CD program efficacy 2015 page 34).
- The CD Departments **DE sections have increased to 27%** (CD EMP 2016)
- Keeping up with current CD curriculum and the **State CD Curriculum Alignment Project (CAP) has been a challenge** and new faculty would help with this task. We have 30 courses, 8 certificates, 3 degrees including an ECE AS-T. We would qualify for 2 more TMC's in Education (we need to bring back the Education program in order to do this) and an AA-T in Child and Adolescent Development which would articulate with CSUSB. Although our courses are all current, **there are still more CAP revisions to make.** We need more help with this process. (CD Efficacy 2015 page 25).
- Although the CD Department has had limited resources, the CD Department has still maintained **high success and retention, but they are showing a slight decline in WSCH per FTEF to 436 as overall fill rate on campus is declining.** (EMP 2016).
- There is enough load for **7 and almost 8 full-time faculty FTEF: 15.95 - 60%+ of courses are taught by adjunct faculty** (EMP 2014, EMP 2015, EMP 2016).

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

- By not filling this position, we expect **student access and success will decline.**
- We expect **fewer resources for students** as the CDD will not be able to maintain partnerships and quality CTE and academic components and apply for grants as all faculty are stretched to workload capacity with two State Contracts, curriculum revisions, student advising, and lab components (over 100 site visits per year). (Access and Success)
- **Curriculum revisions to keep up with State CD CAP requirements will be slow.**
- The CD Department will **not be able to bring back the Education, TK component and other relevant TMCs** due to the lack of full-time faculty needed to support the programs. This will continue to be a missed opportunity for students and Valley College. (Access)
- Decline in overall enrollment as full-time faculty cannot promote or meet the individual demands of programs, students and community requirements for programs.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Kathy Adams
Program or Service Area:		Child Development
Division:		Social Science, HD and PE
Date of Last Program Efficacy:		Full- Spring 2015 /CTE – Spring 2017
What rating was given?		Continuation
# of FT faculty 3	# of Adjuncts 10	Faculty Load (per semester): 7-8
Position Requested:		#2 of 2 Full-Time Tenure Track Faculty
Strategic Initiatives Addressed:		Access and Student Success Strategic Directions + Goals

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

- The CD Department has had a decrease in full-time faculty and increased work load since 2006. In 2006, a full-time faculty member in CD and Education retired. In 2007, due to a union vote, the CD Department lost a full-time faculty CDC Director position (replaced by a classified manager). Two full-time faculty retired in 2009. Shortly after these retirements, one CD position was on the SBVC’s President’s (Deb Daniels) top 10 list for replacement positions, but the position was never filled, and the list disappeared. **In 2006, CD & Education had 7 full-time faculty members and 4 classified staff now there are 3 FT faculty.** There is a need for 2 CD full-time faculty positions including one CD/ Education faculty who could bring back the articulated education courses & develop internship/ lab placement sites.
- **In 2014-15 & 2015-16, CD was ranked #10 in needs assessment for full-time faculty.** The top 8 were hired.
- **Last year, 2016-17, CD was ranked #2 in Program Review.** (EMP 2016)
- Access and Success: CDD faculty are **advising for 8 certificates and 3 degrees, which is a challenge.** (EMP 2016). Students earned 28 certificates and 65 degrees in 15-6. (EMP 2016) This is a strong work and transfer pathway for CD and Education careers.
- Access and Success: CD Departmental responsibilities include vocational and academic responsibilities including attending **articulation meetings, holding advisory board meetings, maintaining community partnerships, State Contracts with Child Development Training Consortium (CDTC) and the California Early Childhood Mentor Program (CECMP), making site visits, providing student support resources, and providing vocational and academic advising.** (EMP 2016)
- Access and Success: The CDD needs new faculty to bring back **Education courses and create an Education TMC** after losing these courses during the recession. (EMP 2016)

2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

- **2,026 students and 231.58.31 FTES and 15.95 FTEF** (EMP 2016).
- **Retention rate is 91% 2 years in a row in courses** (EMP 2016-17). **Student Success rates are at 70%** (EMP 2016-17).
- The number of certificates continue to be high with **38 certificates** last year (EMP 2016). The number of CD degrees awarded was **65 last year.** (EMP 2016)
- In a comparison of growing occupations by entry level Education in California for 2015-2017, **preschool teachers** were the largest in new and replacement needs at the Associate Degree level. (EDD Comparison of Growing Occupations by Entry Level Education in California, 2015-2017) (CTE Program Efficacy, 2017)

- **Preschool teacher** projected growth for Riverside and San Bernardino counties is 10.2 percent which is higher than the State average projected percentage or 7.6 percent.
<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252011&Geography=060400007>
1 Retrieved, March 11, 2017. (CD CTE Program efficacy, 2017).
- Action plan is to **hire full-time faculty to help with department work, education program, Perkins, partnerships, State contracts, curriculum, labs.** (Student Success) (EMP 2016)

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

- CD Department maintains 2 **State contracts**: 1. **The CD Training Consortium (CDTC - \$20,000)** which helps student reimburse students for tuition in order to earn CD Permits from the Commission on Teacher Credentialing. 2. **The California Early Childhood Mentor Program (CECMP -\$20,000)** which includes a collaboration with Crafton Hills for off campus placements of students for Lab/ Practicum experiences and brings CD Directors together for monthly meetings. (CD Efficacy Page 34).
- The CD Department has approximately **10 partnerships** which must be maintained for student success and work connections. (CD program efficacy 2015 page 34).
- The CD Departments **DE sections have increased to 27%** (CD EMP 2016)
- Keeping up with current CD curriculum and the **State CD Curriculum Alignment Project (CAP) has been a challenge** and new faculty would help with this task. We have 30 courses, 8 certificates, 3 degrees including an ECE AS-T. We would qualify for 2 more TMC's in Education (we need to bring back the Education program in order to do this) and an AA-T in Child and Adolescent Development which would articulate with CSUSB. Although our courses are all current, **there are still more CAP revisions to make.** We need more help with this process. (CD Efficacy 2015 page 25).
- Although the CD Department has had limited resources, the CD Department has still maintained **high success and retention, but they are showing a slight decline in WSCH per FTEF to 436 as overall fill rate on campus is declining.** (EMP 2016).
- There is enough load for **7 and almost 8 full-time faculty FTEF: 15.95 - 60%+ of courses are taught by adjunct faculty** (EMP 2014, EMP 2015, EMP 2016).

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

- By not filling this position, we expect **student access and success will decline.**
- We expect **fewer resources for students** as the CDD will not be able to maintain partnerships and quality CTE and academic components and apply for related grants as all faculty are stretched to workload capacity with two State Contracts, curriculum revisions, student advising, and lab components (over 100 site visits per year). (Access and Success)
- **Curriculum revisions to keep up with State CD CAP requirements will be slow.**
- The CD Department will **not be able to bring back the Education, TK component and other relevant TMCs** due to the lack of full-time faculty needed to support the programs. This will continue to be a missed opportunity for students and Valley College. (Access)
- Decline in overall enrollment as full-time faculty cannot promote or meet the individual demands of programs, students and community requirements for programs.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Leticia Hector
Program or Service Area:		Communication Studies
Division:		Arts & Humanities
Date of Last Program Efficacy:		Spring, 2015
What rating was given?		Continuation
# of FT faculty 4	# of Adjuncts 9	Faculty Load (per semester): 9
Position Requested:		A full-time faculty position for Communication Studies Department.
Strategic Initiatives Addressed: Strategic Directions + Goals		ACCESS & STUDENT SUCCESS

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Communication Studies Department is concerned about being able to maintain student success with only 4 FT faculty while having load for 9. (Fall, 2015), the department experienced a serious challenge staffing all of our sections. For the first time, in the past 17 years, each FT faculty member in the department agreed to teach an over/over load (one section over the over load limit) to avoid cancelling classes. One FT faculty member over extended themselves taking on two sections over our limit. We are losing adjunct faculty to FT jobs, and it is making it difficult for us to staff our classes. This shortage is not unique to SBVC. Many surrounding Communication Studies Departments have contacted us, looking for adjunct faculty, including our sister campus CHC. The need for more faculty support in the Communication Studies Department has been made evident through our program review process and recent EMP Report.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

- Data continues to demonstrate that the Communication Studies Department maintains FTEF load of 9, but functions with 4 FTF and 9 adjunct faculty.
- Department FTES increased between 12-13 and 14-15, and as a result the department maintained number of course offerings 15-16. However, noticed a drop in productivity and after re-evaluating the following year (16-17), decided to reduce number of sections offered to meet the current needs of our students, which explains the decrease in FTES in 16-17.
- As a result of our assessment and adjustment made in 16-17, WSCH per FTEF remained consistent with the previous year.
- Department SUCCESS and RETENTION rates seem to be consistent with our college average (SBVC success 66% and retention 89%)

- Our Department productivity rate will never reach the general campus goal because of our class caps. Our class caps have been set according to pedagogical factors that influence the success of our students in the course. Approximately 85% of our course offerings have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses.
- As a result of our steady increase in % of online enrollment, we have continued to increase our online offerings to continue to meet the needs of our students.
- The department is pleased with the steady number of AA-T degrees awarded, and tripling in the past five years!
- As students continue to become aware of our recently approved AA-T degree, the department will feel the pressure to expand its offerings. However, the Communication Studies department is concerned that if we continue to function with 4 FT faculty, while maintaining load for 9 FTEF, then student access and success will be jeopardized.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Communication Studies Department is responsible in providing one of the **Golden Four** courses required for our students to graduate and/or transfer: Oral Communication. ***This requirement can only be met through the offerings provided by our Communication Studies Department.*** The AA-T in Communications Studies was also recently State Approved in 2013, which has already resulted in a total of 35 degrees awarded! As long as we continue to move toward expanding the Communication Studies Department, and continue to function with only 4 FTF, we will struggle to continue to provide our students with the **ACCESS** necessary to accommodate the **NEED** of our students.

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

ACCESS and **STUDENT SUCCESS** will be jeopardized if the Communication Studies Department continues to function with 4 FTF, and 9 adjunct faculty, but with an FTEF load equivalent to 9 FTEF. We are not capable of fully accommodating our student growth at peak offering times due to adjunct teaching at multiple colleges, and a shortage of adjunct available at all. It is going to become difficult to accommodate expansion without staffing relief. As our department begins to move toward expanding, and the demands for more classes become apparent, our ability to meet that need will be severely jeopardized. Providing the Communication Studies Department with a new full time faculty member would support two strategic initiatives: **ACCESS** and **STUDENT SUCCESS**. Our department is committed to providing opportunities for acquiring educational and support services, as well as helping students succeed in their educational and career goals. However, in order to do this, more full time faculty support is needed!

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		Continuance
# of FT faculty 1	# of Adjuncts 5	Faculty Load (per semester): 2.77
Position Requested:		Full Time Faculty x2
Strategic Initiatives Addressed: Strategic Directions + Goals		Create better balance between transfer and CTE program offerings. Maintain up-to-date curriculum that is relevant to community needs

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Culinary department is expanding and is in need of more full time faculty. The SWP grant allows for temporary full time faculty to be hired for one year. The department has put in an additional SWP request to fund full time temporary faculty for an additional year. The department does not know if the grant will be awarded to sustain the full time temporary faculty that has been hired for an additional year as the two one year programs have just started and the department has no data to pull from to justify this report. However the new baking program is very successful to date. The new culinary program also shows growth so far this semester. The two additional faculty are right now being used for the baking program however the culinary program is in need of an additional faculty to help teach students in the Den and Food truck as the current full time faculty is running the Sunroom restaurant and caterings and is already stretched to legal limit. The culinary program like many hands-on learning environments needs to have faculty in charge to run the areas and teach the students safety and production aspects of the industry. The department has asked for a larger space that would house the Den, caterings, baking and culinary under one roof thereby eliminating the need for multiply full time faculty to run the department because it would be under one roof and not spread all over campus. Each time the full time faculty leaves an area the students are left unsupervised and that is a safety issue. The department chair realizes that the FTEF are 2.77 per semester and this is justification for just one additional full time faculty. However every other culinary program has at least 5 full time faculty in the department to run the multiple aspects of the program. This department has only one full time faculty and has been running with one full time faculty for over 15 years however with the growth of the program the department is in need of additional faculty.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The current EMP and efficacy reports do justify why this request is necessary. The department cannot continue with the level of service to the campus if not supported with additional faculty. The department chair has included this information in the needs assessments over the past 10 years with no avail. This request is directly tied to program planning. The department is expected to grow however has been asking for faculty to make that happen. Without the additional faculty

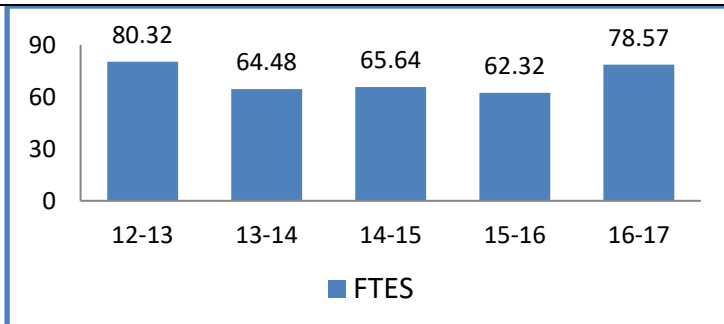
the program cannot be expected to grow or maintain the same service to the campus. Student success within the department has been good. The department chair is hoping that with the addition of the baking program the number of student success and student completions will go up.

3. Indicate any additional information you want the committee to consider (for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.).

The department chair has attached a current EMP for the committee to review. The committee has access to the current efficacy report and student success data. The department does not have data on the new current program because it just began fall 2017.

Description: (Provide an updated overview of your program/area.)

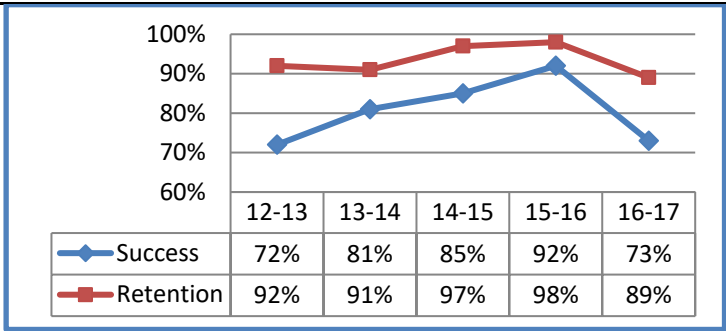
The Culinary Department trains students to go out into the industry and become gainfully employed or transfer to college. Within the program we have courses that allow the students to learn and understand all aspects of the industry, including customer service, catering, running a restaurant, food truck and coffee shop. Upon completing the program the student will be able to open their own food service establishment or manage a food service establishment chain or small restaurant. The skills taught in this program are baking, cooking, business, and management, having run a student run restaurant and catering.



	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	375	362	344	287	384
FTEF	3.93	4.19	5.25	4.85	5.54
WSCH per FTEF	613	461	375	385	425

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the targets (225 Words Max)

- FTES has fluctuated over the years. The department is hopeful that with the new program FTES will continue to increase.
- FTEF has fluctuated in the past few years. This will continue to increase as the program grows.
- Duplicate enrollment has also fluctuated over the years. It was at 375 in 13-14 but is at 384 for 16-17. The department will have every student on duplicate enrollment.
- WSCH per FTEF has also fluctuated over the years. It was at 613, 13-14, 461 in 13-14, the department had 375 WSCH per FTEF in 14-15, the WSCH was at 385 and for 16-17 the WSCH is at 425. Student contact hours should increase with the new program.
- Success rates for the program will fluctuate depending on the skill level of the students in the program. 16-17 our success rate was 78.57% from the past couple of fiscal years. The department has revamped the program and is hoping to revamp the success rate of the students back to match the years past.
- Retention the retention for the program has decreased from years previous. The department has concluded this reduction is due to the program change. The program will take the students one year to complete.



	12-13	13-14	14-15	15-16	16-17
Sections	11	17	20	18	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	4	3	6	6	3
Certificates awarded	17	14	20	33	15

hopefully that will raise the success rate of the program and the retention rate.

- Certificates awarded is down in 16-17 from the last couple of years. With the new program in place the certificates will increase because certificate completions will be at the end of each program. Instructors will help students apply for the certificates instead of relying on the students to apply for certificates themselves.
- Degrees awarded overall has been low for the program. Most of the students walk with their certificates and then go into the industry to work. Some of our students transfer to Cal Poly and Cal State SB. The department was tracking the students however this became overwhelming and the chair could not keep up with all past and present students.

Progress from Last Year’s Action Plan: [Provide an update on the progress made from last year’s Action Plan.] (225 Words Max)

Last year’s action plan consisted of creating a one year culinary and baking program, Purchasing a food truck and increasing enrollment within the program.

- The department has accomplished starting a baking program. The baking program has started out strong. The department is recruiting for next fall’s baking program students as the program starts once a year.
- The new one year culinary program has also started. This program has not taken off as planned as enrollment is down. However the department is actively recruiting with hopes that the next fiscal year enrollment will increase. If not the culinary program will be reevaluated once again.
- The Food Truck is currently out for Bid. The department is hoping to have the truck for the 2nd annual Foodie Fest that will take place in April.
- Marketing for the program has not occurred as planned. The department is in need of more full time help in order to correct the culinary web

	<p>pages so they are accurate and marketing help to get the word out regarding our new programs.</p> <ul style="list-style-type: none"> • Increased enrollment will hopefully happen when the department corrects the web pages and marketing for the program occurs. • Hiring full time temporary faculty for the baking program is under way. • Hiring 2 full time temporary lab techs is underway. • Hiring a Den manager has not been done. Instead a professional expert was hired to assist and manage the Den. This will position will turn into a full time position eventually if the Den is successful over the next 2 years. <p>The department chair is working diligently on trying to accomplish the items on last year's action plan however has been met with some road blocks. For instance; the department chair was not told that to purchase a Food Truck that cost is over a certain amount of money will have to go out to bid. So this process delayed the purchase. Also grant money is being used to hire faculty and lab techs for the department. This has also been a lengthy process and has been met with challenges.</p>	
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SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

The department creates SLO's and PLO's based on the advisory committee meetings that are made up from many different aspects of the food service industry. The entire program SLO's, PLO's and department goals are based on the recommendations of this committee and that is what the program is based on. Industry needs and trends fuel the courses created that make up the program. When SLO's are assessed it might mean that the department needs to update the SLO if the assessment shows that the SLO is not being met or that the instruction on that particular topic needs to be adjusted. The SLO's tell the program what equipment is needed, how many staff are needed and how the program should be set up in order for the students to succeed.

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college's [strategic goals](#).) (200 Words Max)

- The department will increase student success within the program based on the one year program. Upon completion of the program all students will receive certificates. This will allow the student to become gainfully employed or transfer to a four year college.
- Increase enrollment thru advertising and concurrent enrollment.
- Increase accessibility for all students. Offer classes on the weekend for the weekend college students. This will start in fall of 2018. Lecture courses such as sanitation and safety.
- Create a Hospitality program – there are over 9,000 jobs available in Hospitality in our region. These courses will be designed to close that gap.
- Create online courses within the culinary department
- Complete Small Work Force Grants for 2019/2020
- Complete the purchase of the Food Truck 12/2018

Challenges & Opportunities: [Challenges & Opportunities should be reflected in the Action Plan.] (200 Words Max)

Opportunities are:

- Concurrent enrollment
- Visibility of program thru food truck and advertising.
- Creating a hospitality program
- Weekend classes
- Marketing

Challenges are:

- Finding instructors to teach concurrent enrollment courses in the high schools.
- Purchasing the Food Truck
- Finding instructors to teach weekend classes
- Having time to market the program or finding a marketing person.
- Hire full time instructors for baking and culinary programs.

Action Plan: [Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.]

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
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<ul style="list-style-type: none"> • Work with the marketing staff to correct the web pages for the program. Add a web page for the Den. And market the culinary/baking program. 	Yes	Time	12/17
<ul style="list-style-type: none"> • Increase enrollment 	yes	Time	12/2018
<ul style="list-style-type: none"> • Offer weekend courses 	yes	Time	12/2018
<ul style="list-style-type: none"> • Create a hospitality program 	yes	Time to enter curriculum and approval from consortium	10/2019
<ul style="list-style-type: none"> • Work with CTE Dean to increase Concurrent enrollment 	yes	Time to enter curriculum and approval from consortium	08/2019
<ul style="list-style-type: none"> • Finalize Food Truck and bring online for Spring 2018 	yes	The district to complete the bid process. The department needs to work with the company that wins bid to custom create the food truck.	12/18
<ul style="list-style-type: none"> • Complete Small Work Force Grants and Reports 	yes	The SWP grant will pay for one the salaries for one year however, after the grant ends the positions will become institutionalized.	2017-2018
<ul style="list-style-type: none"> • Hire 2 full time instructors, one for baking and one for culinary 	yes	The SWP grant will pay for one the salaries for one year however, after the grant ends the positions will become institutionalized.	2019
<ul style="list-style-type: none"> • Complete the hiring process for the 2 full time temporary lab technicians. 	yes	The SWP grant will pay for one the salaries for one year however, after the grant ends the positions will become institutionalized.	2019

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

The growth of the program will not be sustainable without the added faculty. The student success, certificates, graduation and transfer will suffer tremendously without additional faculty. The level of service to the campus will change dramatically.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Marty Milligan
Program or Service Area:		Disabled Student Programs & Services
Division:		Student Services
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 5	Faculty Load 2.25(per semester):
Position Requested:		Full Time DSPS Counselor
Strategic Initiatives Addressed: Strategic Directions + Goals		1. Access 2. Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

DSPS is requesting a full-time DSPS counselor to be paid for through general funds. The rationale for this request is as follows:

During fiscal year 2016-2017, the unduplicated count of students served by DSPS was 961 (see <http://datamart.ccco.edu/Services/DSPS>). Recent changes to Title 5 remove barriers to verifying a disabling condition, resulting in even more eligible students seeking services. The anticipated student growth of 2 to 4% at SBVC will further add to the number of students seeking services from DSPS. Unfortunately, DSPS currently has only adjunct counselors whose collective time on campus cannot effectively meet the needs of the growing number of students DSPS serves. Further, the DSPS adjunct counselors are in part paid for with SSSP funds. These funds are not guaranteed on a yearly basis which potentially jeopardizes their continued availability to students. Therefore, a substantial gap exists between the number of students needing access to a DSPS counselor and the assured availability of DSPS counselors to serve them.

As you will read in our response to question 3 below, paying for a full-time DSPS counselor through general funds will actually result in an increase in the annual allocation of categorical funds that DSPS receives from the state chancellor's office. This enhancement is allocation of categorical funds through college effort (i.e., funding DSPS positions with general fund dollars) is unique to DSPS. No other Student Services program incentivizes the use of general fund dollars.

In accordance with the Student Success Act, all students must be provided with core services including counseling, advising and development of education plans in order to increase their chance of successfully meeting their educational goals. DSPS counselors must also perform duties specific to the students' disabilities. Prior to meeting with students, DSPS counselors read through students' disability documentation, including medical records, neuro-psychological reports, psychoeducational evaluations, individual educational plans, and learning disabilities documentation to determine the students' eligibility for services. In addition to providing the aforementioned core services, DSPS counselors also must take a student's disability into account. A significant portion of the advising appointment is spent discussing the student's disability, its impact in the educational environment, appropriate mandated academic accommodations, how to obtain these accommodations from the DSPS Office, how to communicate the need for accommodations with professors, and completing forms to expedite these processes. DSPS counselors provide disability management counseling and work with

students to tailor their education plans to meet their specific needs related to their disabilities. The DSPS Office often refers students to community services, including California Department of Rehabilitation, Inland Regional Center, and Rolling Start, and serves as a liaison with these organizations for students. Additionally, as the DSPS Office maintains students' confidential documentation in physical files, counselors must make file notes following each student interaction. In short, providing services to students with disabilities is both specialized and time consuming. Initial counseling appointments typically take at least one hour and follow-up appointments are minimally one-half hour in length. Provision of counseling to DSPS students is not discretionary; all DSPS students must meet with a DSPS counselor on regular basis per the California Community College Chancellor's Office's interpretation of Title 5. Having such a limited counselor-student ratio presents challenges to prompt delivery of core services. Not only does this conflict with the goals of the Student Success Act, but it also potentially violates federal mandates and state regulations by not providing students with accommodations in a timely manner. Funding a full-time DSPS counselor is the best way to ensure that students have access to the resources that they need in order to fulfill DSPS program requirements and meet the needs of the students.

While students served by DSPS can obtain core services from the general counseling office, doing so is typically not in the students' best interests and cannot be construed as the best use of institutional resources. It is preferred by both DSPS and the general counseling office that core services for these students be provided by a DSPS counselor who has access to the students' disability documentation, possesses expertise in the impact of disabilities on academic achievement, and can effectively work with these students in completing their education goals.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The DSPS Spring 2017 Efficacy Report supports this request. Specifically, the Efficacy Report notes the need for a full-time DSPS counselor is one of the two major challenges for DSPS, particularly against the backdrop of the significantly increasing number of students seeking services. The current DSPS Annual Plan specifically states that additional funding is needed in order to hire a full-time DSPS counselor. It notes that hiring a full-time DSPS counselor will allow for expanded assessment and counseling services, more efficient review of documentation to verify students' reported disabilities, and the delivery of core services including the completion of comprehensive Student Education Plans in order to obtain maximum funding as stated in the Student Success Act. In alignment with one of the college's Strategic Goals of Student Success, one of the DSPS program goals is to increase the number of students receiving advisement, educational counseling, and educational planning in a timely manner. The addition of a full-time counselor will ensure that students served by DSPS will receive core matriculation services including counseling, advising, and development of education plans which as mandated by the Student Success Act.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The annual allocation that DSPS receives from the state chancellor's office is based on a formula that includes two components. One of these components is the college's "weighted student count" (i.e., the number of students in each "weighted" disability category). Weighting is based

on the relative costs of providing services to each of the disability categories. For example, students served under the deaf/hard-of-hearing category have a higher weighting than students served under the mobility category because the costs associated with providing services to deaf and hard-of-hearing students is much higher than the costs associated with providing services to students with mobility disabilities. Currently, the portion of the allocation calculated by the weighted student count is 90 percent.

The second component included in the formula is college effort. College effort is calculated as a proportion of the total amount of general funds that the college contributes to DSPS divided by the college's total DSPS budget. Currently, the portion of the allocation calculated by college effort is 10 percent. Because college effort is included in the allocation formula, any additional contribution from the general fund to DSPS is incentivized because it actually increases the DSPS allocation. Further, this incentive will increase starting fiscal year 2018-19. That is, starting in 2018-19, the formula increases the percent of state DSPS funds that are calculated based on college effort from 10 percent of the state DSPS appropriation to 20 percent. Consequently, the portion of the allocation calculated by the weighted student count will be reduced from 90 percent to 80 percent. This formula change was made to encourage general fund contributions to DSPS. That is, colleges who contribute more general fund to DSPS will see a greater return in their DSPS allocation. This mandate is unique to DSPS (i.e. greater college effort results in greater DSPS allocation from the state chancellor's office). In summary, funding our request for a full-time DSPS counselor through general funds would be construed as college effort and would result in an increase in the annual allocation received by DSPS. The additional funds allocated to DSPS will allow for the purchase of smart pens and additional technology which are auxiliary aids that ultimately foster students' retention, success and independence.

This request for a full-time DSPS counselor is supported by data from the 2014 Report on Disabled Student Programs and Services. Specifically, data from this report indicate that students served by DSPS in 2011-12 and 2012-13 were 12.0 and 12.2 percent respectively, more likely to retain their enrollment from fall to spring than other students. The data reveal that, given appropriate support services and specialized counseling, students with disabilities remain enrolled and persist in their studies in community college throughout the academic year. As mentioned above, the needs of the growing number of DSPS students exceeds the collective number of hours that adjunct DSPS counselors are available to serve them. A full-time DSPS counselor will help meet the needs of these students.

A full-time DSPS counselor will provide a presence within the DSPS office. Students will have a faculty member to whom they can go on a regular basis rather than hope that an adjunct counselor is available. Therefore, a full-time counselor will be able to provide a continuity of services to students. Further, a full-time counselor will be in the position to cultivate relationships within Student Services and with instructional faculty for the benefit of DSPS students. This will foster student retention and success. Lastly, the addition of a full time DSPS counselor will increase DSPS involvement in shared governance. Given that the number of students that are served by DSPS is increasing, the participation of additional DSPS faculty on college committees will ensure adequate representation.

The exclusive use of adjunct counselors within DSPS is not in the best interests of meeting students' needs. First, the 5 DSPS adjunct counselors are in part paid for with SSSP funds. These funds are not guaranteed on a yearly basis which potentially jeopardizes their continued employment. Second, these counselors typically divide their time between SBVC and other

campuses, and are often seeking full-time employment elsewhere. Thirdly, finding a counselor qualified to serve in DSPTS is challenging given the specialized training, education, and experience that is required.

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

DSPTS is a complicated program and poses unique legal risks to SBVC in terms of Americans with Disabilities Act and Section 504 complaints, or worse, litigation. The absence of a full-time DSPTS counselor may jeopardize the timely delivery of specialized counseling services to students with disabilities. Should a student submit a complaint to the Office of Civil Rights (OCR), the potential cost to the college could be exorbitant. Once the OCR starts to investigate a student's complaint, its review will likely extend beyond the scope of the initial complaint. In fact, it could extend to all areas of operation and would require the commitment of extensive financial resources and personnel. Litigation, regardless of whether SBVC has committed an error, would come at a substantial cost. The above is not intended to disquiet the committee members, but to provide some perspective as to the special requirements imposed on DSPTS and how the addition of a full-time DSPTS counselor could avert potential litigation.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Arts and Humanities
Date of Last Program Efficacy:		SP2017
What rating was given?		Continuation
# of FT faculty 17	# of Adjuncts 52	Faculty Load (per semester): 37.75
Position Requested:		Full-time, tenured English instructor
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

-From 2013/2016 – 2016/2017, the English Department has seen a significant increase in FTES, from 870-980, up 110 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, 150 in SP17, and 153 in FA17), requires more full-time faculty.

-With the current 52 part-time faculty (up 3 from SP17) and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 45%. This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections to help meet the college's FTES and growth goals, the ratio of FT to PT instructors will continue to decline below 45%, **with 55% of our classes being taught by part-time instructors.**

-With 75% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 55% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners.

-Additionally, with double the number of AA-T-English degrees awarded in 2016/17 (up from 10 total to 20 degrees in 2016/2017), we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide.

-Another factor is that all English composition classes are 4 units, so part-time faculty must teach fewer sections per semester than other disciplines, where classes are 3 units, in order to comply with contractual load requirements.

-The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2016/2017, we hired 20 new part-time faculty and expect to hire at least 5-10 additional for the 2017/18 year (spring & fall 2018 semester). The turnover results in inconsistencies that directly impact student success.

-Over the last 3 years, there has been an increase in the number of disciplines requiring English prerequisites (ENGL 914 and ENGL 015) for their courses required in certificate and degree programs in response to state and local Academic Senate recommendations (e.g. Nursing, Welding, Diesel, etc.) Adding sections to accommodate these students and not delay their progress is critical and further supports rationale for adding full-time faculty.

-The College's Strategic Master Plan indicates goals to increase offerings of English Basic Skills classes and ESL classes which requires additional full-time faculty.

-Current full-time faculty are already serving as key facilitators (officers, chair/co-chairs) of many committees, sub-committees, and college-wide events, such as Academic Senate (4 senators from English, two serving as Senate Executive Members), Arts and Lectures, Program Review, Basic Skills, Curriculum, Honors, OEI, and Tech Committees. One of the 17 full-time instructors serves as Lead Writing Center Instructor **and** Lead ESL Instructor. Most of these faculty receive re-assigned time (teaching fewer sections), which is the equivalent of one FT instructor.

-Full-time faculty are needed in order for the department to create new partnerships and participate special programs like Puente, Summer Bridge, Tumaini, First Year Experience (multiple cohorts requesting English classes), Adult Ed., ESL, and the Strong Workforce/Guided Pathways that includes college's desire to create programs that lead to interdisciplinary career pathways. Such participation requires a significant time commitment and familiarity with college programs that are required for full-time faculty.

-Additionally, recently passed legislation AB 705, CUS's recent elimination of assessment tools and basic skills English classes, combined with the CAI (California Assessment Initiative) will significantly impact English classes from the number of units to the number of sections offered. With upcoming implementations of such legislation, there will be a significant time commitment on the part of our full-time faculty to align our assessment tools, curriculum, and course offerings with the new legislation, which currently proposes changes to curriculum and units. Both directly impact faculty workload, specifically for part-time instructors. With higher unit classes (proposed), our part-time instructors will be able to teach even fewer sections, further illustrating the dire need for additional full-time English faculty.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

-The 12% increase in FTES paired with a stable WSCH-390, retention-85%, and success rates-60% (both up from last year) indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 10 to 20 further emphasizes the need for additional full-time faculty who teach the majority of degree required classes. Student enrollment in English classes is up from 7462 (2015/2016 EMP) to 7533 ((2016/2017), a 6%, increase, and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty.

- As indicated in the data submitted for the Efficacy report SP2017, English is the third largest transfer major (single major not combined with any other option) to the UC schools during 2011 – 2016. Additional full-time faculty are essential if we are to maintain this trend, and as noted in our goals and action plan, the expansion of our AA-T English degree program will require even further additional full-time faculty in order to be successful.

-The department has increased in every area, except the number of full-time faculty members. Additional full-time faculty are essential for any sustained growth and student success. As noted in our goals and opportunities, the department anticipates moving to the CAI in the fall, creating transfer pathways, and implementing pre/post assessment pathways, all of which require additional FT faculty.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

To further support the need for full-time English faculty, it should be noted that our “core classes” 914, 015, 101, 102 maintain consistent fill rates (separated from literature and ESL classes) over 90%, and frequently, 100% or higher. The most recent data, SP16, indicates fill rates for these classes at 90%, 93%, 99%, and 95% respectively. These numbers, combined with the increased number of sections indicates that we have not yet reached a level of maximum offerings to meet student needs, which means we will need to offer more sections. Even if we don’t add sections, we are still running more classes than previous years, further supporting the need for full-time faculty.

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

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college’s Full-time Faculty Obligation Number (FON), partnerships with some special programs noted above will not get off the ground, and we will have to cancel sections. **It is certain, we will not be able to grow any further without additional full-time faculty members.**

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Arts and Humanities
Date of Last Program Efficacy:		SP2017
What rating was given?		Continuation
# of FT faculty 17	# of Adjuncts 52	Faculty Load (per semester): 37.75
Position Requested:		Full-time, tenured English instructor
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

-From 2013/2016 – 2016/2017, the English Department has seen a significant increase in FTES, from 870-980, up 110 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, 150 in SP17, and 153 in FA17), requires more full-time faculty.

-With the current 52 part-time faculty (up 3 from SP17) and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 45%. This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections to help meet the college's FTES and growth goals, the ratio of FT to PT instructors will continue to decline below 45%, **with 55% of our classes being taught by part-time instructors, which is further support for a second full-time faculty position.**

-With 75% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 55% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners.

-Additionally, with double the number of AA-T-English degrees awarded in 2016/17 (up from 10 total to 20 degrees in 2016/2017), we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide, and this can only be accomplished by filling a second full-time faculty position.

-Another factor is that all English composition classes are 4 units, so part-time faculty must teach fewer sections per semester than other disciplines, where classes are 3 units, in order to comply with contractual load requirements. This situation will remain constant, which supports a second full-time faculty position.

-The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2016/2017, we hired 20 new part-time faculty and expect to hire at least 5-10 additional for the 2017/18 year

(spring & fall 2018 semester). The turnover results in inconsistencies that directly impact student success, which can only be mitigated by another full-time faculty position.

-Over the last 3 years, there has been an increase in the number of disciplines requiring English prerequisites (ENGL 914 and ENGL 015) for their courses required in certificate and degree programs in response to state and local Academic Senate recommendations (e.g. Nursing, Welding, Diesel, etc.) Adding sections to accommodate these students and not delay their progress is critical and further supports rationale for adding full-time faculty.

-The college's Strategic Master Plan indicates goals to increase offerings of English Basic Skills classes and ESL classes, which requires additional full-time faculty.

-Current full-time faculty are already serving as key facilitators (officers, chair/co-chairs) of many committees, sub-committees, and college-wide events, such as Academic Senate (4 senators from English, two serving as Senate Executive Members), Arts and Lectures, Program Review, Basic Skills, Curriculum, Honors, OEI, and Tech Committees. One of the 17 full-time instructors serves as Lead Writing Center Instructor **and** Lead ESL Instructor. Most of these faculty receive re-assigned time (teaching fewer sections), which is the equivalent of one FT instructor.

-Full-time faculty are needed in order for the department to create new partnerships and participate special programs like Puente, Summer Bridge, Tumaini, First Year Experience (multiple cohorts requesting English classes), Adult Ed., ESL, and the Strong Workforce/Guided Pathways that includes college's desire to create programs that lead to interdisciplinary career pathways. Such participation requires a significant time commitment and familiarity with college programs that are required for full-time faculty.

-Additionally, recently passed legislation AB 705, CUS's recent elimination of assessment tools and basic skills English classes, combined with the CAI (California Assessment Initiative) will significantly impact English classes from the number of units to the number of sections offered. With upcoming implementations of such legislation, there will be a significant time commitment on the part of our full-time faculty to align our assessment tools, curriculum, and course offerings with the new legislation, which currently proposes changes to curriculum and units. Both directly impact faculty workload, specifically for part-time instructors. With higher unit classes (proposed), our part-time instructors will be able to teach even fewer sections, further illustrating the dire need for a second full-time English faculty position.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. *(Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)*

-The 12% increase in FTES paired with a stable WSCH-390, retention-85%, and success rates-60% (both up from last year) indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 10 to 20 further emphasizes the need for additional full-time faculty who teach the majority of degree required classes. Student enrollment in English classes is up from 7462 (2015/2016 EMP) to 7533 ((2016/2017), a 6%, increase, and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty.

- As indicated in the data submitted for the Efficacy report SP2017, English is the third largest transfer major (single major not combined with any other option) to the UC schools during 2011 – 2016. Additional full-time faculty are essential if we are to maintain this trend, and as noted in our goals and action plan, the expansion of our AA-T English degree program will require even further additional full-time faculty in order to be successful.

-The department has increased in every area, except the number of full-time faculty members. Additional full-time faculty are essential for any sustained growth and student success. As noted in our goals and opportunities, the department anticipates moving to the CAI in the fall, creating

transfer pathways, and implementing pre/post assessment pathways, all of which require additional FT faculty.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

To further support the need for full-time English faculty, it should be noted that our “core classes” 914, 015, 101, 102 maintain consistent fill rates (separated from literature and ESL classes) over 90%, and frequently, 100% or higher. The most recent data, SP16, indicates fill rates for these classes at 90%, 93%, 99%, and 95% respectively. These numbers, combined with the increased number of sections indicates that we have not yet reached a level of maximum offerings to meet student needs, which means we will need to offer more sections. Even if we don’t add sections, we are still running more classes than previous years, further supporting the need for a second full-time faculty position.

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

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college’s Full-time Faculty Obligation Number (FON), partnerships with some special programs noted above will not get off the ground, and we will have to cancel sections. **It is certain, we will not be able to grow any further without additional full-time faculty members.**

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Arts and Humanities
Date of Last Program Efficacy:		SP2017
What rating was given?		Continuation
# of FT faculty 17	# of Adjuncts 52	Faculty Load (per semester): 37.75
Position Requested:		Full-time, tenured English instructor
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

-From 2013/2016 – 2016/2017, the English Department has seen a significant increase in FTES, from 870-980, up 110 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, 150 in SP17, and 153 in FA17), requires more full-time faculty.

-With the current 52 part-time faculty (up 3 from SP17) and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 45%. This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections to help meet the college's FTES and growth goals, the ratio of FT to PT instructors will continue to decline below 45%, **with 55% of our classes being taught by part-time instructors, which is further support for a third full-time faculty position** as the percentage taught by part-time faculty will continue to increase each semester.

-With 75% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 55% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners and requires the support that a third full-time faculty position will provide.

-Additionally, with double the number of AA-T-English degrees awarded in 2016/17 (up from 10 total to 20 degrees in 2016/2017), we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide. This, combined with substantial and consistent increases in AA-T English degrees awarded, this can only be accomplished by filling a third full-time faculty position.

-Another factor is that all English composition classes are 4 units, so part-time faculty must teach fewer sections per semester than other disciplines, where classes are 3 units, in order to comply with contractual load requirements. This situation will remain constant, which supports a third full-time faculty position.

-The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2016/2017, we hired 20 new part-time faculty and expect to hire at least 5-10 additional for the 2017/18 year (spring & fall 2018 semester). The turnover results in inconsistencies that directly impact student success, which can only be mitigated by another full-time faculty position.

-Over the last 3 years, there has been an increase in the number of disciplines requiring English prerequisites (ENGL 914 and ENGL 015) for their courses required in certificate and degree programs in response to state and local Academic Senate recommendations (e.g. Nursing, Welding, Diesel, etc.) Adding sections to accommodate these students and not delay their progress is critical and further supports rationale for adding a third full-time faculty position.

-The college's Strategic Master Plan indicates goals to increase offerings of English Basic Skills classes and ESL classes, as well as tutorial services at The Writing Center, which requires a third full-time faculty position.

-Current full-time faculty are already serving as key facilitators (officers, chair/co-chairs) of many committees, sub-committees, and college-wide events, such as Academic Senate (4 senators from English, two serving as Senate Executive Members), Arts and Lectures, Program Review, Basic Skills, Curriculum, Honors, OEI, and Tech Committees. One of the 17 full-time instructors serves as Lead Writing Center Instructor **and** Lead ESL Instructor. Most of these faculty receive re-assigned time (teaching fewer sections), which is the equivalent of one FT instructor.

-Full-time faculty are needed in order for the department to create new partnerships and participate special programs like Puente, Summer Bridge, Tumaini, First Year Experience (multiple cohorts requesting English classes), Adult Ed., ESL, and the Strong Workforce/Guided Pathways that includes college's desire to create programs that lead to interdisciplinary career pathways. Such participation requires a significant time commitment and familiarity with college programs that require full-time faculty, and with the college's current goals to increase these specialized programs, English Department participation can only be accomplished by adding a third full-time faculty position.

-Additionally, recently passed legislation AB 705, CUS's recent elimination of assessment tools and basic skills English classes, combined with the CAI (California Assessment Initiative) will significantly impact English classes from the number of units to the number of sections offered. With upcoming implementations of such legislation, there will be a significant time commitment on the part of our full-time faculty to align our assessment tools, curriculum, and course offerings with the new legislation, which currently proposes changes to curriculum and units. Both directly impact faculty workload, specifically for part-time instructors. With higher unit classes (proposed), our part-time instructors will be able to teach even fewer sections, further illustrating the dire need for a third full-time English faculty position.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

-The 12% increase in FTES paired with a stable WSCH-390, retention-85%, and success rates-60% (both up from last year) indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 10 to 20 further emphasizes the need for additional full-time faculty who teach the majority of degree required classes. Student enrollment in English classes is up from 7462 (2015/2016 EMP) to 7533 ((2016/2017), a 6%, increase, and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty.

- As indicated in the data submitted for the Efficacy report SP2017, English is the third largest transfer major (single major not combined with any other option) to the UC schools during 2011 – 2016. Additional full-time faculty are essential if we are to maintain this trend, and as noted in our goals and

action plan, the expansion of our AA-T English degree program will require even further additional full-time faculty in order to be successful, supporting a third full-time faculty position.

-The department has increased in every area, except the number of full-time faculty members. Additional full-time faculty are essential for any sustained growth and student success. As noted in our goals and opportunities, the department anticipates moving to the CAI in the fall, creating transfer pathways, and implementing pre/post assessment pathways, all of which require additional FT faculty.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

To further support the need for full-time English faculty, it should be noted that our “core classes” 914, 015, 101, 102 maintain consistent fill rates (separated from literature and ESL classes) over 90%, and frequently, 100% or higher. The most recent data, SP16, indicates fill rates for these classes at 90%, 93%, 99%, and 95% respectively. These numbers, combined with the increased number of sections indicates that we have not yet reached a level of maximum offerings to meet student needs, which means we will need to offer more sections. Even if we don’t add sections, we are still running more classes than previous years, further supporting the need for a third full-time faculty position.

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

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college’s Full-time Faculty Obligation Number (FON), partnerships with some special programs noted above will not get off the ground, and we will have to cancel sections. **It is certain, we will not be able to grow any further without additional full-time faculty members.**

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Colleen Calderon
Program or Service Area:		History Department
Division:		Social Sciences, Human Development and Physical Education
Date of Last Program Efficacy:		Spring 2016
What rating was given?		Continuation
# of FT faculty- 3	# of Adjuncts 13	Faculty Load (per semester): 9.8
Position Requested:		Full-time Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		Increase Access and Promote Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

This History Department is requesting a full time instructor position, specifically to teach World History courses.

Currently, the History Department is comprised of three full time faculty and ten adjunct faculty, who teach the maximum of three courses each. **According to our 2016-2017 EMP, we offer enough sections to have 10 full time faculty in our department.** This semester, our department offered 60 sections of 3 unit classes every semester. While we are offering more classes, we are facing serious challenges, and this was apparent in the decrease in both FTES and WSHC/FTEF. Our FTES dropped from 342.61 to 327.17, and our WSCH/FTEF dropped from 553 to 501. There are reasons for these decreases. First, we were forced to change the caps on our classes because of the fire code restrictions in our classrooms. For classroom courses, we lost 5 students per class. Secondly, we are challenged to find qualified faculty to teach World History and our specialty courses. Our success and retention numbers are stable at 67% for success and 88% for retention. While we are a successful program, it is difficult to staff classes as more full time positions open at other area colleges. Additionally we had two adjunct faculty leave due to our low hourly pay (one left to teach at Mira Costa where he makes \$80 an hour). All of our adjunct faculty have the maximum of 3 courses (3 units each), and if there is a last minute change, we have to cancel the class—sometimes already with enough students for the class to make.

As I have stated in previous reports, we are in great need for a World historian. We have decreased our sections from 10 to 8 because we cannot find people to teach the courses. The World History courses—History 170 and 171—are required for our transfer AA degree in History. In fact, History 170 and History 171 are 50% of the required courses for the History AA-T degree. Additionally, World History is a required course at the University of California, Riverside. All undergraduates must take one World History class to fulfill that undergraduate requirement. The new full time History instructor would also ideally be able to teach Women’s History and/or Asian American History. Our department is currently developing these two courses while also expanding our offerings in African American history, Chicano History, and Ethnic and Racial Minorities in United States. These new classes will constitute what we envision as our future Social Justice program. To support this undertaking, two of our three

current full-time faculty will shift their classroom teaching focus to the multicultural courses, leaving only one full-time faculty to support our United States and World History offerings. In order to grow our department in a way that meets the needs of our diverse student learning population, and especially in support of a new Social Justice degree, we greatly need another full time faculty

The History Department currently supports our college's Strategic Plan, by offering learning communities (Tumaini), transfer courses, and courses required for graduation. Additionally, we participated in the First Year Experience. If we gain another full time faculty, we could participate in other learning communities, add additional sections of transfer courses, and offer additional sections of courses required for graduation. In gaining another full time faculty member, we can help to achieve the goals established in the Strategic Plan (1.3, 1.8, 1.10).

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

We earned a "continuation" rating from our Efficacy Report (Spring 2016). **More importantly, the 2016 Efficacy Report Response specifically noted, "An additional full-time faculty would greatly benefit this program."** Our EMP data shows that in our 2016-2017 sections, only 33% were covered by full time faculty load, leaving the vast majority of our sections—67% to hourly load. Considering the decrease in FTEF and WSCH/FTEF, our department may have reached our maximum ability to be productive with the resources (faculty) assigned to us.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The History Department fills the majority of our courses offered. In 2014-2015, our FTES dropped to 327.17 and our WSCH/FTEF is 501. Our success and retention stayed stable at 67% and 88% respectively, which demonstrates the current level of our success as a department. In our World History courses, only one section is taught by a full time faculty member, leaving adjuncts to instruct 90% of this load. We find it unfortunate that our least experienced faculty are carrying this significant amount of our World History load. Our current full time department faculty do not possess the expertise required to teach these sections; only one of our full time faculty has the ability to teach the second half of the World History survey.

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

World History represents fifty percent of our required courses for the History AA-T degree. Due to the difficulties that we have had finding faculty to teach these sections, we have reduced our offerings from 12 two years ago to 8 sections in the past year. One tangible consequence of this reduction is it provides our college's History majors with fewer options for enrollment, in turn decreasing the possibility of these students completing our degree.

Additionally, it is difficult to continue to grow our program and develop the new Social Justice Degree if we are constantly scrambling to staff classes. Additionally, we need to be sure that we are providing a quality education for our diverse population of learners, which only comes from hiring highly qualified World historians.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		David Rubio
Program or Service Area:		Athletics
Division:		Social Science, Human Development, Kin/Athletics
Date of Last Program Efficacy:		Spring 2016
What rating was given?		Continuation
# of FT faculty 6	# of Adjuncts 5	Faculty Load: 16
Position Requested:		Instructor/Head Baseball Coach
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)		Access, Student Success, Instructional Effectiveness, Planning, Campus Climate

1. Provide a rationale for your request.

The baseball program is the 2nd largest program on our campus with an average of 40 members each year. This program has been run by adjunct for over thirty years. The program has been successful in recent years winning the last 3 Foothill Conference Championships, 2015, 14 and 13. Transfer and scholarship rates are good but, not up to the average if compared to coaches that are fulltime faculty. As a fulltime faculty member one is able to track student's performance in the classroom more readily. They are able to counsel students easily. They are able to confer with our academic advisor with greater ease. The positive academic benefits to our student increase tremendously when we have a fulltime faculty member as a head coach. Not having a fulltime head baseball coach does disserve to our student, college and community.

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.*)

This position was not requested in the last Efficacy report because there was no position available. Ken Blumenthal's retirement in the spring of 2014 could allow us to request his vacancy be filled. EMP data supports this request. FTES, FTEF, Success and Retention have all increase from 2013-24 to 2014-15.

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

Oversight of a lager team such baseball can be daunting. Oversight as an adjunct can be near impossible. We are asking our adjunct head coach to do everything our fulltime head coaches do. Our expectations are set high on GPA, transfer, graduation and, or scholarships. We want to do what is best for our students. We want student success. We should have a fulltime head coach for the 2nd largest team on our campus, baseball.

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

Lower student success, GPA, transfers, graduation, scholarships.

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2017

Name of Person Submitting Request:		Rochelle Fender
Program or Service Area:		Nursing
Division:		Science
Date of Last Program Efficacy:		2016-2017
What rating was given?		Continuation
# of FT faculty: 8	# of Adjuncts: 26	Faculty Load (per semester): FTEF 18.5
Position Requested:		Full-time Med-Surg/Peds
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Nursing Program must maintain Accreditation and Licensure requirements. The Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN) have both recommended strengthening the full-time faculty pool in order to maintain compliance. It was noted in the 2014 BRN Accreditation report that more full-time faculty needed to be hired, and at that time, there were 10 full-time faculty members. Currently, the full-time faculty pool is down to eight (8), which could place the Program on a non-compliant status with BRN requirements. BRN regulations, Section 1424(h) states that “faculty shall be adequate in type and number to develop and implement the program approved by the board”. BRN requires faculty to have a Master’s degree in nursing in order to teach theory. Typically, it is unusual to receive BRN approval for Adjunct Instructors to teach theory so a full-time faculty is needed. This full-time position would replace a current vacancy.

2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The need to recruit and hire sufficient faculty for student success per BRN and ACEN accreditation requirements was identified in the EMP and the Program Efficacy documents. In addition to the general need for full-time faculty, the Enrollment and Retention Grant has increased the number of students accepted into the program over the last several years. Sufficient faculty is needed in order to adequately deliver the curriculum for this expanding program and to attain/maintain accreditation/licensure requirements.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Nursing Program is currently accredited by the BRN and ACEN. The recommendation to adhere to their full-time faculty regulations was received back when there were 10 full-time faculty members, and less students. Having only 8 full-time faculty members places the program out of compliance and at risk for warning status, or even further action.

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

Failure to fill this position places the program in accreditation jeopardy due to noncompliance of mandated regulations. Student learning outcomes, course learning outcomes, and program learning outcomes are compromised without adequate faculty.

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2017

Name of Person Submitting Request:		Rochelle Fender
Program or Service Area:		Nursing
Division:		Science
Date of Last Program Efficacy:		2016-2017
What rating was given?		Continuation
# of FT faculty: 8	# of Adjuncts: 26	Faculty Load (per semester): FTEF 18.5
Position Requested:		Full-time Skills Lab Coordinator
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Nursing Program must maintain Accreditation and Licensure requirements. The Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN) have both recommended strengthening the full-time faculty pool in order to maintain compliance. It was noted in the 2014 BRN Accreditation report that more full-time faculty needed to be hired, and at that time, there were 10 full-time faculty members. Currently, the full-time faculty pool is down to eight (8), which could place the Program on a non-compliant status with BRN requirements. BRN regulations, Section 1424(h) states that “faculty shall be adequate in type and number to develop and implement the program approved by the board”. At the time of those visits, there was a full-time Skills Lab Instructor. The various functions of a Skills Lab Instructor are vital to student success and skill competency for the profession. Having one full-time member in the Skills Lab was acceptable at the time of that visit, but the BRN strongly urged that nursing program hire an additional part-time skills lab/simulation assistant. Shortly after that visit, the full-time Skills Lab Instructor retired. The program was able to hire into a “temporary full-time” position for this current semester; however, the member resigned due to insufficient/noncompetitive wages. This full-time position would replace a current vacancy.

2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The need to recruit and hire sufficient faculty for student success per BRN and ACEN accreditation requirements was identified in the EMP and the Program Efficacy documents. In addition to the general need for full-time faculty, the Enrollment and Retention Grant has increased the number of students accepted into the program over the last several years. Sufficient faculty is needed in order to adequately deliver the curriculum for this expanding program and to attain/maintain accreditation/licensure requirements. Specifically, a full-time Skills Lab Instructor is necessary for a variety of reasons. The Skills Lab is the center of the student leaning and student success. Skill competency and student success are otherwise compromised.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Nursing Program is currently accredited by the BRN and ACEN. The recommendation to adhere to their full-time faculty regulations, and to hire an additional part-time skills lab/simulation instructor was received back when there were 10 full-time faculty members, a full-time Skills Lab Instructor, and less students. Having only 8 full-time faculty members and no faculty for the Skills Lab places the program out of compliance and at risk for warning status, or even further action.

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

Failure to fill this position places the program in accreditation jeopardy due to noncompliance of mandated regulations. Furthermore, student learning outcomes, course learning outcomes, program learning outcomes, and ultimately, student success are all compromised without adequate faculty.

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2017

Name of Person Submitting Request:		Rochelle Fender
Program or Service Area:		Nursing
Division:		Science
Date of Last Program Efficacy:		2016-2017
What rating was given?		Continuation
# of FT faculty: 8	# of Adjuncts: 26	Faculty Load (per semester): FTEF 18.5
Position Requested:		Full-time Med-Surg/Mental-Health Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Access, Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Nursing Program must maintain Accreditation and Licensure requirements. The Board of Registered Nursing (BRN) and Accreditation Commission for Education in Nursing (ACEN) have both recommended strengthening the full-time faculty pool in order to maintain compliance. It was noted in the 2014 BRN Accreditation report that more full-time faculty needed to be hired, and at that time, there were 10 full-time faculty members. Currently, the full-time faculty pool is down to eight (8), which could place the Program on a non-compliant status with BRN requirements. BRN regulations, Section 1424(h) states that “faculty shall be adequate in type and number to develop and implement the program approved by the board”. There was a full-time faculty in this position previously, but the position became vacant as of Fall 2017 when the Instructor transferred to a full-time position in the Psych-Tech Program. A retired Adjunct Instructor fulfilled this position for fall 2017, but is unable to return for the spring term. This retired faculty was already previously approved by the BRN to teach in the theory setting. Typically, it is unusual to receive BRN approval for Adjunct Instructors to teach theory due to the rigorous qualifications and the demand on the faculty member to have a Master’s degree in nursing. This full-time position would replace a recent vacancy.

2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The need to recruit and hire sufficient faculty for student success per BRN and ACEN accreditation requirements was identified in the EMP and the Program Efficacy documents. In addition to the general need for full-time faculty, the Enrollment and Retention Grant has increased the number of students accepted into the program over the last several years. Sufficient faculty is needed in order to adequately deliver the curriculum for this expanding program and to attain/maintain accreditation/licensure requirements.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Nursing Program is currently accredited by the BRN and ACEN. The recommendation to adhere to their full-time faculty regulations was received back when there were 10 full-time faculty members, and less students. Having only 8 full-time faculty members places the program out of compliance and at risk for warning status, or even further action.

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

Failure to fill this position places the program in accreditation jeopardy due to noncompliance of mandated regulations. Student learning outcomes, course learning outcomes, and program learning outcomes are compromised without adequate faculty.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Robyn Seraj
Program or Service Area:		Pharmacy Technology
Division:		Science
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Conditional
# of FT faculty 0	# of Adjuncts-5 as of Fall2017 # of Adjuncts -7 Starting Spring 2018	Faculty Load (per semester): 1.87
Position Requested:		Full-Time Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Student Access, Student Success, and Improve Communication, Culture, and Climate

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

FTESs dipped during the 2016 to 2017 school year by the impact of newly added prerequisites in the program and modified curriculum due to accreditation. However, FTEF remains at 3.73. Currently, the department has only adjunct faculty. A full time faculty is necessary to achieve/maintain accreditation compliance, industry standard requirements, department consistency, and California legislation standards.

The Pharmacy Technology program was granted a one year accreditation by ASHP, a follow up report will be due once a year on the progress of our program. We are the only Pharmacy Technology Program within a community college setting in San Bernardino County that is accredited. There is only one more school that is accredited in our county and that is a for-profit school in Ontario. In order maintain our accreditation we will need to meet the requirement of hiring a full time faculty member who will serve as the program's director. A Program Director is required by the ASHP accreditation board.. However, continued accreditation is contingent upon hiring and maintaining a full-time faculty. Importantly, we are the only Pharmacy Technology Program within a community college setting in San Bernardino County that is accredited. The Science Division unanimously supported this as its number one full-time faculty need. Although this position has been requested through the Strong Workforce Grant process, a tenure-track, institutionalized faculty position is not guaranteed.

In addition, a full time department advocate will ensure department and/or program stability in enrollment, pedagogical integrity, and liaisons to community/professional partnerships. There needs to be personnel to maintain accreditation. Some of the duties will include: Interview of students for the program, Process program applications, Maintain the integrity of the pharmacy student database, Maintain contracts with clinical sites, Monitor clinical evaluations for the sites, preceptors, and the students, and Process reports for department financial requests or grant funding.

ASHP Standards Requirements Standard 2.1.b. ... (1) A nationally certified pharmacy technician; (2) have at least five years of experience in pharmacy practice prior to entering the position; (3) adhere to the state's regulations for licensure or registration in the practice of

pharmacy; and, (4) demonstrate on-going continuing education in the field of pharmacy and/or education.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

From the EMP "Goals" section:

In order to maintain our accreditation, we will need to meet the requirement of hiring a full time faculty member who will serve as the program's director (falling within the purview of CTA faculty chair language).

From the EMP "Challenges & Opportunities" section:

Keep accreditation with ASHP current:

Hire a full time Director through the Strong Workforce grant money

Align program to better suit industry needs and enhance community involvement.

More clinical sites, including Walmart and a Hospital setting.

Summer 2018 finish renovation on the pharmacy laboratory.

Purchase the remaining equipment with Perkins money.

Keep track of students that finish our program and obtain employment.

Job placement assistance for students.

Have two advisory meetings per year.

Renew ASHP accreditation.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Currently, the Pharmacy Technology Department is in the process of applying for American Society of Health-System Pharmacists accreditation.

1. The American Society of Health-System Pharmacists, ASHP, is requiring all Pharmacy Technology programs to be accredited by 2020. A full-time faculty is a key component of continued accreditation. Without a full-time faculty, accreditation is in jeopardy. The program will not continue and students will not have the opportunity to attain skills necessary to become licensed pharmacy technicians.

Refer to ASHP Standards 2014 Section

2. The Pharmacy Technician Board Certification, PTCB, will require only students from ASHP accredited programs to sit for the national certification examination.

3. The PTCB has updated their examination as of November 1, 2013, to comply with the industry changes.

4. Curriculum for the program, has recently been written and modified for accreditation and examination changes.

5. California Legislation SB 493 passed to recognize pharmacists as healthcare providers resulting in more responsibilities to pharmacy technicians.

6. California Legislation SB 1039 was signed September 15, 2014, into law officially recognizing pharmacy technicians to perform duties originally handled by pharmacists.

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

Since the department only employs adjunct instructors, there will be no one to achieve and maintain accreditation. The majority of our students receive their California State Board of Pharmacy license by passing the Pharmacy Technician Board Examination. If our school does not become accredited by the American Society of Health-System Pharmacists, the Pharmacy

Technician Certification Board will not allow our students to sit for the certification examination, which would make our program irrelevant.

As a high growth occupation (nearly 16.9% percent growth, according to the most recent BLS report) that pays a sustainable wage (entry-level wages beginning at \$16-\$17/hour), the Pharmacy Technology program has the potential to positively contribute to our local economy. Without accreditation and without this program, this economic opportunity will be foreclosed. Therefore, maintaining this program would serve the community.

The Pharmacy Technology Program currently offers classes in the evening. This fall semester we offered one Introduction day course. Starting Spring 2018, we are offering all first semester course during the night and day. There is a need for a day program in addition to the night program, since this will increase access to the program. A full time faculty will allow for expansion and renovating of our new pharmacy lab, schedule and orientate new instructors, continue the accreditation needs, curriculum development, market the program, and expand the program.

Full time Coordinator/Director will allow for campus outreach, monitor externship sites, contract with more pharmacies in our area, including a hospital.

To reiterate, SBVC is the only Pharmacy Technology Program within a public community college setting in San Bernardino County that is accredited.

The report from the centers of excellence, Desert/Inland Empire REGION, Sept. 2016, states there is a growth in positions in the next five years. There is a total of a **16.9% growth** in Pharmacy Technicians/Clerks/Aides

SAN BERNARDINO COUNTY ONLY

<http://doingwhatmatters.cccco.edu>

SOC Code	Occupational Title	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings	Annual Openings	Median Hourly Earnings
29-2052	Pharmacy Technicians	1,580	1,752	172	10.9%	223	74	20.00
31-9095	Pharmacy Aides/Clerks	345	366	21	6.0%	44	15	12.68

Summary from Bureau of Labor Statistics, U.S. Department of Labor

<https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm>

Pharmacy Technicians-29-2052

Number of Jobs 2014, Employment	372,500
Projected Employment, 2024	407,200
Job Outlook 2014-2024	9% Faster than average
Employment Change	34,700

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Michael Lysak
Program or Service Area:		Physics/Astronomy/Engineering
Division:		Science
Date of Last Program Efficacy:		Spring/Fall 2016
What rating was given?		Continuation
# of FT faculty 2	# of Adjuncts 5-6	Faculty Load (per semester): 5.19-5.45
Position Requested:		One full time Physics/Astronomy faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

In recent years, with the addition of more Physics and Astronomy classes to meet demand, the faculty course load has grown significantly (presently at about 5.45, or 36% of the academic load being taught by full-time faculty), and, as a result, with only two full time faculty, the department has continued to use several adjunct faculty. For example, this Fall 2017, due to high student demand and long waiting lists, another lecture and lab section of Physics 150A/200 needed to be opened; further, a section of Engineering 100 was added in Spring 2016. However, it is very difficult to find instructors who are well-qualified to teach Physics and/or Astronomy, and with such a small pool of adjuncts, the program has suffered; occasionally, for lack of adjuncts and/or scheduling conflicts, classes were cancelled, or the full-time faculty and/or part-time faculty sought special permission to take extra overload to cover all courses. Furthermore, with only two full-time faculty, opportunity for innovation is limited, and continuity of instruction in adjunct-taught courses is sporadic, at best. An unstable workforce greatly increases the difficulty in providing quality, consistent service at the appropriate level of rigor. Additionally, at the end of Spring 2017, the Planetarium Specialist had retired; as this position has not yet been replaced, this creates a tremendous loss. Furthermore, the Astronomy program is also growing, with the department needing to add more lecture and lab classes to meet student demand. The department proposes the creation of a new faculty position for a Physics/Astronomy instructor who could not only fill the need for teaching an ever-growing number of Physics/Astronomy classes, but could also add stability and growth to the Physics/Astronomy program.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

According to the EMP for Physics/Astronomy, some of the program goals/challenges are: hire another full-time Physics/Astronomy faculty to improve the quality of instruction; strengthen the Engineering program and offer more ENGR courses; create a hybrid Physics 101 course with on-line lectures and on-campus labs and/or tests; develop strategies to increase student success rates and to maintain a high efficiency of classes determined by WSCH/FTEF; and develop ways to encourage more students to major in the physical sciences, to encourage more pre-med students to attend SBVC, and to increase the average number of Physics/Astronomy degrees awarded each year. Such goals and challenges cannot be adequately met with only two full-time faculty members. The Physics/Astronomy 2016 Program Efficacy document states (pg. 29) that "...with

only two full time faculty, opportunity for innovation is quite limited, and continuity of instruction in the courses handled by adjuncts is sporadic, at best.”...the department again lacks full-time faculty relative to increased load: in Spring 2015, the department added one full-time faculty, but over the past four years our course load has increased by the equivalent of 2.2 full-time faculty (an increase from 3.25 to 5.45). Also, this Efficacy report states (pg. 27) there is a significant projected growth rate predicted for jobs in biomedical engineering, biophysics and biochemistry, physician assistants, registered nurses, post-secondary physics instructors, geoscientists, physicists, environmental engineers, civil engineers, physical scientists, nuclear engineers, and aerospace engineers, all of which would predict an increase in Physics enrollment beyond our present growth experience. The Physics/Astronomy department program has rapidly grown and expanded even beyond the capability of our two full-time faculty. If the department is to maintain quality instruction and to successfully plan for such enrollment increases, we will need more full-time faculty.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

As stated in the 2016 Program Efficacy document (pg. 23), the productivity of the Physics/Astronomy department has grown significantly from a WSCH/Faculty Load ratio low of 591 (2011-12), peaked at 643 (2013-14), and decreased to 599 (2014-15); according to the EMP for Physics/Astronomy, the WSCH/FTEF ratio has decreased slightly to 539, where FTEF has risen to 9.60. Also, the department has been more efficient in spite of having only one full-time faculty from the end of Fall 2002 up until Spring 2015. For 2016-17, the department's Success rate was 77%, and its Retention rate was 90%; these rates have, in fact, moderately increased over the years. As student populations increase, the need for another full-time faculty will become even more important. In fact, in recent semesters, the waiting lists have exceeded 20 students for each of our Physics classes, and similarly for our Astronomy classes. Clearly, there is a need for the department to offer more sections, and an additional full-time faculty will be important in filling that need. Further, with an additional full-time faculty, the department will be able to expand and strengthen its Engineering program, which is in keeping with the STEM programs and initiatives currently pursued by various departments at SBVC; presently, the Physics/Astronomy department offers only two Engineering courses: one, an introduction to Engineering careers, and the other in Vector Statics. Finally, in Fall of 2017, the Science Division has ranked this Faculty Needs request as #3 out of several faculty requests.

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

The Physics/Astronomy department uses several adjunct faculty due to the relatively large course load (presently at about 5.45), with both full-time faculty teaching overload. If both the department's full-time faculty members had no overload, this load value of 5.45 suggests that, on average, only 36% of our courses would be taught by full time faculty; this would not support quality instruction for our students, and it stifles successful attempts of program growth, development and expansion. It is very difficult to find qualified faculty to teach Physics and Astronomy, and the usual turnover associated with adjunct instructors versus the consistency afforded by full-time faculty negatively impacts quality of instruction, enrollments, and, ultimately, productivity. Further, without additional full-time faculty, the Engineering program will not have an opportunity to expand and grow, and progress relative to the STEM initiatives will be negatively impacted.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Human Dev., Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty=2	# of Adjuncts=18	Faculty Load (per semester):8.7
Position Requested:		Full-time Faculty (Request #1 of 3)
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access and Promote Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The major challenge for the Psychology program for the past 10 years has been the lack of more full-time faculty, for example, the faculty load for 07-08 was **8.4** (with 3 full-time faculty, Efficacy Report, 2013) which demonstrates that the department has been operating with a high faculty load with fewer full-time faculty for many years. From 2011-2012 to 2014-2015, there was only 1 full-time faculty in Psychology. There are currently 2 full-time faculty members, however Psychology Faculty load **in 16-17 has increased to 8.7**, meaning that **at least 8 full-time** faculty could be supported by the department offerings. In 2016, the Program Review Committee ranked one Psychology position as number 4 for all full-time faculty requests, unfortunately, that has not resulted in a faculty position. It has become increasingly difficult to find Psychology adjunct faculty with teaching experience in Biological Psychology, Research Methods, and other advanced classes. It has also become increasingly difficult and frustrating to deal with departmental issues with 18 adjunct faculty and only 2 full-time faculty. **This first position request is for a full-time faculty member to teach biological psychology, research methods, and introductory courses.** Both full-time faculty cannot teach all the advanced and introductory classes offered each semester along with supporting students by advising the active Psych Club as well as assisting students participating in research posters for the annual Western Psychological Association Conference. Psychology AA-T degrees **represent approximately 45% (52 degrees) of the AA-T degrees awarded** in 16-17 according to the Office of Research, Planning, and Institutional Effectiveness. As more students seek Psychology classes for general education, CTE programs, or the transfer degree in Psychology, there is a need for full-time faculty to teach more of the advanced classes that students need. For Psychology to remain a department that supports the College's goals of increasing access and promoting student success, **at least 3 more full-time faculty positions** are needed to offer our diverse student population the quality education they deserve.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The FTES (279.62), FTEF (17.49), and duplicated enrollment numbers (2,710) in Psychology for 16-17 (EMP) **support the request for more full-time faculty.** The 2009 (p. 12), 2013 (p. 13), and 2017 (p. 25) Efficacy Reports identified the decline in the number of full-time faculty as the biggest weakness in the department. Retention rates and success rates (EMP) for 16-17 have increased over 15-16. Faculty load (EMP) was **8.7 in 16-17 (with 2 full-time faculty)** and faculty load will increase as the college seeks to increase FTES, or sections will be reduced due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed Psychology courses such as Biological Psychology, which

also means the department will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, 2017, p. 21). Strategic Initiatives of **Increasing Access** and **Improving Student Success** will be supported by additional full-time faculty along with more sections, which will offer more opportunities for students to enroll in Psychology classes needed for transfer and CTE programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, p. 8, 2017). Additional full-time faculty will contribute to the **College Mission, program efficiency, and curriculum currency**. The **college community as well as Student Success** will be enhanced by more full-time faculty in Psychology who will have the motivation, time and expertise to support students taking Psychology classes and pursuing the Psychology AA-T. Psychology AA-T Degrees (52) **awarded in 16-17 represent an approximately 373% increase** over the number of degrees awarded in 13-14 and a **68%** increase over the number of degrees awarded in 15-16 (EMP). Given that AA-T degrees were only established in Fall, 2013, this indicates great growth in the Program as well as continued support for **Student Success**. Additional Psychology full-time faculty will help generate more FTES for SBVC while supporting the Strategic Initiatives for the College

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The current full-time Psychology faculty teach 10% of the courses offered. The Community College League of California Fast Facts 2017, indicates that 70% of nurses in California received their education from community colleges. General Psychology (PSYCH 100) is a prerequisite for the Psych Tech Program and most nursing programs in the State. PSYCH 111, Lifespan Development, is required by most RN to BSN bridge programs in nursing. Psychology is the most popular major at CSUSB (where most of our students transfer) according to the Fall 2016 Quick Facts from the CSUSB Office of Institutional Research. The Psychology Transfer degree (AA-T) has helped contribute to improved student success by providing a clear path to transfer at CSU and the Psychology Program has contributed to improved student success by offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Despite lower college enrollments in 16-17, most Psychology courses continued to have high levels of student enrollment with fill rates averaging 90% for our courses. Psychology AA-T degrees **represent approximately 45% of the AA-T degrees awarded** in 16-17 according to the SBVC Office of Research, Planning, and Institutional Effectiveness. Students with undergraduate degrees in Psychology may go on to careers in sales, education, and business. The critical thinking and analytical skills students develop in Psychology are highly desirable to employers in many fields and give students flexibility in career choices.

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

Having **90% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. Reduction in advanced course offerings will delay students' progression toward their academic goals. Increased Access and Promoting Student Success goals will not be met without more full-time Psychology faculty. By not hiring more full-time faculty in Psychology, the College and District miss an opportunity to increase the number of students obtaining a clear path to transfer to CSU with a Psychology transfer degree as well as increasing the number of FTES, and to assist in meeting State goals for Student Success as indicated by Psychology transfer degrees.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Human Dev., Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty=2	# of Adjuncts=18	Faculty Load (per semester):8.7
Position Requested:		Full-time Faculty (Request #2 of 3)
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access and Promote Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The major challenge for the Psychology program for the past 10 years has been the lack of more full-time faculty, for example, the faculty load for 07-08 was **8.4** (with 3 full-time faculty, Efficacy Report, 2013) which demonstrates that the department has been operating with a high faculty load with fewer full-time faculty for many years. From 2011-2012 to 2014-2015, there was only 1 full-time faculty in Psychology. There are currently 2 full-time faculty members, however Psychology Faculty load **in 16-17 has increased to 8.7**, meaning that **at least 8 full-time** faculty could be supported by the department offerings. In 2016, the Program Review Committee ranked one Psychology position as number 4 for all full-time faculty requests, unfortunately, that has not resulted in a faculty position. It has become increasingly difficult to find Psychology adjunct faculty with teaching experience in Biological Psychology, Research Methods, and other advanced classes. It has also become increasingly difficult and frustrating to deal with departmental issues with 18 adjunct faculty and only 2 full-time faculty. **This second position request is for a full-time faculty member to teach abnormal psychology, human sexual behavior, and introductory courses.** Both full-time faculty cannot teach all the advanced and introductory classes offered each semester along with supporting students by advising the active Psych Club as well as assisting students participating in research posters for the annual Western Psychological Association Conference. Psychology AA-T degrees **represent approximately 45% (52 degrees) of the AA-T degrees awarded** in 16-17 according to the Office of Research, Planning, and Institutional Effectiveness. As more students seek Psychology classes for general education, CTE programs, or the transfer degree in Psychology, there is a need for full-time faculty to teach more of the advanced classes that students need. For Psychology to remain a department that supports the College's goals of increasing access and promoting student success, at least **3 more full-time faculty positions** are needed to offer our diverse student population the quality education they deserve.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The FTES (279.62), FTEF (17.49), and duplicated enrollment numbers (2,710) in Psychology for 16-17 (EMP) **support the request for more full-time faculty.** The 2009 (p. 12), 2013 (p. 13), and 2017 (p. 25) Efficacy Reports identified the decline in the number of full-time faculty as the biggest weakness in the department. Retention rates and success rates (EMP) for 16-17 have increased over 15-16. Faculty load (EMP) was **8.7 in 16-17 (with 2 full-time faculty)** and faculty load will increase as the college seeks to increase FTES, or sections will be reduced due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed Psychology courses such as Biological Psychology, which

also means the department will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, 2017, p. 21). Strategic Initiatives of **Increasing Access** and **Improving Student Success** will be supported by additional full-time faculty along with more sections, which will offer more opportunities for students to enroll in Psychology classes needed for transfer and CTE programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, p. 8, 2017). Additional full-time faculty will contribute to the **College Mission, program efficiency, and curriculum currency**. The **college community as well as Student Success** will be enhanced by more full-time faculty in Psychology who will have the motivation, time and expertise to support students taking Psychology classes and pursuing the Psychology AA-T. Psychology AA-T Degrees (52) **awarded in 16-17 represent an approximately 373% increase** over the number of degrees awarded in 13-14 and a **68%** increase over the number of degrees awarded in 15-16 (EMP). Given that AA-T degrees were only established in Fall, 2013, this indicates great growth in the Program as well as continued support for **Student Success**. Additional Psychology full-time faculty will help generate more FTES for SBVC while supporting the Strategic Initiatives for the College

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The current full-time Psychology faculty teach 10% of the courses offered. The Community College League of California Fast Facts 2017, indicates that 70% of nurses in California received their education from community colleges. General Psychology (PSYCH 100) is a prerequisite for the Psych Tech Program and most nursing programs in the State. PSYCH 111, Lifespan Development, is required by most RN to BSN bridge programs in nursing. Psychology is the most popular major at CSUSB (where most of our students transfer) according to the Fall 2016 Quick Facts from the CSUSB Office of Institutional Research. The Psychology Transfer degree (AA-T) has helped contribute to improved student success by providing a clear path to transfer at CSU and the Psychology Program has contributed to improved student success by offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Despite lower college enrollments in 16-17, most Psychology courses continued to have high levels of student enrollment with fill rates averaging 90% for our courses. Psychology AA-T degrees **represent approximately 45% of the AA-T degrees awarded** in 16-17 according to the SBVC Office of Research, Planning, and Institutional Effectiveness. Students with undergraduate degrees in Psychology may go on to careers in sales, education, and business. The critical thinking and analytical skills students develop in Psychology are highly desirable to employers in many fields and give students flexibility in career choices.

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

Having **90% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. Reduction in advanced course offerings will delay students' progression toward their academic goals. Increased Access and Promoting Student Success goals will not be met without more full-time Psychology faculty. By not hiring more full-time faculty in Psychology, the College and District miss an opportunity to increase the number of students obtaining a clear path to transfer to CSU with a Psychology transfer degree as well as increasing the number of FTES, and to assist in meeting State goals for Student Success as indicated by Psychology transfer degrees.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Human Dev., Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty=2	# of Adjuncts=18	Faculty Load (per semester):8.7
Position Requested:		Full-time Faculty (Request #3 of 3)
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access and Promote Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The major challenge for the Psychology program for the past 10 years has been the lack of more full-time faculty, for example, the faculty load for 07-08 was **8.4** (with 3 full-time faculty, Efficacy Report, 2013) which demonstrates that the department has been operating with a high faculty load with fewer full-time faculty for many years. From 2011-2012 to 2014-2015, there was only 1 full-time faculty in Psychology. There are currently 2 full-time faculty members, however Psychology Faculty load **in 16-17 has increased to 8.7**, meaning that **at least 8 full-time** faculty could be supported by the department offerings. In 2016, the Program Review Committee ranked one Psychology position as number 4 for all full-time faculty requests, unfortunately, that has not resulted in a faculty position. It has become increasingly difficult to find Psychology adjunct faculty with teaching experience in Biological Psychology, Research Methods, and other advanced classes. It has also become increasingly difficult and frustrating to deal with departmental issues with 18 adjunct faculty and only 2 full-time faculty. **This third position request is for a full-time faculty member to teach lifespan psychology, personal and social adjustment, and introductory courses.** Both full-time faculty cannot teach all the advanced and introductory classes offered each semester along with supporting students by advising the active Psych Club as well as assisting students participating in research posters for the annual Western Psychological Association Conference. Psychology AA-T degrees **represent approximately 45% (52 degrees) of the AA-T degrees awarded** in 16-17 according to the Office of Research, Planning, and Institutional Effectiveness. As more students seek Psychology classes for general education, CTE programs, or the transfer degree in Psychology, there is a need for full-time faculty to teach more of the advanced classes that students need. For Psychology to remain a department that supports the College's goals of increasing access and promoting student success, at least **3 more full-time faculty positions** are needed to offer our diverse student population the quality education they deserve.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The FTES (279.62), FTEF (17.49), and duplicated enrollment numbers (2,710) in Psychology for 16-17 (EMP) **support the request for more full-time faculty.** The 2009 (p. 12), 2013 (p. 13), and 2017 (p. 25) Efficacy Reports identified the decline in the number of full-time faculty as the biggest weakness in the department. Retention rates and success rates (EMP) for 16-17 have increased over 15-16. Faculty load (EMP) was **8.7 in 16-17 (with 2 full-time faculty)** and faculty load will increase as the college seeks to increase FTES, or sections will be reduced due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed Psychology courses such as Biological Psychology, which

also means the department will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, 2017, p. 21). Strategic Initiatives of **Increasing Access** and **Improving Student Success** will be supported by additional full-time faculty along with more sections, which will offer more opportunities for students to enroll in Psychology classes needed for transfer and CTE programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, p. 8, 2017). Additional full-time faculty will contribute to the **College Mission, program efficiency, and curriculum currency**. The **college community as well as Student Success** will be enhanced by more full-time faculty in Psychology who will have the motivation, time and expertise to support students taking Psychology classes and pursuing the Psychology AA-T. Psychology AA-T Degrees (52) **awarded in 16-17 represent an approximately 373% increase** over the number of degrees awarded in 13-14 and a **68%** increase over the number of degrees awarded in 15-16 (EMP). Given that AA-T degrees were only established in Fall, 2013, this indicates great growth in the Program as well as continued support for **Student Success**. Additional Psychology full-time faculty will help generate more FTES for SBVC while supporting the Strategic Initiatives for the College

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The current full-time Psychology faculty teach 10% of the courses offered. The Community College League of California Fast Facts 2017, indicates that 70% of nurses in California received their education from community colleges. General Psychology (PSYCH 100) is a prerequisite for the Psych Tech Program and most nursing programs in the State. PSYCH 111, Lifespan Development, is required by most RN to BSN bridge programs in nursing. Psychology is the most popular major at CSUSB (where most of our students transfer) according to the Fall 2016 Quick Facts from the CSUSB Office of Institutional Research. The Psychology Transfer degree (AA-T) has helped contribute to improved student success by providing a clear path to transfer at CSU and the Psychology Program has contributed to improved student success by offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Despite lower college enrollments in 16-17, most Psychology courses continued to have high levels of student enrollment with fill rates averaging 90% for our courses. Psychology AA-T degrees **represent approximately 45% of the AA-T degrees awarded** in 16-17 according to the SBVC Office of Research, Planning, and Institutional Effectiveness. Students with undergraduate degrees in Psychology may go on to careers in sales, education, and business. The critical thinking and analytical skills students develop in Psychology are highly desirable to employers in many fields and give students flexibility in career choices.

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

Having **90% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. Reduction in advanced course offerings will delay students' progression toward their academic goals. Increased Access and Promoting Student Success goals will not be met without more full-time Psychology faculty. By not hiring more full-time faculty in Psychology, the College and District miss an opportunity to increase the number of students obtaining a clear path to transfer to CSU with a Psychology transfer degree as well as increasing the number of FTES, and to assist in meeting State goals for Student Success as indicated by Psychology transfer degrees.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Stephanie Lewis-Briggs
Program or Service Area:		Student Success Center
Division:		Mathematics, Bus. & Computer Tech.
Date of Last Program Efficacy:		SSC was not in previous Program Review Efficacy rotations. On 5/13/15, the SBVC Academic Senate advised that Academic Support service areas be in the rotation. In the revised 5/12/16 schedule, SSC was included.
What rating was given?		NA
# of FT faculty 2	# of Adjuncts 2	Faculty Load (per semester): 1.0
Position Requested:		Tutorial Center Coordinator
Strategic Initiatives Addressed: Strategic Directions + Goals		(1) Increase Access, (2) Promote Student Success & (3) Improve Communication, Culture and Climate, (4) Maintain Leadership & Promote Professional Development, (5) Effective Evaluation + Accountability

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Student Success Center has historically employed a Tutorial Coordinator (CSEA position) whose minimum qualification has been a high school diploma. That individual, however, retired a few years ago. At that time, no center apportionment was claimed and no academic support was given to tutors by the coordinator. Most recently, however, the Student Success Center has sought to claim apportionment and provide greater academic support to its tutors, and are thus in need of a Tutorial Center Coordinator (CTA position). The best way to assure curriculum integrity and content support to the service area is that the tutoring coordinator meet California Education Code 58170 which states that the designated learning center is supervised (coordinated) by a person who meets the minimum qualifications prescribed by section 53415 as follows: The minimum qualifications for service as learning assistance or learning skills coordinator or instructor, or **tutoring coordinator**, shall be either (1) or (2) below:

- (1) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
- (2) a master's degree in education, educational psychology, or instructional psychology or other master's degree with emphasis in adult learning theory.

The Student Success Center, which provides tutorial assistance yearly to approximately 3000 students enrolled in Mathematics, Chemistry, Biology, Humanities, and Social Sciences courses, needs and deserves a Tutorial (Center) Coordinator. Moreover, the staff that remain in the center (2 counselors) need their workload unencumbered by tutorial coordinator duties.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

This request supports SBVC's 2017 Comprehensive Master Plan as it relates to Strategic Directions + Goals in the areas of (1) increased access, (2) the promotion of student success, (3) the improvement of communication, culture and climate, (4) maintain leadership + promote professional development and (5) effective evaluation + accountability. All of the aforementioned directions and goals require direct leadership, program stability and coordination by qualified staff. It has been our experience that piece milling academic support programs do not yield optimal outcomes. Since 2013-14 to Fall 2017, the SSC has experienced a 66% reduction of support staff through attrition, reduced funding and/or executive management decisions. The decrease in overall staffing, and under qualified positions for the needs of the SSC, has affected the quality of services provided and the working conditions of remaining staff, which has yielded inadequate & minimal academic support to SSC tutors.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

<p>In the 2013 Academic Senate Ad Hoc Committee for Academic Support Report, findings revealed that the Student Success Center had “fragmented line-of-sight supervision and discipline training for student tutors is lacking; minimal to no content specialist involved in academic support operations and activities (all other college centers have a coordinator whose specialty is content); computer lab access is lacking; minimal print stations for students.” The report further stated that “Funding should be provided for support staff (coordinators, counselors, tutors, research analysts, etc.)...” [See <i>Academic Senate meeting notes from 5/15/13</i>]</p> <p>Currently, the Student Success Center continues to have minimal content specialist involved in the centers' operations and line-of-sight supervision and discipline training for student tutors is still lacking. While increased funding for tutors did occur in previous years, position(s) that would provide the structure, content expertise, tutorial guidance and center coordination have been unfilled and/or are not a part of the Program Review process. Yet, those positions and the Tutorial (Center) Coordinator position are still relevant and needed for the overall functioning of the Student Success Center.</p>	
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4. What are the consequences of not filling this position?

<p>The consequences of not filling the Tutorial (Center) Coordinator position are (1) decreased quality of SSC services, (2) possible state sanctions for not satisfying Ed Code 58170, (3) structural instability, (4) adverse effects on SBVC's Strategic Directions & Goals (access, student success, communication, culture and climate, professional development, effective evaluation + accountability), and (5) curriculum integrity. Based on all of the information submitted, our Division would appreciate the Program Review Committee giving full consideration to our needs request and respond affirmatively.</p>
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FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Melinda Fogle
Program or Service Area:		Theatre Arts
Division:		Humanities
Date of Last Program Efficacy:		2017
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 6	Faculty Load (per semester):
Position Requested:		Technical Theatre
Strategic Initiatives Addressed: Strategic Directions + Goals		2. Promote Student Success

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Theatre Arts transfer degree requires several technical theatre courses, and a full time committed faculty member is required to develop and grow these courses. The Department would also like to create and offer a Technical Certificate. Currently the department has one full time faculty and six adjuncts.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

As mentioned in the EMP, the department plans to increase technical theatre offerings and consider creating a technical theatre certificate. The department is also working to increase enrollment by 2%. A full time technical theatre professor would bring passion and continuity to the technical side of the program.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

SBVC Theatre Arts students, especially those in the technical field, have a multitude of professional pathways given the proximity to the entertainment hubs of LA and Las Vegas. Technical theatre artists are especially in demand.

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

The Theatre Arts program will lack in training and support for technical students. The Theatre Arts Department will struggle to grow and build a thriving program.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Joshua Milligan
Program or Service Area:		Welding Technology
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty 2 + 1 Temporary full time	# of Adjuncts 2	Faculty Load (per semester): 1.3
Position Requested:		1
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, and 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Welding Department has 2 full time faculty and a 1 semester temporary full time faculty for the Fall of 2017. It was necessary to hire one of the adjuncts as a temporary full time for a semester as it has been extremely difficult to find qualified adjuncts to meet the needs of the students. The department normally has 4 to 5 adjuncts but is down to 3 adjuncts for Fall 2017 (including the 1 semester temporary full time). The decrease in adjuncts has been the result of the tragic death of one of our faculty members, hiring one of the adjuncts as a full-time faculty, and unfortunate family/personal emergencies for one of our other adjuncts. Additional adjuncts are desperately being looked for/recruited and one is in the hiring process. The full-time faculty are also working an overload. Besides the shortage in faculty, the enrollment has significantly increased and the program is now offering classes 6 days a week (morning through evening Monday-Friday and morning through afternoon on Saturdays). This has amplified the problem and the growth of the program will be cut short if an additional full-time faculty is not hired. Eight new courses and four new certificates have also been proposed and submitted to begin Fall 2018 by request of the Program's Advisory Board. This will continue to increase the enrollment and size of the program even more. Also, having the bulk of the classes taught by full time faculty helps to make the program more stable by allowing for better communication and collaboration on curriculum, funding, partnerships, student success, advisory committee, program updates etc. . . This in turn provides a more stable learning environment for students which shows in the program improving enrollment, student success and completions.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The duplicated enrollment went from 326 for the 15-16 year to 463 for the 16-17 year and the FTES went from 49.52 to 67.31 for the same years. This shows a 34.73% increase for the duplicated enrollment and a 30.45% increase in FTES. Because of these significant improvements, one of the major goals for the program's most recent EMP is hiring an additional full-time faculty. The program is continuing to sustain an increased growth for the current year and for this to continue successfully and support the needs of the students an additional full-time faculty is required.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Welding courses are lab intensive requiring more faculty hours than lecture courses. This allows little time for the faculty to handle everything for the program and properly support student success. As the enrollment has significantly increased, and is expected to continue to increase, the number of industry certifications tested will also increase. These certifications are an additional responsibility that the welding faculty are expected to keep up with. These industry certifications are required for students who want to receive high paying jobs in the welding industry. Also, data from The Center of Excellence shows that there are 723 annual job openings in the region for the SOC Codes applicable to the program. Meeting this industry demand will be impossible for the program without proper support.

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

Growth for the department would be impossible. This includes not only FTES but also efficiency along with retention rates. Unlike adjunct faculty, full-time faculty maintain office hours, serve on committees, and help shape the department and campus at large. Full time faculty are vital in developing, evaluating and assessing SLOs and in contributing their expertise to content review. These aspects best serve students, the department, and the college.