

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

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 2.5	# of Adjuncts 16	Faculty Load (per semester):10.35
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 left the Art Department with 3 full-time faculty. Of the three faculty, one is now FERPing and at 50% of his load. This means that 2.5 full-time faculty support an average of 2,000 students per year. The Art Department has a consistent FTE load equivalent to 10.35 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 402 in 2017-2018. We need of an additional faculty member to address 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 79 sections in Fall 2017 and 79 in Spring 2018. 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 49 of the 79 sections offered in Fall 2017 and 52 of the 79 sections offered in Spring 2018. Adjunct instructors teach 76% 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 2017-2018 was 89%. 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. The Student success rates was 81% in 2017-2018. 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 three years we have added additional sections of art history and art appreciation based on waitlists. All of our adjunct instructors are at maximum load. 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 2018

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): 3.75
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.)

This is the third consecutive year for submitting a Faculty Needs Assessment Application for the position of a full-time ASL position. The repeated request indicate the strong belief in a need for an additional faculty position. The hiring of an additional FT faculty member for the ASL program would benefit the campus of SBVC, the student of SBVC in many ways and will assist with meeting the goals of the department. The additional position will meet the 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 **77.01** in 2013-14 to **110.65** in the 2017-18 for **43.6%** growth over five years. This trend of growth has been steady and consistent for many years now. The **FTEF** has grown with the enrollment as well. The **FTEF** for 2013-14 was **4.81** and **increased** to **7.48** in 2017-18 for a growth of **55.5%** over five years.
- Load sufficient to carry **3.74 FT** positions with only **1 FT** position currently.
- Load has **increased** from the ability to carry **2.40** positions to **3.74** positions over the past five years.
- The current **FT** faculty member is teaching **only 30%** of the sections on regular load.
- Currently, **PT** faculty teaches **70%** of ASL courses, which does not align with educational standards, best practices, ASCCC support of the 75:25 ration for FT:PT faculty. 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, taking advantage of CTE Workforce funding opportunities and satisfaction of student and growth needs.
- Difficulty meeting the rapidly growing need and request for additional sections of ASL. Additional locations have requested ASL classes being offered on their sites, but we have only been able to respond to a limited number of those locations.
- 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, 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 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.

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 **77.01** in 2013-14 to **110.65** in the 2017-18 for **43.6%** growth. The FTEF has grown with the enrollment as well. The FTEF for 2013-14 was **4.81** and **increased to 7.48** in 2017-18 for a growth of **55.5%**.
- Load sufficient to carry **3.75 FT** positions with only **1 FT** position currently.
- Load has **increased** from the ability to carry **2.4** positions to **3.75** positions over 5 years.
- 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 align with the AB 1725 full-time faculty ratio, education standards and best practices.
- MERLOT Journal of Online Learning and Teaching Vol. 9, No. 3, September 2013 indicated research findings that indicate increased failure rates, increased withdraw rates and decreased success rates for students with part-time faculty instructors vs full-time faculty instructors.
- The Academic Senate of California Community Colleges indicates part-time faculty are less likely to provide "*essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom.*"
- 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 availability and participation of full-time faculty in planning and curriculum functions, which produce increased success and retention rates for students.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

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): 17.56
Position Requested:		One Biology Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1, Access (1.6 , 1.8, 1.9 , 1.10, 1.11) Goal 2, Student Success (2.2, 2.5, 2.6 , 2.7, 2.8, 2.10, 2.13, 2.14 , 2.17) Goal

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 currently 7 full-time faculty and 24 part-time faculty. The department has generated full-time equivalent faculty load of 17.56 for Fall 2018 and this value has increased every year for the past 4 years (EMP p. 1). In the past year alone, the number of sections grew by 5.09%, making it a gain of 15.9% for the past five academic years (EMP p. 1). Without any additional full-time faculty, Biology has expanded its course offerings in the Biology major courses to meet the AS-T degree needs, in courses that lead to a growth in allied health technical degrees, and in courses that serve the GE community. Less than half of our course offerings are taught by full-time faculty (assuming no reassigned time).

The areas of study that the Department offers to the community are highly diverse and also highly specific. A single faculty does not attain a combined expertise in areas of Cell and Molecular Biology, Organismal Biology, Biotechnology, Anatomy and Physiology, Evolutionary Ecology, and Microbiology. Although any trained biologist can teach an introductory GE Biology course, it is not the case with the rest of the courses offered. Thus, hiring part-time faculty has been exceedingly challenging given the increase in sections. There is a diminishing workforce and a high earning potential for Biologists with advanced degrees in the private and government sectors. The department barely gets new applications every semester, and many of them do not meet minimum requirements. As a result, we have resorted to a waiver of the 67% rule for part-time instructors to teach overload. We have already accumulated at least 10 adjunct faculty who have used this waiver and due to Title V, these faculty cannot teach overload for 3 years.

Furthermore, half of the department's full time faculty have reached retirement age. A gap in hiring additional faculty almost always results in lost opportunities between junior and expert faculty cohorts for mentorship, teaching philosophy development, and leadership development thus affecting the Department and the College. The roles beyond the classroom environment are remarkably constrained with the current full time faculty. Permanent faculty members must be present in sufficient numbers to effectively achieve a variety of roles such as establishing and maintaining external and internal partnerships that improve the success of our students, engaging the community, increasing transfer rates and certificates, researching trends in several areas (i.e., jobs, internships, technology, student success retention, and community needs), and simply maintaining integrity in our programs. The Department wants to remain committed to college-

wide activities that improve our campus climate, our college leadership, and our community. But we cannot effectively support the Department, the Division, the College, and the District needs when faculty are already stretched too thin.

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.*)

In the recent academic year, there have been increases in all of the measures of the EMP (p.1) such as FTES (up by 6.12%), FTEF (up by 2.57%, and by 14.3% since 2014-2015), duplicated enrollment (up by 7.82%), the number of sections (up by 5.09% and by 15.9% since 2013-2014) and WSCH per FTEF (up by 3.61%). Growth is associated with courses that have laboratory instruction. Growth in the number of sections impacts the department greatly at multiple levels (e.g., faculty, classified, equipment). These sections belong to each of the areas of the mission of our department (EMP p. 1 description of program/area). The EMP shows an increase in the number of AS degrees and AA LibArts (p. 1). Although the current (2017-2018) degree numbers declined, these values are reflective of the campus as a whole (District, B.O.R.G Data Cubes).

SP2017 Program Efficacy report (pp. 6-7) identified trends at local, regional, state, and national levels that seem related with the growth we have had in the past five academic years. 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..." The EMP identifies a robust need for hiring additional faculty with full-time responsibilities to the Department and to the institution so that the diversity of goals (EMP p. 2) can be achieved.

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.*).

While the College has seen a course fill rate of 72.9% in 2017-2018, the Biology Department observed a course fill rate of 87.1%. Since 2014-2015, the course fill rate has been above 85%. The Department's 75/25 FT/PT ratio has deteriorated from 50.4% (2013-2014) to 36.8% (2017-2018) (Data from District's B.O.R.G Data cubes). With load for more than 17 full time faculty, our efficiency has steadily increased to 488 for our WSCH/FTEF (EMP p.1).

Current trends in CSUs show that Biology, Nursing, Kinesiology are about 50-70% impacted (<https://www.calstate.edu/sas/documents/ImpactedProgramsMatrix.pdf>). This is an opportunity to also supporting students from CSUs by maintaining and growing course offerings; however, the challenge remains in finding Biology faculty that can support demand.

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

- Run out of current PT faculty in which the 67% load waiver can be applied.
- Cancelling classes that affect certificate degrees, transfer degrees, and GE graduation.
- Weaken opportunity to increase AS and AS-T degrees and certificates.
- Weaken opportunity to improve student success and student equity.
- Inadequate apprenticeship for junior faculty.
- Scale back goals in EMP p. 2.
- Limit progress in supporting the demands of the community trends (Program Efficacy report, pp. 6-7) for various courses and occupation goals.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

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: 8*	# of Adjuncts:24	Faculty Load (per semester): 17.56
Position Requested:		One Biology Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1, Access (1.6 , 1.8, 1.9 , 1.10, 1.11) Goal 2, Student Success (2.2, 2.5, 2.6 , 2.7, 2.8, 2.10, 2.13, 2.14 , 2.17) Goal

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

This **request is for one additional full-time Biology faculty**. *Assuming we are currently granted one full-time faculty, then we would be at a level of 8 full-time faculty and 24⁺ part-time faculty (⁺based on Fall 2018 data). The department has generated full-time equivalent faculty load of 17.56 for Fall 2018 and this value has increased every year for the past 4 years (EMP p. 1). In the past year alone, the number of sections grew by 5.09%, making it a gain of 15.9% for the past five academic years (EMP p. 1). Even with hiring one additional faculty to reach to a value of 8, our department still remains with the difficulty of supporting the current growth and demands. Biology has expanded its course offerings in the Biology major courses to meet the AS-T degree and in courses that lead to a growth in allied health technical degrees. Less than half of our offerings are taught by full-time faculty (assuming no reassigned time).

The areas of study that the Department offers to the community are highly diverse and also highly specific. A single faculty does not attain a combined expertise in areas of Cell and Molecular Biology, Organismal Biology, Biotechnology, Anatomy and Physiology, Evolutionary Ecology, and Microbiology. Although any trained biologist can teach an introductory GE Biology course, it is not the case with the rest of the courses offered. Thus, hiring part-time faculty has been exceedingly challenging given the increase in sections. There is a diminishing workforce and a high earning potential for Biologists with advanced degrees in the private and government sectors. The department barely gets new applications every semester, and many of them do not meet minimum requirements. As a result, we have resorted to a waiver of the 67% rule for part-time instructors to teach overload. We have already accumulated at least 10 adjunct faculty who have used this waiver and due to Title V, these faculty cannot teach overload for 3 years.

Furthermore, half of the department's full time faculty have reached retirement age. A gap in hiring additional faculty almost always results in lost opportunities between junior and expert faculty cohorts for mentorship, teaching philosophy development, and leadership development thus affecting the Department and the College. The roles beyond the classroom environment are remarkably constrained with the current full time faculty. Permanent faculty members must be present in sufficient numbers to effectively achieve a variety of roles such as establishing and maintaining external and internal partnerships that improve the success of our students, engaging the community, increasing transfer rates and certificates, researching trends in several areas (i.e., jobs, internships, technology, student success retention, and community needs), and simply

maintaining integrity in our programs. The Department wants to remain committed to college-wide activities that improve our campus climate, our college leadership, and our community. But we cannot effectively support the Department, the Division, the College, and the District needs when faculty are already stretched too thin.

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.)*

In the recent academic year, there have been increases in all of the measures of the EMP (p.1) such as FTES (up by 6.12%), FTEF (up by 2.57%, and by 14.3% since 2014-2015), duplicated enrollment (up by 7.82%), the number of sections (up by 5.09% and by 15.9% since 2013-2014) and WSCH per FTEF (up by 3.61%). Growth is associated with courses that have laboratory instruction. Growth in the number of sections impacts the department greatly at multiple levels (e.g., faculty, classified, equipment). Much less than half of the students in the department are being instructed by full-time faculty currently and will continue to do so even after a *single additional faculty hire. Additional sections belong to each of the areas of the mission of our department (EMP description of program/area). The EMP shows an increase in the number of AS degrees and AA LibArts (p. 1). Although the current (2017-2018) degree numbers declined, these values are reflective of the campus as a whole (District, B.O.R.G Data Cubes). SP2017 Program Efficacy report (pp. 6-7) identified trends at local, regional, state, and national levels that seem related with the growth we have had in the past five academic years. 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..." The EMP identifies a robust need for hiring additional faculty with full-time responsibilities to the Department and to the institution so that the diversity of goals (EMP p. 2) can be achieved.

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.)*.

While the College has seen a course fill rate of 72.9% in 2017-2018, the Biology Department observed a course fill rate of 87.1%. Since 2014-2015, the course fill rate has been above 85%. The Department's 75/25 FT/PT ratio has deteriorated from 50.4% (2013-2014) to 36.8% (2017-2018) (Data from District's B.O.R.G Data cubes). With load for more than 17 full time faculty, our efficiency has steadily increased to 488 for our WSCH/FTEF (EMP p.1). Current trends in CSUs show that Biology, Nursing, Kinesiology are about 50-70% impacted (<https://www.calstate.edu/sas/documents/ImpactedProgramsMatrix.pdf>). This is an opportunity to also supporting students from CSUs by maintaining and growing course offerings; however, the challenge remains in finding Biology faculty that can support demand.

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

- Run out of current PT faculty in which the 67% load waiver can be applied.
- Cancelling classes that affect certificate degrees, transfer degrees, and GE graduation.
- Weaken opportunity to increase AS and AS-T degrees and certificates.
- Weaken opportunity to improve student success and student equity.
- Inadequate apprenticeship for junior faculty.
- Scale back goals in EMP p. 2.
- Limit progress in supporting the demands of the community trends (Program Efficacy report, pp. 6-7) for various courses and occupation goals.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

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	# of Adjuncts	Faculty Load (per semester): 14.86 (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 2018, the full-time faculty are covering approximately 34% of the courses (or 40% of the FTEF) in our department. Without our temporary FT faculty, these numbers are even worse, making the FT temporary position a permanent 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 several semesters, we have 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 has 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 requests a waiver (67% rule), which seeks permission from Human Resources to allow part-time faculty to teach above the cap. In our EMPs over the past several years (including 2017-2018), we have documented the need to build our adjunct pool as a challenge and a goal. 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 aims 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 a proposed Fri/Sat CHEM 105 section in Spring 2019) for working students. The tremendous growth in general chemistry (150/151 – 9 sections FA18), and organic chemistry (212/21 – 5 sections FA18) 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.*).

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 14.86 full-time equivalent faculty with six full-time positions + 1 temporary FT faculty (2017-2018 EMP). Currently (Fall 2018), only 34% of our sections (14 out of 41) 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 2018

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	# of Adjuncts	Faculty Load (per semester): 14.86 (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 2018, the full-time faculty are covering approximately 34% of the courses (or 40% of the FTEF) in our department. Without our temporary FT faculty, these numbers are even worse, making the FT temporary position a permanent 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 several semesters, we have 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 has 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 requests a waiver (67% rule), which seeks permission from Human Resources to allow part-time faculty to teach above the cap. In our EMPs over the past several years (including 2017-2018), we have documented the need to build our adjunct pool as a challenge and a goal. 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 aims 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 a proposed Fri/Sat CHEM 105 section in Spring 2019) for working students. The tremendous growth in general chemistry (150/151 – 9 sections FA18), and organic chemistry (212/21 – 5 sections FA18) 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.*).

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 14.86 full-time equivalent faculty with six full-time positions + 1 temporary FT faculty (2017-2018 EMP). Currently (Fall 2018), only 34% of our sections (14 out of 41) 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 2018

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 12	Faculty Load (per semester): 8
Position Requested:		1 Full-Time Tenure Track Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Access and Student Success

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

2. 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 1 full-time CD/ Education faculty who could bring back the articulated education courses & develop internship/ lab placement sites.
3. **In 2014-15 & 2015-16 & 2017-18, CD was ranked #10 in needs assessment for full-time faculty.**
4. **In 2016-17, CD was ranked #2 in Program Review.**
5. Access and Success: CDD faculty are **advising for 8 certificates and 3 degrees, which is a challenge.** (EMP 2018). Students earned 21 certificates and 51 degrees in 15-6. (EMP 2018) This is a strong work and transfer pathway for CD and Education careers.
6. 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 2018)
7. To increase efficiency & FTES -Hire one full-time faculty to help with the departmental work, assessment, curriculum, & partnerships, and bring back Education Program; develop new TK program (EMP 2018 Student Success)

1. 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. **1,993 students** and **221.31 FTES** and 16.20 FTEF (EMP 2018).
3. **Retention rate is 87%** (EMP 2016-17). **Student Success rates are at 64%** (EMP 2017-18).
4. The number of certificates was **21 certificates** last year (EMP 2018). The number of CD degrees awarded was **51 last year.** (EMP 2018)
5. 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 (CD CTE -Program efficacy, 2017).

6. Action plan is to **hire full-time faculty to help with department work, education program, partnerships, State contracts, curriculum, labs.** (Student Success) (EMP 2018)

7. 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, 2015, 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 37%** (CD EMP 2018)
- 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 declining. There has been a decline in WSCH per FTEF to 410 as overall fill rate on campus is declining & room cap issues.** (EMP 18).
- There is enough load for **8 full-time faculty FTEF: 16.20 - 60%+ of courses are taught by adjunct faculty** (EMP 2014, EMP 2015, EMP 2016, EMP 2017 & EMP 2017).

8. 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 the Perkins grant 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 2018

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 10	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 semester (Fall 2018), we had 2 FULL late-start classes in danger of being cancelled due to lack of available adjunct. Fortunately, at the last minute we were able to identify two new adjunct faculty to cover the classes, requiring an emergency hire (paperwork still being processed up to the first day of class). 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 10 adjunct faculty.
- Department FTES increased between 13-14 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. Productivity held steady 16-17 with less sections offered. So, decided to begin expanding, increasing sections 17-18. Thus, the department experiencing an increase in FTES (17-18).
- 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.
- Online enrollment has increased by 5% in the past 5 years. 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.*** As more students become aware of our AA-T Degree, the number of awarded degrees continues to increase, and we 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 10 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 2018

Name of Person Submitting Request:		Stephanie Lewis Briggs
Program or Service Area:		CIT
Division:		Math, Bus. & Comp Tech
Date of Last Program Efficacy:		2016
What rating was given?		Met
# of FT faculty 5	# of Adjuncts 20	Faculty Load (per semester):1.0
Position Requested:		Replacement for Roger Powell
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access (1) and Promote Student Success (2)

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

In response to faculty attrition, we need to replace retiree Dr. Roger Powell

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.*)

To maintain growth and improve access to computer information system course, the replacement is needed.

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 there continues to be a greater demand for technology courses, we will need to increase our offerings, thus needing faculty to teach the courses.

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

Reduce access and growth will result if the position is not filled.

NEEDS ASSESSMENT DIVISION/AREA SUMMARY

Fall 2018

Due by NOON on Monday, October 22, 2018

The purpose of this summary is to ensure that discussion addressing the needs of departments and individuals is taking place in the Division; to gather any additional information at the division level that supports a needs request; and to provide the committee with some feedback on how requests are integrated into Division planning and goals. It is the responsibility of the Division to check for duplicate applications and advise requestors to consolidate their requests.

Division Name:	Mathematics, Business and Computer Information Technology
Division Meeting Date:	September 21, 2018
Number of Participants:	27

Rankings (Required)

Budget	Classified Staff	Equipment	Faculty
			1.Zadock Reid - Retired
			2.Roger Powell – Retiring 12/18
400,000.00		3. Convert B216 into a computer lab	
67565.50		4. 30 Chromebooks in Business Building classrooms 123, 124, 131, 202, 214.	

Provide any comments/explanations if needed:

Divisions should only submit overall Division rankings and division requests with this form.

Departments must submit their own requests.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Dr. Stephanie Briggs
Program or Service Area:	Mathematics, Business and CIT
Division:	Mathematics, Business and CIT
Date of Last Program Efficacy:	2016
What rating was given?	Met
Equipment Requested	Desktop computers, desks, and wiring
Amount Requested:	400,000.00
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	Access and promoting student success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement Additional xx

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes NO xx

If yes, what are they? _____

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

To address AB705 and student access the equipment is needed.

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.*)

To maintain growth and improve access to technology.

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

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

100k for a Computer Technician (Rick Hrdlicka area)

5. What are the consequences of not funding this equipment?

Reduce access and limit student success

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Dr. Stephanie Briggs
Program or Service Area:	Mathematics, Business and CIT
Division:	Mathematics, Business and CIT
Date of Last Program Efficacy:	2016
What rating was given?	Met
Equipment Requested	Chromebooks and wall cabinets (5 classrooms)
Amount Requested:	67,565.50
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	Access and promoting student success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement Additional xx

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes NO xx

If yes, what are they? _____

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

To address AB705 and student access the equipment is needed.

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.*)

To maintain growth and improve access to technology.

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

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

100k for a Computer Technician (Rick Hrdlicka area)

5. What are the consequences of not funding this equipment?

Reduce access and limit student success

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Paul Dennis
Program or Service Area:		Criminal Justice – Police Science
Division:		VSOC
Date of Last Program Efficacy:		2017-2018
What rating was given?		Continuation
# of FT faculty	# of Adjuncts 1	Faculty Load (per semester): 422 hours
Position Requested:		Adjunct
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1: Increase Access Goal 2: Promote Student Success Goal 3: Improve Communication, Culture, & Climate Goal

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

In our 2017-2018 program report, the overall recommendation from the Efficacy team to elaborate on how we plan to increase staffing due to the increase of productivity. Our numbers show our success and retention rates remain high. Our program requires sworn peace officers as faculty. In the past and due to our limited budget we have had guest Tactical Officers work as non-paid volunteers. The lack of compensation has made it extremely difficult for our department to keep an un-paid Tactical Officer on staff. The Commission of Peace Officer Standards and Training require Police Academies to have a Director, Coordinator(s), Scenario Manager, Tactical Staff, and Certified Instructors. At this time, our Department is short staffed. This staffing shortage does give cause for concern as an P.O.S.T. violations can lead to serious academy sanctions up to and including de-certification.

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.*)

Under overall recommendation the Program Efficacy Team recognized our needs and reported, “Although this program is somewhat unique in that it requires sworn peace officers as faculty, perhaps it could elaborate how planned budget and staffing increases (including faculty increases) will be orchestrated via formalized collegiate processes, including Program Review Needs Assessment and various granting agencies.” Under the team’s analysis and feedback it was mentioned, “these positive data could be leveraged within future Needs Assessment and/or grant documents to justify budget, staff, and faculty increases.”

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.*).

Hiring additional faculty would make a tremendous difference. Our program is looking to expand with Advance Officer classes, high school pathways, guided pathways and university pathways. This will help with increase of our accessibility, the outcome of our student support and success, and satisfying POST requirements.

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

A major consequence of not filling this position would be not staying in compliance with POST requirements. Another shortfall would be reducing the ability to effectively contribute to the pathways programs and success of our students.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts
Division:		Applied Technology, Transportation,
Date of Last Program Efficacy:		2016
What rating was given?		Continuation
# of FT faculty	# of Adjuncts	Faculty Load (per semester): 3.50
Position Requested:		Full time Culinary Arts Instructor
Strategic Initiatives Addressed:		1.7, 1.8, 2.0, 3.1, 3.4, 3.7, 3.8, 3.10. 5.1, Strategic Directions + Goals 5.2, 5.3, 5.4, 5.5, 6.0

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

The Culinary department is in need of a full time Culinary Arts instructor. The department has hired a full time instructor using Small Workforce funding in round one, and has enough funding for one more year with round 3, however if the department continues with SWP funding for faculty it will become supplanting. The food truck program is finally up and running. The department is training students on the truck and has a few events scheduled for fall semester. This class is in need of a full time faculty that is currently employed and currently has an overload schedule. The program has been very successful thus far and will continue to be successful as long as the department grows. The department chair does not have any data for this course as it is the first semester the class has been offered.

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.*)

When the EMP was written in 2016-2017 the department chair did not include the food truck because it was not in the works at the time. When the SWP funding became available the department's advisory committee voted to add a food truck to the program. When the department chair wrote the grant request she included the food truck and a full time faculty to run the truck. The culinary program has also been increasing enrollment and the chair was able to justify this full time faculty without the food truck in place.

Two years ago in the department efficacy the department chair wrote the following information;

The department could grow to the next level if there was two full time faculty. Adjunct faculty, although very good at what they do are not as invested as a full time instructor. Therefore, the department does not grow.

The department is in need of a full time Laboratory Technician to work in the dining room with the students and the customers. In a lab situation the students need the hands-on training and experience they are getting working in the campus restaurant. Without a skilled person in the front of the house with the students at all times, the students would not be trained properly and therefore not meet the SLO requirements of the course. One full time instructor cannot run the kitchen and dining area.

It takes a full time instructor to run the Sunroom, and caterings (caterings are above and beyond class times), a full time instructor to run the food truck lab, and a full time instructor to run the baking program. All instructors are currently on overload each semester. If the program were to lose full

time instructors at this point the chair would have to stop the programs that are in place and running and hire adjunct instructors to fill the gaps. We would lose students because the students would not wait around for adjuncts to be hired in order to continue their education. The act of hiring adjunct instructors would take at least 3 months which would prolong the student graduation and certificate completions.

EMP 2016-2017

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.

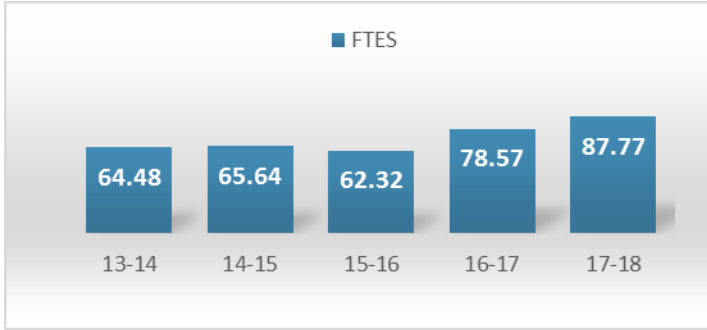
- The department has accomplished starting a baking program. The baking program has started out strong. The department is recruiting for next fall's baking program students as the program starts once a year.
- The new one year culinary program has also started. This program has not taken off as planned 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 pages so they are accurate and marketing help to get the word out regarding our new programs.
- 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.

The current EMP from 2017-2018 states that the departments FTEF has increased from the previous year of 5.54 to 7.01. This increase is due to the one year program and the baking program. The department expects an additional increase on the next EMP due to the food truck coming online.

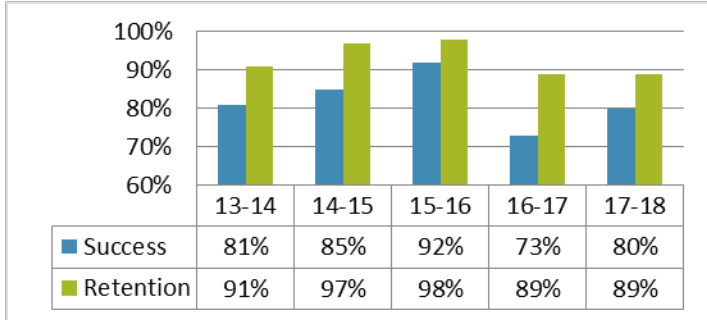
	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	362	344	287	384	360
FTEF	4.19	5.25	4.85	5.54	7.01
WSCH per FTEF	461	375	385	425	376

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 is in compliance with the San Bernardino County Health Department as well as partners with the American Culinary Federation which is the certification body for all food service workers. This body makes sure that culinary programs are preparing the students for certification within the industry.



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



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

Success rates for the program are at 80% and retention rates are at 89%. These rates are expected to increase on the next EMP due to the new programs in place with the full time instructors currently working within the program.

Certificates awarded are down in 16-17 from the previous year 15-16, due to the one year program coming online and several students needed to change their ED plans to transfer to the one year program. The certificates will increase by 2019, encompassing all the students that were unable to complete their educational goals last year because of having to change to the one year program.

Degrees remain low because most of the students within the culinary program transfer to four year colleges or advance to more advanced culinary programs and or join the work force and do not get their degree. It is the department's goals to increase degrees awarded within the department.

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

If this position is not filled the food truck program will cease to exist at least until two or three adjunct instructors can be found to fill the needs. It is very difficult to find adjunct instructors with the skill sets needed to teach in a fully functional food truck. The current full time instructor previously has owned food trucks and is very qualified to teach within the culinary program. The food service industry has a severe shortage of employees, over 8,000 workers in the various areas of expertise, in order for the division to find adjunct faculty it is very difficult.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts
Division:		Applied Technology, Transportation,
Date of Last Program Efficacy:		2016
What rating was given?		Continuation
# of FT faculty	# of Adjuncts	Faculty Load (per semester): 3.50
Position Requested:		Full time Baking Instructor
Strategic Initiatives Addressed:		1.7, 1.8, 2.0, 3.1, 3.4, 3.7, 3.8, 3.10. 5.1, Strategic Directions + Goals 5.2, 5.3, 5.4, 5.5, 6.0

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

The Culinary department is in need of a full time Culinary Arts Baking instructor. The department has hired a full time instructor using Small Workforce funding in round one, and has enough funding for one more year with round 3, however if the department continues with SWP funding for faculty it will become supplanting. The baking program has been up and running for the past two years with a full time faculty. The program has been very successful as long as the department grows. The reason for the growth in the baking department is due to the full time instructor.

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.*)

Two years ago in the department efficacy the department chair wrote the following information;

The department could grow to the next level if there was two full time faculty. Adjunct faculty, although very good at what they do are not as invested as a full time instructor. Therefore, the department does not grow.

The department is in need of a full time Laboratory Technician to work in the dining room with the students and the customers. In a lab situation the students need the hands-on training and experience they are getting working in the campus restaurant. Without a skilled person in the front of the house with the students at all times, the students would not be trained properly and therefore not meet the SLO requirements of the course. One full time instructor cannot run the kitchen and dining area.

It takes a full time instructor to run the Sunroom, and caterings (caterings are above and beyond class times), a full time instructor to run the food truck lab, and a full time instructor to run the baking program. All instructors are currently on overload each semester. If the program were to lose full time instructors at this point the chair would have to stop the programs that are in place and running and hire adjunct instructors to fill the gaps. We would lose students because the students would not wait around for adjuncts to be hired in order to continue their education. The act of hiring adjunct instructors would take at least 3 months which would prolong the student graduation and certificate completions.

EMP 2016-2017

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.

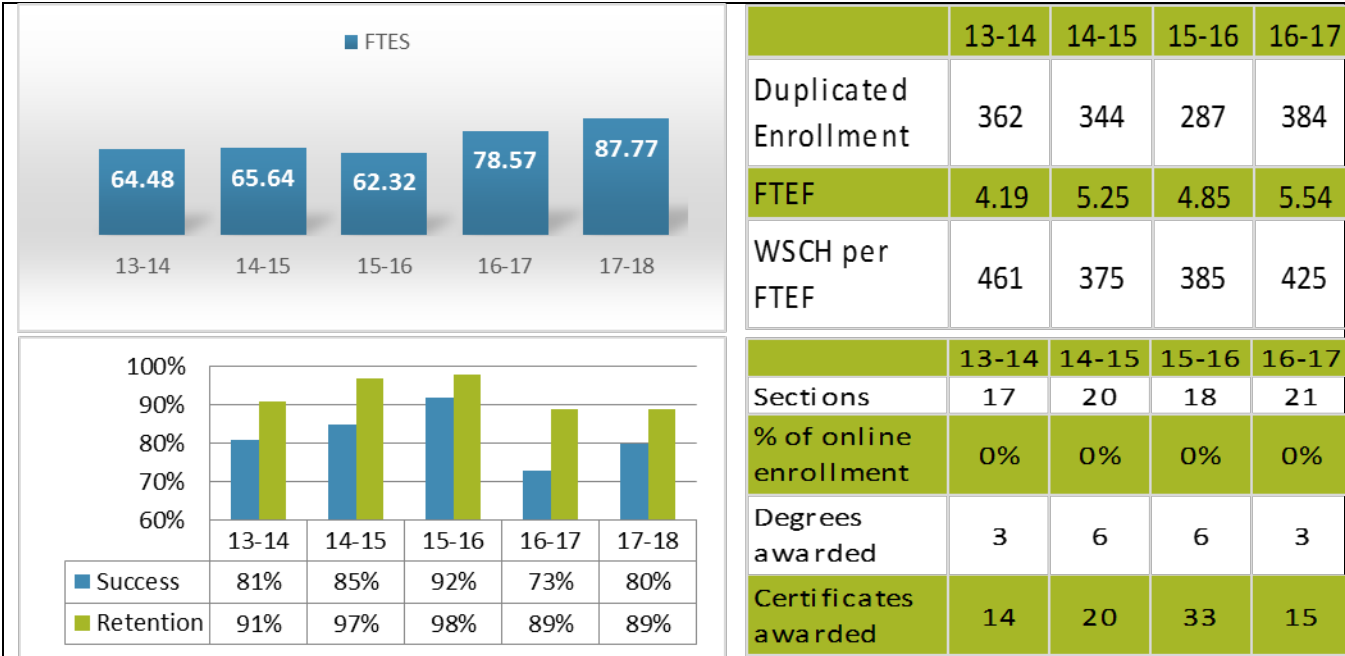
- The department has accomplished starting a baking program. The baking program has started out strong. The department is recruiting for next fall's baking program students as the program starts once a year.
- The new one year culinary program has also started. This program has not taken off as planned 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 pages so they are accurate and marketing help to get the word out regarding our new programs.
- 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.

The current EMP from 2017-2018 states that the departments FTEF has increased from the previous year of 5.54 to 7.01. This increase is due to the one year program and the baking program. The department expects an additional increase on the next EMP due to the food truck coming online.

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	362	344	287	384	360
FTEF	4.19	5.25	4.85	5.54	7.01
WSCH per FTEF	461	375	385	425	376

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 is in compliance with the San Bernardino County Health Department as well as partners with the American Culinary Federation which is the certification body for all food service workers. This body makes sure that culinary programs are preparing the students for certification within the industry.



Success rates for the program are at 80% and retention rates are at 89%. These rates are expected to increase on the next EMP due to the new programs in place with the full time instructors currently working within the program.

Certificates awarded are down in 16-17 from the previous year 15-16, due to the one year program coming online and several students needed to change their ED plans to transfer to the one year program. The certificates will increase by 2019, encompassing all the students that were unable to complete their educational goals last year because of having to change to the one year program.

Degrees remain low because most of the students within the culinary program transfer to four year colleges or advance to more advanced culinary programs and or join the work force and do not get their degree. It is the department's goals to increase degrees awarded within the department.

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

If this position is not filled the baking program will cease to exist at least until two or three adjunct instructors can be found to fill the needs. It is very difficult to find adjunct instructors with the skill sets needed to teach in a fully functional baking program. The food service industry has a severe shortage of employees, over 8,000 workers in the various areas of expertise, in order for the division to find adjunct faculty it is very difficult.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Berchman Kent Melancon
Program or Service Area:		Diesel
Division:		Applied Technology Transportation and Culinary Arts
Date of Last Program Efficacy:		2017
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 2	Faculty Load (per semester):
Position Requested:		Full time Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		1 , 2, 3,4, 5

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

Diesel technology is a highly specialized field and without the addition of another full time subject matter expert knowledge and experience it would not be possible to maintain the program and keep up with the ever-changing industry standards. The Diesel program is in high demand with being the only Community College with a Diesel program within 80 mile radius. The growth of the program and the partnership with local High Schools makes it imperative that a request for another full time faculty be present to teach classes, answer student inquiries and maintain the labs. The Centers of Excellence labor market report for the Bus and Truck Technology Occupational Outlook in Riverside and San Bernardino Counties shows the job rate for Diesel technicians is expected to grow by 150 jobs per year. The program needs another designated person with industry contacts that that can communicate the needs of the department and have input from industry to direct the program to meet the qualifications for job openings.

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.*)

DIESEL 16 – 17 EMP 2 year review
 FTES is the highest it has been over the last four years. WSCH/FTEF (efficiency measure) has increased 25% since last year due to an increase in enrollment and a small decline in faculty hours due to one less section offered. The increased enrollment is likely a result of our department visiting high schools and CTE colleges within the Inland Empire, as well as concurrent high school enrollment. This has increased the awareness and image of the department.
 Success and retention are the highest they have been in five years, with success up eight percentage points and retention up 6 from last year. A possible reason for this increase may be the equipment upgrade, a new training module engine and the necessary tools received in fall 2016 for lab.
 Section count is down from the last two years, but FTES, enrollment, and WSCH/FTEF, and faculty availability have all increased, so 17-18 should see an increased section count. The certificates count has remained constant, but an increase in the number of awards should increase in 17-18 with the increase in FTES, enrollment, and performance measures (success/retention).

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 Strategic Goals 1 and 2, a new associate's degree has been approved and implemented for the fall of 2017. Additionally, a new certificate, Diesel Engine and Fuel Injection Technology Certificate, has been Board approved with the rollout date planned for fall 2018. Additionally, all Diesel courses have added the courses of non-credit to stay current in industry trends is being added to the curriculum for Fall 2019.

Strategic Goal 3 may be addressed by expanding the Industry Advisory Board membership pool.

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

The program will be unable to meet the needs of industry and the community. The only other local school that provides Diesel Technology Training is UTI Located in Rancho Cucamonga which will cost the students \$45,000+ to complete the course.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Marty Milligan
Program or Service Area:		DSPS
Division:		Student Services
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 3	Faculty Load 2.25 (per semester):
Position Requested:		DSPS Counselor
Strategic Initiatives Addressed:		1. Access 2. Success
		<u>Strategic Directions + Goals</u>

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:

The number of student-DSPS counselor contacts as reported in SARS increased from 1735 in 2016-17 to 2025 in 2017-18. This reflects an increase of over 16 percent in the number of student-DSPS counselor contacts. These data clearly reveal that over the past two academic years, students' need to meet with a DSPS counselor for issues involving educational planning, disability-related academic accommodations, educational assistance classes, etc. has actually intensified. Further, the actual number of student-DSPS counselor contacts is higher since some drop-in and crisis student-DSPS counselor contacts are not always captured in SARS given the fluid nature in which these contacts occur.

Above and beyond the aforementioned demonstrated intensified need for students to have access to a DSPS counselor, looming systemic changes in student assessment required by AB 705 argue for the clear need for a full-time DSPS counselor. Specifically, AB 705 requires colleges to use one or more of the following criteria when placing students into math and English courses: high school coursework, high school GPA, and high school grades. The majority of students that DSPS serves participated in special education during high school. Special education allows for the modification of high school curriculum. Unfortunately, this modification of curriculum can artificially inflate students' high school grades and GPA. Consequently, high school coursework, GPA and grades need careful interpretation for students who have a history of being served in special education when their placement into math and English courses is concerned. DSPS counselors are the only counselors on campus who are qualified to determine how high school curriculum was modified (i.e., they know how to interpret the content of psycho-educational reports, Individualized Educational

Plans, etc. that students provide to the DSPS Office as verification for their eligibility to be served by DSPS). Selected students will actually benefit from placement into a pre-collegiate course (if offered) because based on the data contained in their special education records they will be highly unlikely to succeed in the college-level course. A DSPS counselor will be needed to provide this guidance to students so that students' placement in math and English courses is made with confidence and clarity. Without having access to a DSPS Counselor, such students might be reflexively placed in collegiate-level course by a counselor who does not possess the knowledge in special education and the impact of disabilities on the educational process. This will further marginalize these students from the educational process.

Further, 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. DSPS currently serves 819 students and only has 3 adjunct Counselors. Having such a limited student-counselor 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

Finally, DSPS currently has 3 adjunct counselors who are collectively available for 54 hours per week to students. Unfortunately, the demand from students exceeds the collective availability of our adjunct counselors. Further, bulk of the funding for our 3 DSPS adjunct counselors comes from SSSP funds. These funds are **not guaranteed** on a yearly basis which clearly jeopardizes the continued availability of DSPS counselors to students. In fact, if SSSP funds become unavailable, then DSPS would have to go without the services of two of its adjunct counselors. Therefore, DSPS needs a full-time counselor that is hired with general funds to ensure students served by DSPS are served with confidence during these changing times.

In summary, the increased number of students-DSPS counselor contacts, the need for a counselor specially trained in special education and the impact of disability on learning and the educational process to ensure accurate placement of students into English and math courses, the need for the delivery of core services to DSPS students, and the tenuous funding of the current adjunct DSPS counselors argue for the immediate hiring of a full-time DSPS counselor through general funding.

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 2016 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 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 DSPTS 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 DSPTS Counselor will ensure that students served by DSPTS 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 DSPTS 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 80 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 DSPTS divided by the college's total DSPTS budget. Because college effort is included in the allocation formula, any additional contribution from the general fund to DSPTS is incentivized because it actually **increases** the DSPTS allocation. This formula encourages general fund contributions to DSPTS because colleges that contribute more general fund to DSPTS will see a greater return in their DSPTS allocation. In fact, the portion of the allocation calculated by college effort is 20 percent. This mandate is unique to DSPTS (i.e. greater college effort results in greater DSPTS allocation from the state chancellor's office) compared to other categorical programs. In summary, funding our request for a full-time DSPTS counselor through general funds would be construed as college effort and would result in an increase in the annual allocation received by DSPTS. The additional funds allocated to DSPTS will allow for the purchase of smart pens and additional assistive technology which are auxiliary aids that ultimately foster students' retention, success and independence.

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.

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

DSPS 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 DSPS counselor may jeopardize the timely delivery of specialized counseling services to students with disabilities. If a student submits a complaint to the Office of Civil Rights (OCR), then 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 DSPS and how the addition of a full-time DSPS counselor could avert potential litigation.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Anthony S. Ababat
Program or Service Area:	Electricity/Electronics
Division:	Applied Technology, Transportation, and Culinary Arts
Date of Last Program Efficacy:	Spring 2017 Full Review
What rating was given?	Continuation
# of FT faculty: (2) two # of Adjuncts (9)	Faculty Load (per semester):
Position Requested:	One Full time Faculty for Electronics and Electricity Accelerated Program and (1) one full time for regular Electronics and Electricity Classes.
Strategic Initiatives Addressed: Strategic Directions + Goals	This request addresses three categories (1, 2 and 3). Access, Institutional Effectiveness & Resource Management, Student Success, and Technology

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

Time has changed so as the need to conduct regular classes. The need to implement Electronics Accelerated Classes addresses the major obstacles recently discussed and shared by Employers during our last Regional Advisory Committee Meeting held on Sept 20, 2018 at Ontario CA. We need to meet the fast pace growing technology and one way to solve this is to offer an accelerated program. Instead of completing the Electronics Certificate in 2 years, students can complete the program in 8 months. In this regard, the Electricity/Electronics Department requests two full-time faculties – for several reasons.

First, the anticipated exponential growth of Electronics and Electricity Technology Program demand that technicians/students interact with increasingly sophisticated and highly expensive equipment. We need experience instructors with Engineering background in Electronics and Electricity to achieve such goals.

Second, we need more instructors to handle our anticipated dual and concurrent enrollment for more than 50 high school campuses in Inland Empire area thereby creating an excellent partnership with various high school campuses for their K12 students. The two full time faculties (One for Accelerated and one for Regular Classes) will also help us to position and cover our various short-term courses and non-credit programs recently developed for Electricity and Electronic Courses. These instructors are major contributing factors that can provide a functional environment to facilitate the interaction and required new classes for K12 students and our Electricity/Electronic Programs.

Third, Electronics/Electricity faculty must be able to focus on teaching and be able to transfer the required high demand skills to prepare our students and acquire the required state certificate for Industry related jobs. The plan to offer various short-term

courses will open our doors to accommodate more enrollments in the field of Automation, Robotics, Clean Electricity, Autonomous Vehicles, Virtual and Augmented Reality Technology, Space Technologies and more.

Third, Electronics/Electricity faculty must be able to ensure the educational integrity and safety of the classroom. To achieve such goals, we need dedicated full-time faculties that will focus on teaching students, while ensuring a safe classroom environment, as well as instilling student safety.

Fourth, college-wide and Electricity/Electronics-specific accreditation standards demand that students are equipped with the latest technical expertise and skills. While the Lab Assistant focuses on the day-to-day operations of the skills lab, Electronics Full-time faculty can focus on classroom and practical (guided practice) endeavors.

Lastly, these two faculties will help the SBVC Electricity/Electronics Department to fully (and properly) implement more additional courses in our Regular and Accelerated Program. Our Accelerated Program will save students an enormous amount of time and money and therefore very attractive to students need and will have an excellent impact - to increase our enrollment. While our regular credit and advance non-credit programs also offers an opportunity to those students that are currently working and simply would like to acquire the required skills required by their employers. This is also an excellent opportunity to students and addresses the growing demand of Employers to work on advance and latest Equipment to be competitive in their overall operation.

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.*)

A program goal is to increase our enrollment by having a good partnership to High School, Various Industries and Employers seeking for highly qualified workers in the field of Electricity, Electronics, Computer, Networks, Telecommunications, Automation and Manufacturing. We also need to improve the success rate of students taking Industry Certification Exam. Real world experiences will instill the hands-on knowledge needed by the students to succeed, not only in the laboratory settings, but on the real-world job-related application and passing state licensure exam.

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.*).

Our Regular and Accelerate classes in Electricity and Electronics requires the use of our sophisticated and expensive high-tech automation equipment made to resemble real-world application as closely as possible. We also have simulation software that we used to teach theory, assessment, technology, and skills. Our full-time instructors will be the major contributing factors that enhances the application and integration of knowledge, skills, and critical thinking required by students. A team work of our Full-time and Lab Assistant allows learners to function in an environment as close as possible to real-world situation and provides them an opportunity to "think on their feet." This

request will also help promote and expand our non-credit program since a lot of short-term advance courses can easily be tied up to the continuity of our Accelerated Program for our students to successfully obtain Industry and State related Certification.

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

We will not be able to serve and address the growing demand of students that would like to complete their degree or certificate the soonest possible time. We will not be able to address the Employers major demand in looking for qualified workers that can address the need for the growing technology. As the rapid growth of new technology evolves and developed in the field of Automation, Drones, Virtual and Augmented reality are getting popular in many aspects of education and training, we need highly skilled, experience and expert full time faculties with high level of attention to details, quick assessment skills, and critical thinking to be able to impart all these new growing skills to our students taking Electricity and Electronics Courses. Failure to hire new full-time faculties in Electricity and Electronics Department under Applied Technology Division, San Bernardino Valley College will lose a lot of potential enrollments in our Electricity and Electronics Department.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Anthony S. Ababat
Program or Service Area:	Electricity/Electronics
Division:	Applied Technology, Transportation, and Culinary Arts
Date of Last Program Efficacy:	Spring 2017 Full Review
What rating was given?	Continuation
# of FT faculty: (2) two # of Adjuncts (9)	Faculty Load (per semester):
Position Requested:	One Full time Faculty for Electronics and Electricity Accelerated Program and (1) one full time for regular Electronics and Electricity Classes.
Strategic Initiatives Addressed: Strategic Directions + Goals	This request addresses three categories (1, 2 and 3). Access, Institutional Effectiveness & Resource Management, Student Success, and Technology

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

Time has changed so as the need to conduct regular classes. The need to implement Electronics Accelerated Classes addresses the major obstacles recently discussed and shared by Employers during our last Regional Advisory Committee Meeting held on Sept 20, 2018 at Ontario CA. We need to meet the fast pace growing technology and one way to solve this is to offer an accelerated program. Instead of completing the Electronics Certificate in 2 years, students can complete the program in 8 months. In this regard, the Electricity/Electronics Department requests two full-time faculties – for several reasons.

First, the anticipated exponential growth of Electronics and Electricity Technology Program demand that technicians/students interact with increasingly sophisticated and highly expensive equipment. We need experience instructors with Engineering background in Electronics and Electricity to achieve such goals.

Second, we need more instructors to handle our anticipated dual and concurrent enrollment for more than 50 high school campuses in Inland Empire area thereby creating an excellent partnership with various high school campuses for their K12 students. The two full time faculties (One for Accelerated and one for Regular Classes) will also help us to position and cover our various short-term courses and non-credit programs recently developed for Electricity and Electronic Courses. These instructors are major contributing factors that can provide a functional environment to facilitate the interaction and required new classes for K12 students and our Electricity/Electronic Programs.

Third, Electronics/Electricity faculty must be able to focus on teaching and be able to transfer the required high demand skills to prepare our students and acquire the required state certificate for Industry related jobs. The plan to offer various short-term

courses will open our doors to accommodate more enrollments in the field of Automation, Robotics, Clean Electricity, Autonomous Vehicles, Virtual and Augmented Reality Technology, Space Technologies and more.

Third, Electronics/Electricity faculty must be able to ensure the educational integrity and safety of the classroom. To achieve such goals, we need dedicated full-time faculties that will focus on teaching students, while ensuring a safe classroom environment, as well as instilling student safety.

Fourth, college-wide and Electricity/Electronics-specific accreditation standards demand that students are equipped with the latest technical expertise and skills. While the Lab Assistant focuses on the day-to-day operations of the skills lab, Electronics Full-time faculty can focus on classroom and practical (guided practice) endeavors.

Lastly, these two faculties will help the SBVC Electricity/Electronics Department to fully (and properly) implement more additional courses in our Regular and Accelerated Program. Our Accelerated Program will save students an enormous amount of time and money and therefore very attractive to students need and will have an excellent impact - to increase our enrollment. While our regular credit and advance non-credit programs also offers an opportunity to those students that are currently working and simply would like to acquire the required skills required by their employers. This is also an excellent opportunity to students and addresses the growing demand of Employers to work on advance and latest Equipment to be competitive in their overall operation.

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.*)

A program goal is to increase our enrollment by having a good partnership to High School, Various Industries and Employers seeking for highly qualified workers in the field of Electricity, Electronics, Computer, Networks, Telecommunications, Automation and Manufacturing. We also need to improve the success rate of students taking Industry Certification Exam. Real world experiences will instill the hands-on knowledge needed by the students to succeed, not only in the laboratory settings, but on the real-world job-related application and passing state licensure exam.

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.*).

Our Regular and Accelerate classes in Electricity and Electronics requires the use of our sophisticated and expensive high-tech automation equipment made to resemble real-world application as closely as possible. We also have simulation software that we used to teach theory, assessment, technology, and skills. Our full-time instructors will be the major contributing factors that enhances the application and integration of knowledge, skills, and critical thinking required by students. A team work of our Full-time and Lab Assistant allows learners to function in an environment as close as possible to real-world situation and provides them an opportunity to "think on their feet." This

request will also help promote and expand our non-credit program since a lot of short-term advance courses can easily be tied up to the continuity of our Accelerated Program for our students to successfully obtain Industry and State related Certification.

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

We will not be able to serve and address the growing demand of students that would like to complete their degree or certificate the soonest possible time. We will not be able to address the Employers major demand in looking for qualified workers that can address the need for the growing technology. As the rapid growth of new technology evolves and developed in the field of Automation, Drones, Virtual and Augmented reality are getting popular in many aspects of education and training, we need highly skilled, experience and expert full time faculties with high level of attention to details, quick assessment skills, and critical thinking to be able to impart all these new growing skills to our students taking Electricity and Electronics Courses. Failure to hire new full-time faculties in Electricity and Electronics Department under Applied Technology Division, San Bernardino Valley College will lose a lot of potential enrollments in our Electricity and Electronics Department.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Humanities
Date of Last Program Efficacy:		SP17
What rating was given?		Continuation
# of FT faculty	# of Adjuncts	Faculty Load (per semester):38
Position Requested:		Full-time, tenured English faculty position 1
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, 3

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

-Since 2014/2016, the English Department has seen a steady increase in FTES, moving from 914.83 in 2014/2015 to 986.52 in 2018/2019. After experiencing a 12% increase prior to this year, our FTES has stabilized, though still increasing by 1% for 2018/2019. The number of students served has also increased from 7,533 (2016/2017) to 7,569 (2017/2018), up 36. Along with the stable growth, English Composition class caps for ENGL 015, ENGL 101, ENGL 102 previously set at 28 have now been set at 25 students per section per SBCCDTA contract, which means that without an increase in the number of FT faculty, 342 fewer students are able to enroll in English classes per semester, supporting the need for this FT faculty position.

-With the current 53 part-time faculty and 17 full-time faculty (with one FT faculty member on 100% re-assigned time), the percentage of sections taught by full-time faculty continues to decline, now at 43%. 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 43%, **with 57% of our classes being taught by part-time instructors, further supporting the need for a full-time English faculty position.**

-Legal compliance of AB-705 in Fall 2019 is not an option—we MUST comply. In order to do this, hiring FT faculty is essential. AB-705 requires that students must complete transfer-level English within one year, putting our least prepared students (75% of students currently assess into remedial English classes-SBVC Assessment data) directly into transfer-level composition classes without first taking remedial classes. To be compliant, State-recommended curricular changes are being made that will support student success and will directly impact faculty load in FA19, resulting in full-time faculty members teaching fewer sections (see below). This along with the critical support students will need under AB-705 strongly supports the need for this full-time faculty position.

-With 75% of students currently assessing into remedial courses (**800-1,000 students per semester**), AND with the implementation of AB-705, there is a need for student support, consistency, continuity, and stability that a full-time instructor can provide for basic skills students who now find themselves in a college-level English composition class 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

57% 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, particularly under AB-705.

-Equally important to AB-705 is the implementation of Performance Based funding where the college receives funding for, "Completion of both transfer-level mathematics and transfer-level English within the first year of enrollment" (*Chancellor's Recommendation on Funding for California Community Colleges*, 2018). Not only must students complete transfer-level English within one year, under the new funding model, the college also receives funding for students who complete their degree, certificate, or transfer in less than 3 years. In order to provide SBVC students with the support needed to successfully complete their transfer-English classes within one year, it is imperative that we increase the number of FT faculty since **ALL** students with the goal of earning an AA degree or transferring to a four-year institution **MUST** take ENGL 101.

-Additionally, with an increase in the number of AA-T-English degrees awarded in 2016/17 (up from 10 total to 20 degrees in 2016/2017, now at 12 degrees, 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 the Performance-Based funding model, where, "Completion of an ADT" results in increased funding (4 points) for the college. 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. This is further complicated under AB-705 where most 4-unit ENGL 101 classes will be paired with a 1 or 2-unit co-requisite class, increasing the unit count per 101 section to 5 or 6 units, resulting in most FT English faculty teaching only three 5-unit classes instead of the current four 4-unit classes and many PT instructors teaching one 5 or 6-unit class rather than two 4-unit classes.

- 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 (3 senators from English, two serving as Senate Executive Members), Program Review, Curriculum, and Tech Committees. One of the 17 full-time instructors serves as Lead Writing Center Instructor, Lead SI faculty, **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.

-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. The turnover results in inconsistencies that directly impact student success. Again, with all CCC English Departments altering their curriculum to be AB-705 compliant, the pool of qualified applicants is even further reduced as we all compete for the same instructors.

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 consistent increase in FTES over the past 3 years, paired with a stable WSCH-385, retention-84%, and success rates-58% indicate a strong, stable department that is positioned for growth. Current EMP data indicates 12 AAT-English Degrees were awarded in 2017-2018, 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 7,462 (2015/2016 EMP) to 7,569 ((2017/2018) a 1% increase, and the number of sections offered up by 10 (152 to 154/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 the implementation of AB-705 and Guided Pathways, expanding our ESL Program, increasing tutorial support in the Writing Center, and increasing the number of AA-T English degrees, 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.*).

Legal compliance of AB-705 is required in Fall 2019. In order to do this, hiring FT faculty is critical. AB-705 requires that students must complete transfer-level English within one year, putting our least prepared students, those 800 – 1,000 students per semester currently taking remedial English classes, by directly placing them into transfer-level composition classes. To be compliant, State-recommended curricular changes are being made that will support student success and will directly impact faculty load in FA19, resulting in full-time faculty members teaching fewer sections. This along with the critical support students will need under AB-705 strongly supports the need for this full-time faculty position.

Performance Based Funding where the college receives funding for, "Completion of both transfer-level mathematics and transfer-level English within the first year of enrollment" (*Chancellor's Recommendation on Funding for California Community Colleges, 2018*) will mean that the college must do everything possible to support the impacted departments and students in order to provide SBVC students with the support needed to successfully complete their transfer-English classes within one year; therefore, it is imperative that we increase the number of FT English faculty.

Also included in the funding model is funding for students earning an AA degree, AA-T Degree, or transferring to a four-year institution. **ALL** of these students **MUST** take ENGL 101.

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

If the position is not filled, we risk not being compliant with AB-705, the college risks losing funding, students may fail transfer English classes, 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), and we will have to cancel sections. **It is certain, we will not be able to support students under AB 704 or grow any further without additional full-time faculty members.**

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Humanities
Date of Last Program Efficacy:		SP17
What rating was given?		Continuation
# of FT faculty	# of Adjuncts	Faculty Load (per semester):38
Position Requested:		Full-time, tenured English faculty position 2
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)
- 2.

-Since 2014/2016, the English Department has seen a steady increase in FTES, moving from 914.83 in 2014/2015 to 986.52 in 2018/2019. After experiencing a 12% increase prior to this year, our FTES has stabilized, though still increasing by 1% for 2018/2019. The number of students served has also increased from 7,533 (2016/2017) to 7,569 (2017/2018), up 36. Along with the stable growth, English Composition class caps for ENGL 015, ENGL 101, ENGL 102 previously set at 28 have now been set at 25 students per section per SBCCDTA contract, which means that without an increase in the number of FT faculty, 342 fewer students are able to enroll in English classes per semester, supporting the need for this FT faculty position.

-With the current 53 part-time faculty and 17 full-time faculty, (one FT faculty member is 100% reassigned) the percentage of sections taught by full-time faculty continues to decline, now at 43%. 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 43%, **with 57% of our classes being taught by part-time instructors, which is further support for a second full-time faculty position.**

-**Legal compliance of AB-705** in Fall 2019 is not an option—we MUST comply. In order to do this, hiring FT faculty is essential. AB-705 requires that students must complete transfer-level English within one year, putting our least prepared students (75% of students currently assess into remedial English classes-SBVC Assessment data) directly into transfer-level composition classes without first taking remedial classes. To be compliant, State-recommended curricular changes are being made that will support student success and will directly impact faculty load in FA19, resulting in full-time faculty members teaching fewer sections (see below). This along with the critical support students will need under AB-705 strongly supports the need for this full-time faculty position.

-With 75% of students currently assessing into remedial courses (**800-1,000 students per semester**), AND with the implementation of AB-705, there is a need for student support, consistency, continuity, and stability that a full-time instructor can provide for basic skills students who now find themselves in a college-level English composition class 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 57% 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, particularly under AB-705.

-Equally important to AB-705 is the implementation of Performance Based funding where the college receives funding for, "Completion of both transfer-level mathematics and transfer-level English within the first year of enrollment" (*Chancellor's Recommendation on Funding for California Community Colleges*, 2018). Not only must students complete transfer-level English within one year, under the new funding model, the college also receives funding for students who complete their degree, certificate, or transfer in less than 3 years. In order to provide SBVC students with the support needed to successfully complete their transfer-English classes within one year, it is imperative that we increase the number of FT faculty since **ALL** students with the goal of earning an AA degree or transferring to a four-year institution **MUST** take ENGL 101.

-Additionally, with an increase in the number of AA-T-English degrees awarded in 2016/17 (up from 10 total to 20 degrees in 2016/2017) now at 12 degrees, 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 the Performance-Based funding model, where, "Completion of an ADT" results in increased funding (4 points) for the college. 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. **The drop in AAT-English Degrees combined with the department goal to increase the number of degrees awarded, supports the need for 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 is further complicated under AB-705 where most 4-unit ENGL 101 classes will be paired with a 1 or 2-unit co-requisite class, increasing the unit count per 101 section to 5 or 6 units, resulting in most FT English faculty teaching only three 5-unit classes instead of the current four 4-unit classes and many PT instructors teaching one 5 or 6-unit class rather than two 4-unit classes.

-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 (3 senators from English, two serving as Senate Executive Members), Program Review, Curriculum, Honors, and Tech Committees. One of the 17 full-time instructors serves as Lead Writing Center Instructor, Lead SI faculty, **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 and supports our request for 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. The turnover results in

inconsistencies that directly impact student success. Again, with all CCC English Departments altering their curriculum to be AB-705 compliant, the pool of qualified applicants is even further reduced as we all compete for the same instructors.

3. 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 consistent increase in FTES over the past 3 years, paired with a stable WSCH-385, retention-84%, and success rates-58% indicate a strong, stable department that is positioned for growth. Current EMP data indicates 12 AAT-English Degrees were awarded in 2017-2018, 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 7,462 (2015/2016 EMP) to 7,569 ((2017/2018) a 1% increase, and the number of sections offered up by 10 (152 to 154/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 the implementation of AB-705 and Guided Pathways, expanding our ESL Program, increasing tutorial support in the Writing Center, and increasing the number of AA-T English degrees, all of which require additional FT faculty.

4. 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.*).

Legal compliance of AB-705 is required in Fall 2019. In order to do this, hiring FT faculty is critical. AB-705 requires that students must complete transfer-level English within one year, putting our least prepared students, those 800 – 1,000 students per semester currently taking remedial English classes, by directly placing them into transfer-level composition classes. To be compliant, State-recommended curricular changes are being made that will support student success and will directly impact faculty load in FA19, resulting in full-time faculty members teaching fewer sections. **This along with the critical support students will need under AB-705 strongly supports the need for this second full-time faculty position.**

Performance Based Funding where the college receives funding for, "Completion of both transfer-level mathematics and transfer-level English within the first year of enrollment" (*Chancellor's Recommendation on Funding for California Community Colleges, 2018*) will mean that the college must do everything possible to support the impacted departments and students in order to provide SBVC students with the support needed to successfully complete their transfer-English classes within one year; therefore, it is imperative that we increase the number of FT English faculty.

Also included in the funding model is funding for students earning an AA degree, AA-T Degree, or transferring to a four-year institution. **ALL** of these students **MUST** take ENGL 101.

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

If the position is not filled, we risk not being compliant with AB-705, the college risks losing funding, students may fail transfer English classes, 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), and we will have to cancel sections. **It is certain, we will not be able to support students under AB 704 or grow any further without this additional full-time faculty position.**

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Colleen Calderon
Program or Service Area:		History Department
Division:		Social Science, Human Development & Kinesiology
Date of Last Program Efficacy:		2016
What rating was given?		Continuation
# of FT faculty: 3	# of Adjuncts: 14	Faculty Load (per semester): 11.3
Position Requested:		History Instructor
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.)

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 fourteen adjunct faculty, who teach the maximum of three courses each. **According to our 2017-2018 EMP, we offer enough sections to have 11 full time faculty in our department.** We have increased our offerings by 6 courses since last year, and we were asked by the Office of Instruction to add even more sections to our Spring schedule. **Our 2017-2018 EMP report showed that we increased FTES from 327 (last year) to 351. Our duplicated enrollment also increased from 3289 to 3520.**

While we are meeting the needs of our student population by adding more sections, we are also feeling the growing pains. This is evident in our drop in WSCH/FTEF from 501 to 466. This drop can be explained in the fact that this was the first full year of the lowered class caps for our in the classroom courses. These caps were lowered to meet the limits established by the fire code. For classroom courses, we lost 5 students per class. The plan to address this decrease in WSCH/FTEF is to increase on online caps from 40 to 45.

While changing the caps addresses one area of our department statistics, we still are struggling to find qualified World historians. For a faculty member to teach world history, the instructor should have in depth course studies in three different continents (typically: Europe, Asia, and the Americas). This is especially challenging to find. When we do have a World historian with us, that person is typically hired by another institution that is offering either a higher wage per hour, or a full time position. Therefore, I have had to cut sections in our World history courses. We are now offering only one section from each of the two World history courses in the classroom.

Why do we need a full time World historian? The World History courses—History 170 and 171—are required for the 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. Ideally, a new full-time World 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. 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.)*

Our 2017-2018 EMP data shows that we are in a substantial growth mode. Our FTES have increased from 327 to 351. Additionally, our duplicated enrollment went from 3289 to 3520. In terms of our Efficacy Report from Spring 2016, we earned a Continuation rating. **More importantly, the 2016 Efficacy Report Response specifically noted, "An additional full-time faculty would greatly benefit this program."**

We have increased our FTEF from 9.8 to 11.3 in one year. Over two-thirds of our sections are taught by adjunct faculty. Our part-time faculty are excellent instructors, but they teach at one or two other institutions, so they have limited office hours for student contact. Hiring another full time historian would provide support for students academically, and provide the college campus to have another participant in new programs and ongoing committees.

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 we are continually asked by the Office of Instruction to add more classes each semester, we will continue to grow. However, there is a price to growing simply on the backs of adjunct faculty. We currently offer 46% of our courses online. This demands a great deal of oversight, as we are continuing to add new faculty to teach these courses. The increase of online classes does meet the needs of a certain student population. However, if students want to take in-classroom courses, we need to have a faculty member who can be here to teach them. Most of our adjunct faculty are challenged by their work schedules to teach on campus. As we grow, we need another full time faculty member who is an expert in the field of World history, and who can be accessible to students. Additionally, another full time faculty member could contribute to the campus community and in developing new programs, like the Social Justice degree.

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

We will be limited in the sections we offer for World history, which would have a negative effect on students attempting to be History majors. Additionally, it would negatively impact students who were transferring to the University of California-Riverside, where World history is a requirement for all undergraduate students.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		John Roberts
Program or Service Area:		HVAC/R
Division:		Applied Tech
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 8	Faculty Load(per semester):
Position Requested:		Full-time Faculty for HVAC/R department
Strategic Initiatives Addressed: Strategic Directions + Goals		This request addresses three categories (1, 2 and 3). Access, Institutional Effectiveness & Resource Management, Student Success, and Technology

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

1. The HVAC/R Department has increased enrollment and successful completions of certificates and needs another Faculty to assist in this program. The FTEF load listed on the last EMP data reflect that another Full time Faculty is warranted in order to maintain and increase enrollment as well as to effectively deliver the knowledge and expertise to our students. Also with the majority of adjuncts teaching, it leaves little or no opportunity for outreach and or quality time spent to research or follow alternate funding for the program. I addition, an additional full time instructor would add continuity, quality and new outreach and networking opportunities as well as bringing about a more coherent program leadership and administration since the Full time faculty would definitely bolster our growth trend which puts excessive stress on the one full time faculty that is leading the 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.*)

Per the EMP report duplicated enrollment has increased by over 14 %, retention and success has increased by 6 % a solid increase over the previous year. The increases are most certainly attributed to the full-time position which was added the previous year to the department. The position added much needed continuity and guidance to the program. Nevertheless, in the past year the department has added morning sections to capture a different population of traditional working students and as can be seen that has created the noted enrollment increase even-though only two sections were added. Thus, if a complete program offering was rolled out for the morning students, a marked increase would occur. The program is attempting to dramatically increase in size with only one full-time instructor. Another full time is required as the data depicts in the latest EMP 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.*).

Improvement in student success and student retention will be positively affected. Our goal of sustained growth cannot be achieved with just one fulltime instructor notwithstanding the addition of Morning as well as afternoon courses to enable different student populations of obtaining their certifications. In, addition, a full time faculty will also improve outreach activities and further enhance our industry partnerships and provide more of a viable Faculty force to tackle these duties that cannot be performed adequately by a single fulltime faculty. In addition, student success rates and retention rates on the whole will definitely increase because the position will bring more stability and continuity to the program.

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

Sustained growth will not be possible as the FTEF clearly shows that another Full time Faculty is warranted and thus growth will be stymied and impeded. In addition, it is very hard to find adjunct instructors to teach HVAC as the pay rate is much higher in the field and most of them are working during the day and can probably only teach in the night, thus restricting us from offering the daytime classes which would impede our plan for sustained growth through the offering of morning sections cannot be fulfilled with the unavailable adjunct faculty.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Stephanie Lewis Briggs
Program or Service Area:		Mathematics
Division:		Math, Bus. & Comp Tech
Date of Last Program Efficacy:		2016
What rating was given?		Met
# of FT faculty 15	# of Adjuncts 60	Faculty Load (per semester):1.0
Position Requested:		Replacement for Zaddock Reid
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>		Increase Access (1) and Promote Student Success (2)

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

In response to AB705 and faculty attrition, we need to replace retiree Dr. Z. Reid.

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.*)

To maintain growth and improve access to math course, the replacement is needed.

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.*).

In light of AB705, we will increase our offering of transferable math, and will need faculty to teach those courses

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

Reduce access and growth will result if the position is not filled.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Sana Massad MSN,RN
Program or Service Area:		Nursing
Division:		Science
Date of Last Program Efficacy:		March,2018
What rating was given?		Conditional
# of FT faculty 8	# of Adjuncts 30	Faculty Load (per semester): 35.78
Position Requested:		1. Medical Surgical Nursing Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		Access, Student Success, Leadership & Professional Development, Effective Evaluation & Accountability

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

A recommendation from the Board of Registered Nursing (**BRN**) Accreditation Report, the Nursing department in need to hire a medical –Surgical Nursing faculty to ensure there is qualified and adequate full-time faculty to meet the program’s objectives. Regulations from the Board of registered nursing (**BRN**) SECTION 1424(h) states qualified faculty shall be sufficient in type and number to develop and implement the plan approved by the board.

Presently this open position has been occupied by contracted (part-time) faculty and an adjunct faculty (who retired from nursing and is willing to work part-time for a short period). The qualifications are rigorous. The Board of Registered Nursing approves a faculty member teaching in five subject matter namely Medical-Surgical Nursing, Pediatrics, Obstetrics, Geriatrics, and Psych/Mental Health. The faculty member must show proof of completion of CEU's, clinical instructions, attending conferences, and completion of certain certification training or in-services related to our specialty such as PALS, ACLS, and Management of Assaultive Behavior.

As faculty members, we are expected to maintain compliance with required training, certifications, and CEU's. If a faculty member fails to be in compliance, the faculty may not be assigned a course that he or she normally teaches.

To teach any course in nursing, the faculty has to meet strict requirements including a recent clinical work in a nursing specialty area as well as, an advanced nursing degree a Master’s degree in nursing ((MSN as a minimum degree required.

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 The Accreditation Commission for Education in Nursing (ACEN) and BRN accreditation recommendations was identified on the program efficacy. With the Enrollment and Growth Grant we have increased the number of students accepted into the program to 54-57 in Spring 2016 from 40 each semester (EMP, 2015-2016). With the increase in the number of students accepted in the program sufficient faculty are needed.

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.

The nursing program meets the standards and is accredited by the California BRN and ACEN (EMP, 2017, 2018). The recommended regulation of adequate full time faculty is stated above in Number 1. It is difficult to hire nursing faculty because of the stringent requirements. Most nurses can work in a hospital setting and get a much higher income than with teaching academia.

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

The Nursing Program is regulated by the BRN and ACEN accrediting bodies and without adequate full time faculty we would be in jeopardy of not fulfilling student learning outcomes, course learning outcomes, and program learning outcomes and jeopardizing the accreditation of the nursing program at SBVC.

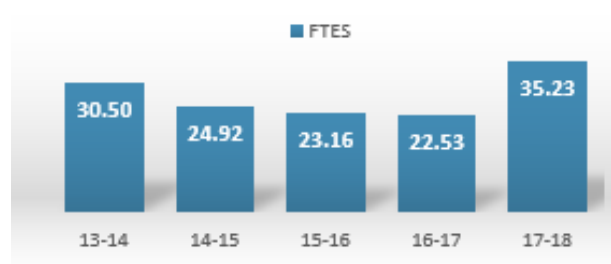
FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Robyn Seraj
Program or Service Area:		Pharmacy Technology
Division:		Science
Date of Last Program Efficacy:		Spring 2018
What rating was given?		
# of FT faculty 1	# of Adjuncts 4	Faculty Load (per semester): 2.37 FTEF 17 and 18 = 4.76 (look on EMP) Divide by two, to obtain one semester)
Position Requested:		Full-Time Faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Student Access, Student Success, and Improve Communication, Culture, and Climate

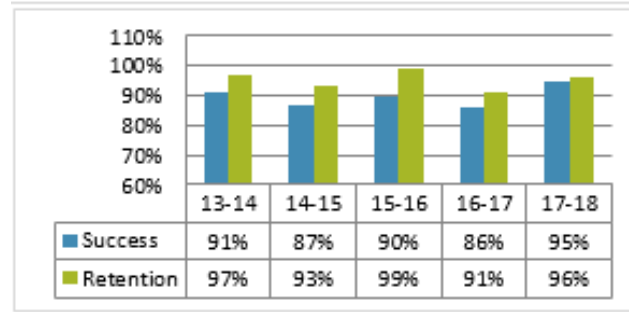
1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

FTESs

- Increased enrollment is due to the recent American Society of Health-System Pharmacists (ASHP) accreditation. FTES: has increased to 35.23 for 2017-2018 (12.72% increase)
We anticipate to continue to increase FTES for the 2018-2019 school year.
- Success and retention have increased due to the structure created in our program.
Our program has a 95% success rate and a 96% retention rate.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	194	167	154	150	229
FTEF	3.18	3.18	3.46	3.73	4.76
WSCH per FTEF	288	235	201	181	222



	13-14	14-15	15-16	16-17	17-18
Sections	12	12	13	14	18
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	20	8	19	12	16
Certificates awarded	23	2	5	8	8

The Pharmacy Technology program was granted a one year accreditation by ASHP 2017, and just granted an additional 2 year accreditation 2018-2020, 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 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 approved 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 have met 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). A program director will oversee the program and be in charge of placing 20-30 students per year, in externship rotation. The program director will also manage pharmacy sites and contract agreements. The program director will continue to market our program at the local high school careers fairs. The program will meet all industry and job outlook needs.

From the EMP "Challenges & Opportunities" section:

Keep accreditation with ASHP current:

We have Hired 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.

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.*).

1. The American Society of Health-System Pharmacists, ASHP, is requiring all Pharmacy Technology programs to be accredited by 2020. A permanent 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, 2016, 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?

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

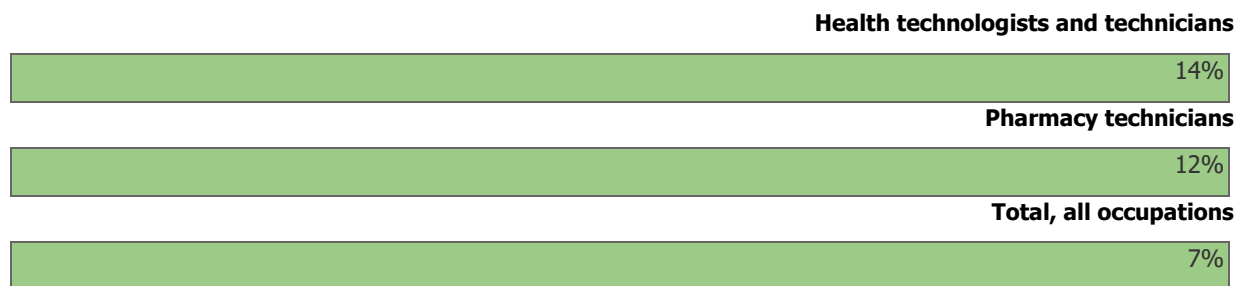
SOC Code	Occupational Title	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings	Annual Openings	Median Hourly Earnings
29-2052	Pharmacy Technicians	1,580	1,752	172	10.9%	223	74	20.00
31-9095	Pharmacy Aides/Clerks	345	366	21	6.0%	44	15	12.68

Job Outlook About this section

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

Pharmacy Technicians

Percent change in employment, projected 2016-26



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment of pharmacy technicians is projected to grow **12 percent from 2016 to 2026, faster than the average for all occupations.** Several factors will lead to increased demand for prescription medications.

The population is aging, and older people typically use more prescription medicines than younger people. Higher rates of chronic diseases such as diabetes among all age groups also will lead to increased demand for prescription medications. Advances in pharmaceutical research will allow for more prescription medications to be used to fight diseases.

In addition, pharmacy technicians may be needed to take on a greater role in pharmacy operations because [pharmacists](#) are increasingly performing more patient care activities such as giving flu shots. Technicians will need to perform tasks such as collecting patient information, preparing more types of medications, and verifying the work of other technicians, tasks formerly done by pharmacists.

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

Employment projections data for pharmacy technicians, 2016-26						
Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Pharmacy technicians	29-2052	402,500	450,100	12	47,600	

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

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	# of Adjuncts	Faculty Load (per semester): 5.74-6.42
Position Requested:		One full time Physics/Astronomy faculty
Strategic Initiatives Addressed:		Student Success Strategic Directions + Goals

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 5.74, or 34% 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 2018, due to high student demand and long waiting lists, yet another lecture and lab section of Physics 150A/200 needed to be opened; further, in Spring 2019, two unstacked sections of Physics 150B will be added, increasing the Faculty load to 6.42 (31% of this load taught by full-time faculty). 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; 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 2.5 full-time faculty (an increase from 3.25 to 5.74). 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 521, where FTEF has risen to 10.51. 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 2017-18, the department's Success rate was 75%, and its Retention rate was 91%; these retention 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 5.74), with both full-time faculty teaching overload. If both the department's full-time faculty members had no overload, this load value of 5.74 suggests that, on average, only 34% 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 2018

Name of Person Submitting Request:		Maria Valdez
Program or Service Area:		Psych Tech
Division:		Science
Date of Last Program Efficacy:		Sp 2017
What rating was given?		Continuation
# of FT faculty 4	# of Adjuncts 5	Faculty Load (per semester): 11.32
Position Requested:		Full time faculty
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1 Access; 1.6, 1.6.2, 1.6.3, 1.9, 1.9.1, Goal 2 Student Success; 2.5.1, 2.5.1.1, 2.5.2, 2.5.3, 2.8, Goal 3 Communication, Culture, and Climate; 3.1.4, 3.2.4, 3.13 and Goal 4 Leadership and Professional Development; 4.2, and 4.3.

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

Recently we have been expanding our outreach efforts to surrounding high schools and other events. Since, we have seen the number of applicants more than double. We anticipate more applicants in the coming semesters and hence will need an additional faculty. We also have a steady increase in certificates and degrees and want to maintain this trend. Our current faculty are specialized in their area of expertise. We want a generalist with a wide range of specialties due to growth. We need an additional faculty that can assist in on and off campus workshops, career fairs, SBVC Health Fairs, Psych-Tech Success Fair, Psych-Tech completion Ceremonies, Student Outreach Events, and is familiar with all lecture material.

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.*)

While the EMP shows a decline in enrollment from last year, we have had an increase in applicants. This decline was in part the result of a restriction of 24 students at any given time in one of our biggest clinical facilities. We have since implemented a position, funded by Strong Workforce Program, for a Recruitment/Clinical Coordinator (Coordinator) to identify and secure new clinical sites and ongoing outreach. We have had some success and will soon be able to bring in more students; we've visited 13 high schools in the past semester, attended 5 career fairs, have upcoming scheduled classroom visits with local high schools. The Psych Tech program will continue to plan and grow. We will need the expertise of a faculty member with a wide range of specialties.

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.*).

Arrowhead Regional Medical is one of our biggest clinical facilities. They have a ratio of 8 students to 1 faculty with only 24 students at any given time. We are also governed by the Board of Vocational Nurses and Psychiatric Technicians with at 15 students to 1 faculty ratio. These

parameters are a challenge but with the implementation of the Coordinator we are growing. We are in process of securing two new clinical sites. This will lead to increase in enrollment.

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

The consequences will be a limited number of students being able to be enrolled in the program. Our outreach will decrease. The enrollment of student will stagnate or decrease.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Child Development & Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty= 1 in Fall 2018, possibly 2 in Spring 2019	# of Adjuncts = 20	Faculty Load (per semester): 9.7
Position Requested:		Full-time Faculty (#1 of 3 requests)
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1: Increase Access, Goal 2: Promote Student Success, Goal 3: Improve Climate

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 12 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). There is currently only 1 full-time faculty in Psychology, with a replacement full-time position expected to begin in Spring 2019. Psychology Faculty load **in 17-18 increased to 9.7**, meaning that **at least 9 full-time** faculty could be supported by the department offerings. In 2017, the Program Review Committee ranked one Psychology position as number 8 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 advanced classes. This fall, 1 statistics class was cancelled. If there are not additional full-time faculty who can teach required courses for the transfer degree, the number of students obtaining transfer degrees will decline, which will impact the college negatively due to the new budget formula from the State. It is discouraging and frustrating to deal with departmental issues with 20 adjunct faculty and only 1 full-time faculty. **This first position request is for a full-time faculty member to teach statistics, research methods, lifespan development, and introductory courses.** One or two 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. Despite lower college enrollments in 16-17 and 17-18, most Psychology courses continued to have high levels of student enrollment. Psychology AA-T degrees **represent approximately 47% (79 degrees) of the AA-T degrees awarded** in 17-18 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 (310.05), FTEF (19.27), and duplicated enrollment numbers (3,004) in Psychology for 17-18 (EMP) support the request for more full-time faculty. These numbers represent high student interest in Psychology. The WSCH per FTEF (483) reflect the increased number of Research Methods and Statistics courses offered (with caps of 25) and these courses are required for the transfer degree. 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 **17-18** have increased over **15-16**. Faculty load (EMP) was **9.7 in 17-18** and this will increase as the college seeks to increase FTES, or sections will be reduced as they were in Fall 2018, due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed advanced Psychology courses, which also will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, p. 21). Strategic Initiatives of **Increasing Access, Improving Student Success, and Improving Climate** 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 a variety of College programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, 2017). **Campus climate and culture** 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 (79) **awarded in 17-18 represent an approximately 620% increase** over the number of degrees awarded in 13-14 and an approximately **47% increase** over the number of degrees awarded in 17-18 (EMP). 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 approximately **06%** of the courses offered in Fall 2018. The Community College League of California Fast Facts 2018, 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 2018 "Did You Know?" Infographic from the CSUSB Office of Institutional Research. Student success in Psychology courses has increased to 72% in 17-18. The Psychology Transfer degree has helped contribute to improved student success by providing a clear path to transfer at CSU and offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Psychology AA-T degrees **represent approximately 47% of the AA-T degrees awarded** in 17-18 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 approximately **94% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. A required advanced course (statistics) was cancelled in Fall 2018. There will be reduced offerings of advanced classes and possibly more cancellations if more full-time faculty are not hired. Reduction in advanced course offerings will delay students' progression toward their academic goals, particularly obtaining the Psychology transfer degree. College climate and culture will not be promoted by full-time faculty involvement with students if more full-time faculty in Psychology are not hired. 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 transfer degrees, and as the number of students obtaining transfer degrees decreases, funding for the College may also decrease based on the State's new budget formula.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Child Development & Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty= 1 in Fall 2018, possibly 2 in Spring 2019	# of Adjuncts = 20	Faculty Load (per semester): 9.7
Position Requested:		Full-time Faculty (#2 of 3 requests)
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1: Increase Access, Goal 2: Promote Student Success, Goal 3: Improve Climate

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 12 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). There is currently only 1 full-time faculty in Psychology, with a replacement full-time position expected to begin in Spring 2019. Psychology Faculty load **in 17-18 increased to 9.7**, meaning that **at least 9 full-time** faculty could be supported by the department offerings. In 2017, the Program Review Committee ranked one Psychology position as number 8 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 advanced classes. This fall, 1 statistics class was cancelled. If there are not additional full-time faculty who can teach required courses for the transfer degree, the number of students obtaining transfer degrees will decline, which will impact the college negatively due to the new budget formula from the State. It is discouraging and frustrating to deal with departmental issues with 20 adjunct faculty and only 1 full-time faculty. **This second position request is for a full-time faculty member to teach statistics, biological psychology, human sexuality, and introductory courses.** One or two 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. Despite lower college enrollments in 16-17 and 17-18, most Psychology courses continued to have high levels of student enrollment. Psychology AA-T degrees **represent approximately 47% (79 degrees) of the AA-T degrees awarded** in 17-18 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 (310.05), FTEF (19.27), and duplicated enrollment numbers (3,004) in Psychology for 17-18 (EMP) support the request for more full-time faculty. These numbers represent high student interest in Psychology. The WSCH per FTEF (483) reflect the increased number of Research Methods and Statistics courses offered (with caps of 25) and these courses are required for the transfer degree. 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 **17-18** have increased over **15-16**. Faculty load (EMP) was **9.7 in 17-18** and this will increase as the college seeks to increase FTES, or sections will be reduced as they were in Fall 2018, due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed advanced Psychology courses, which also will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, p. 21). Strategic Initiatives of **Increasing Access, Improving Student Success, and Improving Climate** 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 a variety of College programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, 2017). **Campus climate and culture** 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 (79) **awarded in 17-18 represent an approximately 620% increase** over the number of degrees awarded in 13-14 and an approximately **47%** increase over the number of degrees awarded in 17-18 (EMP). 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 approximately **06%** of the courses offered in Fall 2018. The Community College League of California Fast Facts 2018, 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 2018 “Did You Know?” Infographic from the CSUSB Office of Institutional Research. Student success in Psychology courses has increased to 72% in 17-18. The Psychology Transfer degree has helped contribute to improved student success by providing a clear path to transfer at CSU and offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Psychology AA-T degrees **represent approximately 47% of the AA-T degrees awarded** in 17-18 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 approximately **94% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. A required advanced course (statistics) was cancelled in Fall 2018. There will be reduced offerings of advanced classes and possibly more cancellations if more full-time faculty are not hired. Reduction in advanced course offerings will delay students’ progression toward their academic goals, particularly obtaining the Psychology transfer degree. College climate and culture will not be promoted by full-time faculty involvement with students if more full-time faculty in Psychology are not hired. 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 transfer degrees, and as the number of students obtaining transfer degrees decreases, funding for the College may also decrease based on the State’s new budget formula.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Child Development & Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty= 1 in Fall 2018, possibly 2 in Spring 2019	# of Adjuncts = 20	Faculty Load (per semester): 9.7
Position Requested:		Full-time Faculty (#3 of 3 requests)
Strategic Initiatives Addressed: Strategic Directions + Goals		Goal 1: Increase Access, Goal 2: Promote Student Success, Goal 3: Improve Climate

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 12 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). There is currently only 1 full-time faculty in Psychology, with a replacement full-time position expected to begin in Spring 2019. Psychology Faculty load **in 17-18 increased to 9.7**, meaning that **at least 9 full-time** faculty could be supported by the department offerings. In 2017, the Program Review Committee ranked one Psychology position as number 8 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 advanced classes. This fall, 1 statistics class was cancelled. If there are not additional full-time faculty who can teach required courses for the transfer degree, the number of students obtaining transfer degrees will decline, which will impact the college negatively due to the new budget formula from the State. It is discouraging and frustrating to deal with departmental issues with 20 adjunct faculty and only 1 full-time faculty. **This third position request is for a full-time faculty member to teach abnormal psychology, personal and social adjustment, and introductory courses.** One or two 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. Despite lower college enrollments in 16-17 and 17-18, most Psychology courses continued to have high levels of student enrollment. Psychology AA-T degrees **represent approximately 47% (79 degrees) of the AA-T degrees awarded** in 17-18 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 (310.05), FTEF (19.27), and duplicated enrollment numbers (3,004) in Psychology for 17-18 (EMP) support the request for more full-time faculty. These numbers represent high student interest in Psychology. The WSCH per FTEF (483) reflect the increased number of Research Methods and Statistics courses offered (with caps of 25) and these courses are required for the transfer degree. 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 **17-18** have increased over **15-16**. Faculty load (EMP) was **9.7 in 17-18** and this will increase as the college seeks to increase FTES, or sections will be reduced as they were in Fall 2018, due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed advanced Psychology courses, which also will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, p. 21). Strategic Initiatives of **Increasing Access, Improving Student Success, and Improving Climate** 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 a variety of College programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, 2017). **Campus climate and culture** 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 (79) **awarded in 17-18 represent an approximately 620% increase** over the number of degrees awarded in 13-14 and an approximately **47%** increase over the number of degrees awarded in 17-18 (EMP). 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 approximately **06%** of the courses offered in Fall 2018. The Community College League of California Fast Facts 2018, 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 2018 “Did You Know?” Infographic from the CSUSB Office of Institutional Research. Student success in Psychology courses has increased to 72% in 17-18. The Psychology Transfer degree has helped contribute to improved student success by providing a clear path to transfer at CSU and offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Psychology AA-T degrees **represent approximately 47% of the AA-T degrees awarded** in 17-18 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 approximately **94% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. A required advanced course (statistics) was cancelled in Fall 2018. There will be reduced offerings of advanced classes and possibly more cancellations if more full-time faculty are not hired. Reduction in advanced course offerings will delay students’ progression toward their academic goals, particularly obtaining the Psychology transfer degree. College climate and culture will not be promoted by full-time faculty involvement with students if more full-time faculty in Psychology are not hired. 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 transfer degrees, and as the number of students obtaining transfer degrees decreases, funding for the College may also decrease based on the State’s new budget formula.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Elaine Akers
Program or Service Area:		Student Health Services
Division:		Student Services/Student Equity
Date of Last Program Efficacy:		2017-2018
What rating was given?		Continuation
# of FT faculty	# of Adjuncts	Faculty Load (per semester):
Position Requested:		Full Time Nurse Practitioner shared by the two colleges in the district
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)		Access, Student Success, Campus Climate and Culture,

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

Nurse Practitioners provide key medical services for our students that directly impact their ability to stay in school and maintain the focus necessary for academic success. Some of these services include birth control, physical exams and treatment of acute medical issues, asthma support, antibiotic prescriptions as needed, STD testing and treatment, one time prescriptions for ongoing medication that cannot be accessed in times of transition, medical support for depression and anxiety, health education on numerous concerns, emotional support and reassurance, referrals and advice on how to get medical needs met that are beyond our scope of practice. These nurses have advanced practice training, experience, and expertise which qualifies them to provide medical services similar to those that a general practice MD provides. This level of expertise should be rewarded with a stable income and benefits. They are the only individuals on either campus who can provide these unique services to students. Even students who have medical insurance have difficulty accessing medical care in a timely manner with the competing demands of school, life responsibilities, and poor access to timely services in the community. We can often see them the same day and for sure within a week while classes are in session. Students who must wait 6 – 8 weeks for a community appointment have no hope of catching up once their issue is resolved during a 18 week semester due to lost time at school and significant disruption that illness can cause. Receiving these services often make all the difference for students between completing the semester successfully and dropping out. We are suggesting a shared position between the campuses since both campuses need these services but could plan utilization in a way that one person could provide them successfully while shared between the campuses.

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.*)

2018 spring efficacy report segment: We also need a full time Nurse Practitioner shared between the colleges. Our nurse practitioner is an advances practice nurse and provides a very valuable service to our students and it is hard to keep them without benefits and a

secure position. This is another professional that the campus would benefit from having as a consistent presence and resource.

2013-2014 efficacy segment: Keeping competent engaged Nurse Practitioner staff is difficult when we can offer only part time work. We have an excellent team currently but are at risk of losing them if the offer of full time work becomes available. The hiring process makes it impossible to fill gaps in a timely manner even if new staff is readily available, creating spans of time when the service might be unavailable or limited. This has occurred several times in the last 5 years and had a significant impact on some students.

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 NCHA indicates that 25% of our students are struggling with poor health. In all students some of the most prevalent health issues where allergies, back pain, Hypertension, Migraine Headache, Sinus Infections, and Asthma; all disorders the NP can address. Some of the most prevalent mental health issues where anxiety, depression, sleep disorders again medically treatable by the Nurse Practitioner. Stress is the number one impediment for academic success and leads to diminished immunity, sleep disorders, risk factor for depression and anxiety, increases risky behavior such as unprotected sex/ impulsive eating, headaches, and back pain all of which are prevalent in our student population. A nurse practitioner also brings a whole person approach to her work and understands that health of the whole person is critical for success. Seeing a Nurse Practitioner in Student Health is often a student's first experience receiving medical treatment independently. College based Nurse Practitioners are aware of this and take the time to give them extra support and information that will help them understand their health needs better and develop effective self-care habits.

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

Ongoing instability and unpredictability in our ability to provide acute medical care and preventative services that require an advanced practice nurse who can diagnose, treat, and prescribe. Poor access to these service increases student risk for academic failure or attrition; due to worry, missed classes, low energy, and the distraction of pain and suffering; due to delayed or absent care.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

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 3	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 three 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. 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 2018

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	# of Adjuncts 5	Faculty Load (per semester): 1.3 approx.
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 only has 2 full time faculty and is experiencing significant growth. Adjuncts qualified to teach welding technology have proven extremely difficult to recruit. Despite this, 3 of the 5 welding adjuncts were recruited within the last year. Additional adjuncts are desperately being looked for/recruited. Both of the full-time faculty (one of which is the faculty chair for three programs) are working an overload to cover as many classes as possible. Between the 2 full time faculty and the 5 adjuncts, the program had a reported 9.39 FTEF for the 17-18 year. 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 approved and are now part of the departments curriculum as of Fall 2018 to meet the requests of the department's advisory committee. This is continuing to increase the enrollment and size of the program even more. The department would also like to offer an accelerated program to train and certify students for high paying industry jobs in half the time it takes now. An additional full time faculty would help make this possible. 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 then 513 for the 17-18 year. The FTES has seen an even bigger increase for the last several years with an 81.7% increase from the 15-16 year to the 17-18 year. 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 will be an estimated 24.6% increase in welding jobs in the Riverside/San Bernardino/Ontario area between 2014-2024 with only a 15.6% increase for California showing a significant demand in our region. 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.