

**FACULTY NEEDS ASSESSMENT APPLICATION**  
**Fall 2016**

Name of Person Submitting Request:		<b>Kathy Adams</b>
Program or Service Area:		<b>Child Development</b>
Division:		<b>Social Science, HD and Kin</b>
Date of Last Program Efficacy:		<b>Spring 2015</b>
What rating was given?		<b>Continuation</b>
# of FT faculty 3	# of Adjuncts 10	Faculty Load ( <b>per semester</b> ): 8
Position Requested:		2 of 2 Full-Time Tenure Track Faculty
Strategic Initiatives Addressed:(See <a href="http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf">http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf</a> )		Access and Student Success

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

The Child Development Department (CDD) has a strong pathway towards work and transfer and the demands on the Department are high. In 2006, a full-time faculty member in CD/ Education retired. In 2007, due to a union vote, the CDD lost a full-time faculty, CDC Director position (replaced by a classified manager although the faculty position had teaching responsibilities). 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. Currently there are 3 FT faculty and load for 8.** For the past 2 years, **CD was ranked #10 in needs assessment for full-time faculty.** Last year there were 8 new faculty hired from the Program Review list, and the CDD missed hiring by two rankings. Currently, CDD faculty are **advising for 8 certificates and 3 degrees, which is a challenge.** CD students earned **50** certificates and **33** degrees in 14-15. There are State-wide discipline demands with which the CDD should keep current. For example: There are 10 new courses in Transitional Kindergarten (TK) to be written and offered. Also, the CDD 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.** The CDD needs new faculty to help with current CDD needs and future needs. The CDD would like to bring back **Education courses and add TK and create an Education TMC** after losing the Education courses during the recession. Hiring a full-time CD faculty would also help with recruiting and dual enrollment.

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

- **2,254 students** and **262.10 FTES** and **16.28 FTEF** with **83** sections (EMP 2015-16).
- **2015-16 retention rate is 91%** in courses (EMP 2016). **Student Success rates are at 71%** (EMP 2015-16). New TK courses offerings will increase future enrollments. (EMP 2016)
- In a comparison of growing occupations by entry level Education in California for 2013-2015, **Preschool Teachers** were the **2<sup>nd</sup> largest in for the Associate Degree level.** (EDD Comparison

of Growing Occupations by Entry Level Education in California, March 7, 2014) (CD Program Efficacy 2015 pages 7 & 8) Needed Teacher's Aide positions in region 400-500 (COE 2015)

- Nationally, preschool teacher jobs are **projected to grow 17% from 2012-2022**. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Preschool Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> (visited April 12, 2015). (CD Program Efficacy 2015 pages 7 & 8))
- Action plan to **hire full-time faculty to help with department work, education program, Perkins, partnerships, State contracts, curriculum, labs.**(Student Success) EMP 2015-16

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

- CD Department maintains 2 **State contracts**: 1. **The CD Training Consortium (CDTC - \$20,000)** which helps student reimburse students for tuition in order to earn CD Permits from the Commission on Teacher Credentialing. 2. **The California Early Childhood Mentor Program (CECMP - \$20,000)** which includes a collaboration with Crafton Hills for off campus placements of students for Lab/ Practicum experiences and brings CD Directors together for monthly meetings. (CD Efficacy Page 34)
- The CD Department has approximately **10 partnerships** which must be maintained for student success and work connections. (CD program efficacy 2015 page 34)
- The CD Departments **DE sections have increased from 10%-16%**, but an additional FT faculty could help this process. (EMP 2015-16) (CD Efficacy 2015 page 33)
- Keeping up with current CD curriculum and the **State CD Curriculum Alignment Project (CAP) has been a challenge** and new faculty would help with this task. We have 30 courses, 8 certificates, 3 degrees including an ECE AS-T. We would qualify for 2 more TMC's in Education (we need to bring back the Education program in order to do this) and an AA-T in Child and Adolescent Development which would articulate with CSUSB. Although our courses are all current, **there are still more CAP revisions to make**. We need more help with this process. (CD Efficacy 2015 page 25)
- Although the CD Department has had limited resources, the CD Department has still maintained **high success and retention, but they are showing a slight decline.**(EMP 2016).
- There is enough load for **8 full-time faculty - 64% of courses are taught by adjunct faculty** (EMP 2016, EMP 2015 & Institutional Research Office).

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

- By not filling this position, we expect **student access and success rates will decline**.
- Recruiting at high schools, expanding partnerships and dual enrollment will not be possible.
- We expect **fewer resources for students** as the CD Department will not be able to maintain partnerships and quality CTE and academic components and apply for the new grants as all faculty are stretched to workload capacity with two State Contracts, curriculum revisions, student advising, and lab components (over 100 site visits per year).
- **Curriculum revisions with State CD CAP requirements will be slow**. The CD Department will **not be able to restore Education component or add new TK courses 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. (Access)