

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

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

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

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

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

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

Program Efficacy, 2017)

- **Preschool teacher** projected growth for Riverside and San Bernardino counties is 10.2 percent which is higher than the State average projected percentage of 7.6 percent.
<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252011&Geography=0604000071> Retrieved, March 11, 2017. (CD CTE Program efficacy, 2017).
- Action plan is to **hire full-time faculty to help with department work, education program, Perkins, partnerships, State contracts, curriculum, labs.** (Student Success) (EMP 2016)

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

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

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

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