

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Mandi Batalo
Program or Service Area:		Art Department
Division:		Arts and Humanities
Date of Last Program Efficacy:		2015
What rating was given?		Continuation
# of FT faculty 3	# of Adjuncts 16	Faculty Load (per semester): 9.48
Position Requested:		Art Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		Student Success: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

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

The retirement of a full-time art history faculty member in Spring 2010 leaves three full-time faculty to support an average of 2,177 students per year. The Art Department has a consistent FTE load equivalent to 9 full-time faculty members. As stated in the Spring 2015 Program Efficacy Report, "...in spite of an acute shortage of full-time faculty, the department continues to evolve and serve student needs." The WSCH per FTEF was 480 in 2015-2016. We are in need of an additional faculty member to support student success.

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

The Art Department offered 78 sections in Fall 2015 and 79 in Spring 2016. 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 51 of the 78 sections offered in Fall 2015 and 52 of the 79 sections offered in Spring 2016. Adjunct instructors teach 66% 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 2015-2016 was 90%. It is important to consider that the arts may reach high-risk students who may not be reached in other disciplines. Success in an art class may ignite a love of learning and discovery in high-risk students. Qualities leading to academic success for all students that may be developed in art classes are creativity, persistence, expression, observation, and reflection. Student success rates were 76% in 2015-2016. The addition of a faculty member to replace the art history faculty who retired in 2010 is essential in maintaining and increasing student success and retention rates.

The greatest increase in Art Department enrollments has been in art history classes. Non-majors take art history courses as a humanities requirement and art majors take the courses to

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

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

The consequences of not filling this position affect the program goals found on the EMP One-Sheet for the Art Department. It will be difficult to increase the number of degrees and/or certificates, and develop hybrid and online classes without additional faculty support. 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 2016

Name of Person Submitting Request:		Davena Burns-Peters
Program or Service Area:		Modern Languages: ASL
Division:		Humanities
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 6	Faculty Load (per semester): 39
Position Requested:		One full-time, tenured position for ASL
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)		1.11, 2.6, 2.6.3, 2.9.1, 2.14, 3.1

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

For the academic year 2017-2018 the Modern Languages Department (MLD) would benefit in the hiring one additional full-time position for American Sign Language (ASL). The hiring of an additional full-time position would assist the department in meeting several strategic initiatives, promote growth, as well as benefit students.

The MLD has seen a growth in enrollment for ASL courses over the past five academic years. The FTES for ASL courses has increased from 74.8 in 2011-12 to 91.33 in the 2015-16 for 22% growth. The FTEF has grown with the enrollment as well. The FTEF for 2011-12 was 4.05 and increased to 5.87 in 2015-16 for a 45% growth. The most current FTEF data indicates a load sufficient to carry nearly three full-time tenured positions for ASL. Currently the one full-time faculty member is only teaching approximately one third of the courses offered each semester at a regular load, despite the fact, they have carried an overload of one course nearly every semester for the last three academic years. The ability for this position to continue with an overload schedule is not sustainable over the long-term and will affect the department and students. The result of sustained overload limits the faculty member in the ability to complete additional assigned duties, the ability to develop the program, the ability to allow continued growth within the department and ultimately will result in burnout. Despite these risks, the full-time position carries an overload in an attempt to provide as many courses as possible to the student body. The hiring of one additional full-time position would further the progress in meeting this goal of strategic initiative 2.14 for the MLD.

An additional full-time faculty member would allow students to experience increased consistency with curriculum, consistency in expectations as they move upward in courses, improved and more consistent assessment measures and methodology, and more consistency in curriculum materials used. An additional full-time faculty would also allow for higher-level course, which are critical to the success of students transferring to training programs and higher-level institutions, to be taught by full-time faculty members as well as provide the mentorship that is necessary at that level. Currently part-time faculty teaches 66% of ASL courses. Course load restrictions and limited scheduling availability due to outside non-academic restrictions prevents half of the current part-time faculty from to teaching more than one class per semester, these results in numerous administrative and curricular challenges. Staffing and scheduling issues, watered-down expectations, and academic and procedural inconsistencies connected to an artificially high number of part timers affect the quality of education in the department. As consistency and expectations waver, so does the assessment methodologies and data. Increasing

the percentage of full-time faculty will address these critical shortcomings and bolster departmental consistency and expectations, as well as assessment methodologies and data.

Increasing the full-time positions for ASL courses to two would also allow the MLD to better satisfy strategic goals of 1.1. 2.6, 2.6.3 and 2.9.1. The burden of responsibility to grow a program is tremendous. A single faculty member fulfilling full-time requirements and expectations, and frequently teaching overload courses due to staffing issues, leaves little time to continue to develop a successful program. Limited time and resources require a single faculty member to prioritize and choose between developing additional curriculum, configuring more reliable assessment tools, determining community needs, and creating lifelong learning opportunities. Such decisions naturally result in underdevelopment of some of these crucial objectives. Doubling the number of full-time faculty would allow for the sharing of these responsibilities and would result in a more robust more 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.*)

As mentioned previously, the EMP data for ASL courses indicates a continued pattern of growth in all areas. The fill rate for ASL courses over the past five academic years has averaged 97%. The fill rate combined with the growth in FTEF and FTES indicates an upward growth patterns that has been consistent and steady and sets the expectation for the pattern to continue. Such growth will be impossible to maintain without additional faculty positions and a full-time position would provide the most benefit on all levels.

In addition to the actual growth documented, the District has been encouraging of setting goals for even more growth across the board. At the current level of staffing, there is limited opportunity for such growth to occur with American Sign Language courses.

The most recent EMP for the MLD notes a goal of creating an ASL Advisory Committee as the first step to investigating the ability to establish an Interpreter Training Program (ITP) here at SBVC. Strong Workforce monies will be requested for the creation of such a program and the program will be a CTE. If such plans are approved, there will be an immediate and desperate need to hire additional faculty members to teach the additional courses and provide additional expertise for additional courses to be taught. The hiring of an additional full-time faculty member in the next academic year would provide the additional labor needed to successfully create curriculum and establish such a 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.*).

The real consideration is the improvement to the MLD in the area of ASL for the benefit of the students. The presence of additional full-time Modern Language faculty on campus provides for greater departmental cohesion, more consistent interaction with students, increased networking opportunities, improved mentoring, and support. This equates to greater student success and retention. While part-time faculty positions address some of these needs, full-time faculty members have a greater responsibility and ability to do so.

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

Without an additional full-time faculty for ASL courses, there will be limited opportunity to grow and develop course offerings and creation of a CTE program through Strong Workforce monies will be impossible. While growth can continue, it will be maximized and limited if an additional full-time position is not added. If the needs created by growth are filled with the hiring of part-time faculty, the only needs being filled is that of course offerings. Without an additional full-time faculty member, there will be little to no additional program development, strategic planning, networking, collaboration and mentoring, of which all are critical to the success of the ASL program and to the success of our students.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

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 8	Faculty Load (per semester): 9
Position Requested:		A full-time faculty position for Communication Studies Department.
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

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 challenge staffing all of the sections offered. For the first time, in the past 15 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, teaching 9 sections. We are losing adjunct faculty to FT jobs, and it is making it difficult for us to staff our classes. The department had to decide to cancel a class early on due to adjunct shortage, rather than allowing it time to fill. 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.*)

The Communication Studies Department maintains FTEF load equivalent to 9, but functions with 4 FTF and 8 adjunct faculty. 56% of our sections are taught by adjunct faculty. Department FTEF has continued to demonstrate growth each year since Fall, 2011. Department Retention for the past 5 years has remained steady, averaging 88% retention. The department has maintained a stable success rate in the past 3 years, and has increased 1% in the last year. The AA-T in Communication Studies was recently State Approved in Fall, 2013. In only three years, the number of degrees awarded has more than doubled from 4 to 9 in 2014-2015, and 10 in 2015-2016! 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 Department. Our campus fill rate target is between 60%-70%. The Communication Studies Department offered 47 sections last spring (2016), and the department average fill rate was 84.3%. The AA-T in Communications Studies was also recently State Approved in 2013, which has already resulted in a total of 23 degrees awarded! As long as we continue to move toward expanding the Communication Studies Department, and continue to function with only 4 FTF, we will struggle to continue to provide our students with the **ACCESS** necessary to accommodate the **NEEDS** 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 8 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 faculty support is needed.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

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 8	Faculty Load (per semester): 9
Position Requested:		A full-time faculty position for Communication Studies Department.
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

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 challenge staffing all of the sections offered. For the first time, in the past 15 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, teaching 9 sections. We are losing adjunct faculty to FT jobs, and it is making it difficult for us to staff our classes. The department had to decide to cancel a class early on due to adjunct shortage, rather than allowing it time to fill. 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.*)

The Communication Studies Department maintains FTEF load equivalent to 9, but functions with 4 FTF and 8 adjunct faculty. 56% of our sections are taught by adjunct faculty. Department FTEF has continued to demonstrate growth each year since Fall, 2011. Department Retention for the past 5 years has remained steady, averaging 88% retention. The department has maintained a stable success rate in the past 3 years, and has increased 1% in the last year. The AA-T in Communication Studies was recently State Approved in Fall, 2013. In only three years, the number of degrees awarded has more than doubled from 4 to 9 in 2014-2015, and 10 in 2015-2016! 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 Department. Our campus fill rate target is between 60%-70%. The Communication Studies Department offered 47 sections last spring (2016), and the department average fill rate was 84.3%. The AA-T in Communications Studies was also recently State Approved in 2013, which has already resulted in a total of 23 degrees awarded! As long as we continue to move toward expanding the Communication Studies Department, and continue to function with only 4 FTF, we will struggle to continue to provide our students with the **ACCESS** necessary to accommodate the **NEEDS** 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 8 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 faculty support is needed.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts Program
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		Conditional
# of FT faculty 1	# of Adjuncts 3	Faculty Load (per semester): 4.85
Position Requested:		Full time Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about increase adjunct/faculty pool- in order to allow more sections of courses to be taught. Professional Experts can be hired to offset the load of full time faculty. -sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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

The Culinary Program will be offering a Baking Program starting Fall 2017. The program will be scheduled primarily off campus at Rialto ROP building. Logistically the Culinary Department Chair will not be able to service the Baking Program with it being off campus. The current department chair is already struggling with taking care of two departments let alone an off campus program. The Culinary Program is expanding to encompass a food truck and the opening of the Den in Spring which will be more than one person can do on their own. The full time Baking instructor is a necessity. It is very difficult to find a skilled baker to instruct the students in this discipline. Currently we have two adjunct faculty bakers however they both work full time elsewhere and are only available in the evenings. In order for this program to get off the ground it is imperative that the program start with a full time faculty.

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

The culinary Efficacy Report states that the baking program is starting in Fall 2017 and that a full time faculty will need to be hired for the success of the program. EMP also states that the hiring of full time faculty in order to grow the Culinary, Baking and Hospitality Programs is a requirement. The Culinary Chair can only do so much and has been working overload for the past 13 years. With the addition of these new programs and added responsibilities within the culinary program the department chair will have to hire not only full time faculty but adjunct faculty as well.

The EMP states that “Partnership with the County of San Bernardino to use the old Radisson Hotel facility kitchen to teach culinary courses and or baking. The MOU is working and dialog is taking place between stakeholders. Create partnerships with area

businesses in order to offer paid externship for our students. The money for this will come from a plan based on SWP funding.”

“FTEF has declined from 14-15 to 15-16 as well. In 14-15 FTEF was 5.25 and in 15-16 FTEF is 4.85. However WSCH has gone up in 5-16 to 385 from 375 the previous year. Never the less this means that the program should have 4 full time faculty and two adjunct. And not one full time faculty and 4 adjunct. One full time faculty is not adequate to run a department such as culinary arts.

Hire more staff to teach within the program – full time and adjunct.

Launch the new one of a kind culinary and baking program. Which will bring in students. “

In order to bring the FTEF back to where it needs to be in the coming years, the department will have to hire another full time faculty. Within the Culinary and Baking industry Chefs work closely with their employees to allow relationships to build and skills to manifest. The Culinary and Baking programs are not different. Each student is treated like an employee and is expected to preform to a pre-determined level. Each student must have the care and fostering it takes to become successful within the Food Service Industry. This of course takes time and energy of the faculty. Each student has their own creativity and this takes time to foster. Full time faculty will be there for the students and help them with this sometimes overwhelming task.

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 per the health code of San Bernardino County Food Handlers Card and or a Serve Safe Certificate. Serve Safe is preferred as it is a law that every site must have at least one person with this certificate present at all times of preparation of food items. The Health Department must inspect the site periodically and the full time faculty will know everything about the site in order to have the issues sighted fixed before the next Health Department visit.

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

The program will not be successful. It is impossible for one person to run the expansions within Culinary and an offsite program.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Marty Milligan
Program or Service Area:		Disabled Student Programs and Services
Division:		Student Services
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 3	1.175 Faculty Load (per semester):
Position Requested:		DSPS Counselor
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)		<ol style="list-style-type: none"> 1. Access 2. Success

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

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

From fiscal year 2013-2014 to fiscal year 2015-2016, the annual unduplicated count of students served by DSPS at SBVC **increased by 50%, from 758 to 1141** (see <http://datamart.ccco.edu/Services/DSPS>). Recent changes to Title 5 remove barriers to verifying a disabling condition, resulting in even more eligible students seeking services. The anticipated student growth of 2 to 4% at SBVC will further add to the number of students seeking services from DSPS. Unfortunately, DSPS currently has only 3 adjunct counselors whose collective time on campus of 46 hours per week cannot effectively meet the needs of the growing number of students DSPS serves. Further, the 3 DSPS adjunct counselors are in part paid for with SSSP funds. These **funds are not guaranteed** on a yearly basis which potentially jeopardizes their continued employment. Therefore, a substantial gap exists between the number of students needing access to a DSPS counselor and the assured availability of DSPS counselors to serve them.

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

In accordance with the Student Success Act, all students must be provided with core services including counseling, advising and development of education plans in order to increase their chance of successfully meeting their educational goals. **DSPS counselors must also perform duties specific to the students' disabilities.** Prior to meeting with students, DSPS counselors read through students' disability documentation, including medical records, neuro-psychological reports, psychoeducational evaluations, individual educational plans, and learning disabilities documentation to determine the students' eligibility for services. In addition to providing the

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

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

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

The DSPS Spring 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 assessment and counseling services, more efficient review of documentation to verify students' reported disabilities, and the delivery of core services including the completion of comprehensive Student Education Plans in order to obtain maximum funding as stated in the Student Success Act. In alignment with one of the college's Strategic Goals of Student Success, one of the DSPS program goals is to increase the number of students receiving advisement, educational counseling, and educational planning in a timely manner. The addition of a full-time counselor will ensure that students served by DSPS will receive core matriculation services including counseling, advising, and development of education plans which as mandated by the Student Success Act.

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

The annual allocation that DSPS receives from the state chancellor's office is based on a formula that includes two components. One of these components is the college's "weighted student count" (i.e., the number of students in each "weighted" disability category). Weighting is based on the relative costs of providing services to each of the disability categories. For example, students served under the deaf/hard-of-hearing category have a higher weighting than students served under the mobility category because the costs associated with providing services to deaf and hard-of-hearing students is much higher than the costs associated with providing services to students with mobility disabilities. Currently, the portion of the allocation calculated by the weighted student count is 90 percent.

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

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

A full-time DSPS counselor will provide a presence within the DSPS office. Students will have a faculty member to whom they can go on a regular basis rather than hope that an adjunct counselor is available. Therefore, a full-time counselor will be able to provide a continuity of services to students. Further, a full-time counselor will be in the position to cultivate relationships within Student Services and with instructional faculty for the benefit of DSPS students. This will foster student retention and success. Lastly, the addition of a full time DSPS

counselor will increase DSPTS involvement in shared governance. Given that the number of students that are served by DSPTS is increasing, the participation of additional DSPTS faculty on college committees will ensure adequate representation.

The exclusive use of adjunct counselors within DSPTS is not in the best interests of meeting students' needs. First, the 3 DSPTS adjunct counselors are in part paid for with SSSP funds. These funds are not guaranteed on a yearly basis which potentially jeopardizes their continued employment. Second, these counselors typically divide their time between SBVC and other campuses, and are often seeking full-time employment elsewhere. Thirdly, finding a counselor qualified to serve in DSPTS is challenging given the specialized training, education, and experience that is required.

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

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

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2016

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Arts & Humanities
Date of Last Program Efficacy:		2013
What rating was given?		Continuation
# of FT faculty: 17	# of part-time faculty: 49	Faculty Load (per semester): 36
Position Requested:		Full-time, tenured faculty position
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)		1.1, 1.9, 1.10, 1.11, 1.12, 2.1, 2.5.5, 2.5.6, 2.6, 2.14

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

-From 2013/2014 – 2015/2016, the English Department has seen a significant increase in FTES, from 870-973, up 130 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, and over 150 in SP17), requires more full-time faculty.

-With the current 49 part-time faculty and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 47%. 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 47%.

-With 67% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC’s EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 53% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners.

-Additionally, with 500% increase in the number of AA-T-English degrees awarded in 2015/16, we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide.

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

-The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2015/2016, we hired 17 new part-time faculty and expect to hire at least 5-8 additional for the 2016/17 year. The turnover results in inconsistencies that directly impact student success.

-Over the last 3 years, there has been an increase in the number of disciplines requiring English prerequisites (ENGL 914 and ENGL 015) for their courses in response to state and local

Academic Senate recommendations. Adding sections to accommodate these students and not delay their progress is critical and further supports rationale for adding full-time faculty.

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

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

-Full-time faculty are needed in order for the department to create new partnerships and participate special programs like Puente, Summer Bridge, Tumaini, First Year Experience, and the Strong Workforce 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.

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

The 12% increase in FTES paired with consistent WSCH-404, retention-80%, and success rates-57% indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 2 to 10 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 7024 (2015/2016 EMP) to 7462, a 6%, increase (438), and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty. The department has increased in every area, except the number of full-time faculty members. Additional full-time faculty are essential for any sustained growth and student success. As noted in our goals and opportunities, the department anticipates moving to the CAI in the fall, creating transfer pathways, and implementing pre/post assessment pathways, all of which require additional FT faculty.

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

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

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

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college's Full-time Faculty Obligation Number (FON), and we will have to cancel sections. It is certain, we will not be able to grow any further without additional full-time faculty members.

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2016

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Arts & Humanities
Date of Last Program Efficacy:		2013
What rating was given?		Continuation
# of FT faculty: 17	# of part-time faculty: 49	Faculty Load (per semester): 36
Strategic Initiatives Addressed:(See Position Requested:		Full-time, tenured faculty position (2)
http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.1, 1.9, 1.10, 1.11, 1.12, 2.1, 2.5.5, 2.5.6, 2.6, 2.14

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

-Despite a college-wide decline in enrollment, from 2013/2014 – 2015/2016, the English Department has seen a significant increase in FTES, from 870-973, up 130 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, and over 150 in SP17), requires more full-time faculty.

-With the current 49 part-time faculty and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 47%. 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 47%, This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections and FTES, the ratio of FT to PT instructors will continue to decline below 47%, further support for a second full-time English position.

-With 67% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 53% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners.

-Additionally, with 500% increase in the number of AA-T-English degrees awarded in 2015/16, we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide, and this can only be accomplished by filling a second full-time position.

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

- The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2015/2016, we hired 17 new part-time faculty and expect to hire at least 5-8 additional for the 2016/17 year. The

turnover results in inconsistencies that directly impact student success, which can only be mitigated by another full-time position.

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

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

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

-Full-time faculty are needed in order for the department to create new partnerships and participate special programs like Puente, Summer Bridge, Tumaini, First Year Experience, and the Strong Workforce 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 better suited for full-time faculty. Additional full-time faculty will ensure the department maintains this quality level participation and student support.

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

The 12% increase in FTES paired with consistent WSCH-404, retention-80%, and success rates-57% indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 2 to 10 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 7024 (2015/2016 EMP) to 7462, a 6%, increase (438), and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty. 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.

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

To further support the need for full-time English faculty, it should be noted that our "core classes" 914, 015, 101, 102 maintain consistent fill rates over 90%, and frequently 100% or higher. The most recent data, SP16, indicates fill rates for these classes at 90%, 93%, 99%, and 95% respectively. These numbers indicate that we have not yet reached a level of maximum offerings to meet student needs, which supports a second full-time position.

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

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college's Full-time Faculty Obligation Number (FON), and we will have to cancel sections. It is certain, we will not be able to grow any further without additional full-time faculty members.

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2016

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Arts & Humanities
Date of Last Program Efficacy:		2013
What rating was given?		Continuation
# of FT faculty: 17	# of part-time faculty: 49	Faculty Load (per semester): 36
Strategic Initiatives Addressed:(See Position Requested:		Full-time, tenured faculty position (2)
http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.1, 1.9, 1.10, 1.11, 1.12, 2.1, 2.5.5, 2.5.6, 2.6, 2.14

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

-Despite a college-wide decline in enrollment, from 2013/2014 – 2015/2016, the English Department has seen a significant increase in FTES, from 870-973, up 130 FTES. This 12% increase along with increased sections (140 in FA15, 145 in SP16, 148 FA16, and over 150 in SP17), requires more full-time faculty.

-With the current 49 part-time faculty and 17 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 47%. 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 47%, This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections and FTES, the ratio of FT to PT instructors will continue to decline below 47%, further support for a second full-time English position.

-With 67% of students assessing into remedial courses, there is a need for consistency, continuity, and stability that a full-time instructor can provide for basic skills students by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. Part-time faculty members, who teach over 53% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is particularly critical for Basic Skills and language learners.

-Additionally, with 500% increase in the number of AA-T-English degrees awarded in 2015/16, we need to ensure that the required degree courses are offered in sequence to avoid delaying students' completion and transfer. This is particularly important with state-wide focus on the number of AA-T Degrees awarded and local goals to increase transfer rates. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide, and to maintain this rate of growth for our degree program requires a second full-time position.

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

-The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges or accept full-time positions because of significant wage differences. In 2015/2016, we hired 17 new part-time faculty and expect to hire at least 5-8 additional for the 2016/17 year. The

turnover results in inconsistencies that directly impact student success, which can only be mitigated by approving another full-time position.

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

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

-Current full-time faculty are already serving as key facilitators (officers, chair/co-chairs) of many committees, sub-committees, and college-wide events, such as Academic Senate (4 senators from English, two serving as Senate Executive Members), Arts and Lectures, Program Review, Basic Skills, Curriculum, Honors, OEI and Tech Committees. . One of the 17 full-time instructors serves as Lead Writing Center Instructor and Lead ESL Instructor. Most of these faculty receive re-assigned time (teaching fewer sections), which is the equivalent of one FT instructor, so hiring 2 FT faculty will just allow us to maintain status quo.

-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, and the Strong Workforce 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 better suited for full-time faculty. Additional full-time faculty will ensure the department maintains this quality level participation and student support.

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

The 12% increase in FTES paired with consistent WSCH-404, retention-80%, and success rates-57% indicate a strong, stable department that is positioned for growth. The increase in the number of AA-T English degrees from 2 to 10 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 7024 (2015/2016 EMP) to 7462, a 6%, increase (438), and the number of sections offered up by 10 (140 to 150/semester). This data emphasizes the demand for classes and supports the request for full-time faculty. 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.

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

To further support the need for full-time English faculty, it should be noted that our "core classes" 914, 015, 101, 102 maintain consistent fill rates over 90%, and frequently 100% or higher. The most recent data, SP16, indicates fill rates for these classes at 90%, 93%, 99%, and 95% respectively. These numbers indicate that we have not yet reached a level of maximum offerings to meet student needs, which supports a second full-time position.

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

If the position is not filled, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college's Full-time Faculty Obligation Number (FON), and we will have to cancel sections. It is certain, we will not be able to grow any further without additional full-time faculty members.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Melinda Moneymaker Dept Chair
Program or Service Area:		Human Services
Division:		Social Sciences, Human Development and Physical Education
Date of Last Program Efficacy:		Full efficacy 2013, CTE mini 2015
What rating was given?		Continuation for both
# of FT faculty 2	# of Adjuncts 16	Faculty Load: 5
Position Requested:		Full time faculty request #1 of 2 requests
Strategic Initiatives Addressed:		Yes - Access and Student Success

1. Provide a rationale for your request.

- The Human Services department serves over 800 students has over 30 sections devoted to 4 vocational certificates and an AA Degree in Human Services.
- We have over 60 partnerships with organizations in the community where we set up internships and work experience for our students which result in employment.
- On average we graduate over 70 students a year with either an AA degree in Human Services or one of our vocational certificates or both creating a clear path way to employment or higher level of academic degree, (EMP 2015/2016).
- FTEF demonstrates the urgent need for at least two (2) additional full time Faculty. We have a faculty load for 5. As a CTE program the two full time faculty in this department, in addition to their full time faculty load and committee assignments, are required to serve on several boards including our own Advisory board, and visit over 32 different program sites per semester.
- We are making this request to maintain the overall efficiency of our program, promote growth in our program, increase enrollment, increase completion rates, provide the adequate ratio of full time faculty and to continue student success and overall institutional effectiveness of this major vocational program here on campus, and in our community.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

- Current EMP 2016 shows FTES at 131.91 and FTEF at 10.83. Our WSCH/FTEF is lower than its been at 365, reflecting a drop seen across the campus.
- We have consistently been running a department which could utilize 5 full time faculty to service student's needs with 1-2 full time faculty. Adjunct faculty are no substitute for meeting the department needs of meeting with students. E.g.(Career and Ed plans, alignment of curriculum to reflect industry changes, Advisory, Board and community partner meetings, and other requirements of CTE programs).
- Currently 1 of the full time faculty in our department serves on the State Academic Committee for CI-D which is preparing a course transfer degree in Addiction Studies. The projection for employment and growth in this field over the next few years, job outlook 2014-24 growth of 22%, according to the Bureau of Labor Statistics Occupational Handbook <http://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>
- With out the full time faculty addition we struggle to find the time to promote our programs

adequately in the community, foster new community partnerships, and work on recruitment and articulation of our programs.

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

- According to Labor Market Outlook and our own department surveys our graduates are working in the field, (72% of a sample survey of Human Service graduates over a 3 year period from 2013-2015 report employment in the fields of substance abuse, case management and other related social service and human service fields), with a promising outlook for more employment, higher rate of pay, and parity in the field of Addiction Studies both Statewide and Nationally as Mental Health Disorders and Substance Use Disorders merge into the service of Co Occur disorders, in higher paying setting such as hospitals and private and insurance pay medical assisted treatment settings.
- Our program continues to be strong in terms of efficiency, completions, retentions and graduates either finding employment, transferring on to higher education.
- The full time faculty in our CTE program in addition to their faculty load and campus committee responsibilities, serve on several advisory and executive boards including the California Alcohol and Drug Educators (the State wide Accreditation body for substance use disorder programs in community colleges and universities), In addition the faculty in our department also participate in community activities, advise clubs on campus, and supervise over 60 internship students per year, meeting with employers and perspective new community agencies who wish to partner with us continuing to link Vocational Educational Certificates to present jobs in the community.
- The department has maintained the program without additional full time faculty, all though it has been difficult. In order to grow the program with all of the above mentioned changes in the field, the department will continue to advocate heavily for at least 2 more full time faculty. As specified in our EMP plan, our goals are to continue to explore new opportunities to develop new Vocational Educational Certificates for future jobs, to continue outreach and recruitment efforts for our Certificates, continue to increase community partnerships, and to continue to work on alignment of curriculum with changing industry standards.

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

- Our department with only 2 FTES instead of the 5 FTES the load could support, the department must run on survival mode instead of growth mode.
- The professionals in our department who serve as adjunct faculty are working in the helping professions and have other full time jobs, therefore they are no substitute for full time faculty.
- With only 2 full time faculty in our department to keep up with the administrative oversight of the program is challenging; grant reports, schedules, agency visits, student and faculty concerns, communications to our adjunct faculty and community partners suffer because there workload required stretches the faculty so thin.
- Our community partnerships and the agencies which employ our students, depend on communication and participation with the faculty here in the Human Service Department. When calls are not promptly returned, or engagements in the community are not attended it decreases our visibility. Without the Human Services Dept having consistent visibility in the community potential opportunities for our students will suffer. Direct student services may also suffer when faculty is stretched so thin between class times, office times, meeting times, and other commitments. Recruitment to our programs may suffer when faculty are unable to attend career days, and articulation meetings.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Melinda Moneymaker Dept Chair
Program or Service Area:		Human Services
Division:		Social Sciences, Human Development and Physical Education
Date of Last Program Efficacy:		Full efficacy 2013, CTE mini 2015
What rating was given?		Continuation for both
# of FT faculty 2	# of Adjuncts 16	Faculty Load: 5
Position Requested:		Full time faculty request #2 of 2 requests
Strategic Initiatives Addressed:		Yes - Access and Student Success

1. Provide a rationale for your request.

- The Human Services department serves over 800 students has over 30 sections devoted to 4 vocational certificates and an AA Degree in Human Services.
- We have over 60 partnerships with organizations in the community where we set up internships and work experience for our students which result in employment.
- On average we graduate over 70 students a year with either an AA degree in Human Services or one of our vocational certificates or both creating a clear path way to employment or higher level of academic degree, (EMP 2015/2016).
- FTEF demonstrates the urgent need for at least two (2) additional full time Faculty. We have a faculty load for 5. As a CTE program the two full time faculty in this department, in addition to their full time faculty load and committee assignments, are required to serve on several boards including our own Advisory board, and visit over 32 different program sites per semester.
- We are making this request to maintain the overall efficiency of our program, promote growth in our program, increase enrollment, increase completion rates, provide the adequate ratio of full time faculty and to continue student success and overall institutional effectiveness of this major vocational program here on campus, and in our community.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

- Current EMP 2016 shows FTES at 131.91 and FTEF at 10.83. Our WSCH/FTEF is lower than its been at 365, reflecting a drop seen across the campus.
- We have consistently been running a department which could utilize 5 full time faculty to service student's needs with 1-2 full time faculty. Adjunct faculty are no substitute for meeting the department needs of meeting with students. E.g.(Career and Ed plans, alignment of curriculum to reflect industry changes, Advisory, Board and community partner meetings, and other requirements of CTE programs).
- Currently 1 of the full time faculty in our department serves on the State Academic Committee for CI-D which is preparing a course transfer degree in Addiction Studies. The projection for employment and growth in this field over the next few years, job outlook 2014-24 growth of 22%, according to the Bureau of Labor Statistics Occupational Handbook <http://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>
- With out the full time faculty addition we struggle to find the time to promote our programs

adequately in the community, foster new community partnerships, and work on recruitment and articulation of our programs.

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

- According to Labor Market Outlook and our own department surveys our graduates are working in the field, (72% of a sample survey of Human Service graduates over a 3 year period from 2013-2015 report employment in the fields of substance abuse, case management and other related social service and human service fields), with a promising outlook for more employment, higher rate of pay, and parity in the field of Addiction Studies both Statewide and Nationally as Mental Health Disorders and Substance Use Disorders merge into the service of Co Occur disorders, in higher paying setting such as hospitals and private and insurance pay medical assisted treatment settings.
- Our program continues to be strong in terms of efficiency, completions, retentions and graduates either finding employment, transferring on to higher education.
- The full time faculty in our CTE program in addition to their faculty load and campus committee responsibilities, serve on several advisory and executive boards including the California Alcohol and Drug Educators (the State wide Accreditation body for substance use disorder programs in community colleges and universities), In addition the faculty in our department also participate in community activities, advise clubs on campus, and supervise over 60 internship students per year, meeting with employers and perspective new community agencies who wish to partner with us continuing to link Vocational Educational Certificates to present jobs in the community.
- The department has maintained the program without additional full time faculty, all though it has been difficult. In order to grow the program with all of the above mentioned changes in the field, the department will continue to advocate heavily for at least 2 more full time faculty. As specified in our EMP plan, our goals are to continue to explore new opportunities to develop new Vocational Educational Certificates for future jobs, to continue outreach and recruitment efforts for our Certificates, continue to increase community partnerships, and to continue to work on alignment of curriculum with changing industry standards.

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

- Our department with only 2 FTES instead of the 5 FTES the load could support, the department must run on survival mode instead of growth mode.
- The professionals in our department who serve as adjunct faculty are working in the helping professions and have other full time jobs, therefore they are no substitute for full time faculty.
- With only 2 full time faculty in our department to keep up with the administrative oversight of the program is challenging; grant reports, schedules, agency visits, student and faculty concerns, communications to our adjunct faculty and community partners suffer because there workload required stretches the faculty so thin.
- Our community partnerships and the agencies which employ our students, depend on communication and participation with the faculty here in the Human Service Department. When calls are not promptly returned, or engagements in the community are not attended it decreases our visibility. Without the Human Services Dept having consistent visibility in the community potential opportunities for our students will suffer. Direct student services may also suffer when faculty is stretched so thin between class times, office times, meeting times, and other commitments. Recruitment to our programs may suffer when faculty are unable to attend career days, and articulation meetings.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Marty Milligan
Program or Service Area:		Disabled Student Programs and Services
Division:		Student Services
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 3	1.175 Faculty Load (per semester):
Position Requested:		DSPS Counselor
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)		<ol style="list-style-type: none"> 1. Access 2. Success

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

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

From fiscal year 2013-2014 to fiscal year 2015-2016, the annual unduplicated count of students served by DSPS at SBVC **increased by 50%, from 758 to 1141** (see <http://datamart.ccco.edu/Services/DSPS>). Recent changes to Title 5 remove barriers to verifying a disabling condition, resulting in even more eligible students seeking services. The anticipated student growth of 2 to 4% at SBVC will further add to the number of students seeking services from DSPS. Unfortunately, DSPS currently has only 3 adjunct counselors whose collective time on campus of 46 hours per week cannot effectively meet the needs of the growing number of students DSPS serves. Further, the 3 DSPS adjunct counselors are in part paid for with SSSP funds. These **funds are not guaranteed** on a yearly basis which potentially jeopardizes their continued employment. Therefore, a substantial gap exists between the number of students needing access to a DSPS counselor and the assured availability of DSPS counselors to serve them.

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

In accordance with the Student Success Act, all students must be provided with core services including counseling, advising and development of education plans in order to increase their chance of successfully meeting their educational goals. **DSPS counselors must also perform duties specific to the students' disabilities.** Prior to meeting with students, DSPS counselors read through students' disability documentation, including medical records, neuro-psychological reports, psychoeducational evaluations, individual educational plans, and learning disabilities documentation to determine the students' eligibility for services. In addition to providing the

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

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

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

The DSPS Spring 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 assessment and counseling services, more efficient review of documentation to verify students' reported disabilities, and the delivery of core services including the completion of comprehensive Student Education Plans in order to obtain maximum funding as stated in the Student Success Act. In alignment with one of the college's Strategic Goals of Student Success, one of the DSPS program goals is to increase the number of students receiving advisement, educational counseling, and educational planning in a timely manner. The addition of a full-time counselor will ensure that students served by DSPS will receive core matriculation services including counseling, advising, and development of education plans which as mandated by the Student Success Act.

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

The annual allocation that DSPS receives from the state chancellor's office is based on a formula that includes two components. One of these components is the college's "weighted student count" (i.e., the number of students in each "weighted" disability category). Weighting is based on the relative costs of providing services to each of the disability categories. For example, students served under the deaf/hard-of-hearing category have a higher weighting than students served under the mobility category because the costs associated with providing services to deaf and hard-of-hearing students is much higher than the costs associated with providing services to students with mobility disabilities. Currently, the portion of the allocation calculated by the weighted student count is 90 percent.

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

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

A full-time DSPS counselor will provide a presence within the DSPS office. Students will have a faculty member to whom they can go on a regular basis rather than hope that an adjunct counselor is available. Therefore, a full-time counselor will be able to provide a continuity of services to students. Further, a full-time counselor will be in the position to cultivate relationships within Student Services and with instructional faculty for the benefit of DSPS students. This will foster student retention and success. Lastly, the addition of a full time DSPS

counselor will increase DSPP involvement in shared governance. Given that the number of students that are served by DSPP is increasing, the participation of additional DSPP faculty on college committees will ensure adequate representation.

The exclusive use of adjunct counselors within DSPP is not in the best interests of meeting students' needs. First, the 3 DSPP adjunct counselors are in part paid for with SSSP funds. These funds are not guaranteed on a yearly basis which potentially jeopardizes their continued employment. Second, these counselors typically divide their time between SBVC and other campuses, and are often seeking full-time employment elsewhere. Thirdly, finding a counselor qualified to serve in DSPP is challenging given the specialized training, education, and experience that is required.

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

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

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts Program
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		Conditional
# of FT faculty 1	# of Adjuncts 3	Faculty Load (per semester): 4.85
Position Requested:		Full time Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about increase adjunct/faculty pool- in order to allow more sections of courses to be taught. Professional Experts can be hired to offset the load of full time faculty. -sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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

The Culinary Program will be offering a Baking Program starting Fall 2017. The program will be scheduled primarily off campus at Rialto ROP building. Logistically the Culinary Department Chair will not be able to service the Baking Program with it being off campus. The current department chair is already struggling with taking care of two departments let alone an off campus program. The Culinary Program is expanding to encompass a food truck and the opening of the Den in Spring which will be more than one person can do on their own. The full time Baking instructor is a necessity. It is very difficult to find a skilled baker to instruct the students in this discipline. Currently we have two adjunct faculty bakers however they both work full time elsewhere and are only available in the evenings. In order for this program to get off the ground it is imperative that the program start with a full time faculty.

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

The culinary Efficacy Report states that the baking program is starting in Fall 2017 and that a full time faculty will need to be hired for the success of the program. EMP also states that the hiring of full time faculty in order to grow the Culinary, Baking and Hospitality Programs is a requirement. The Culinary Chair can only do so much and has been working overload for the past 13 years. With the addition of these new programs and added responsibilities within the culinary program the department chair will have to hire not only full time faculty but adjunct faculty as well.

The EMP states that “Partnership with the County of San Bernardino to use the old Radisson Hotel facility kitchen to teach culinary courses and or baking. The MOU is working and dialog is taking place between stakeholders. Create partnerships with area

businesses in order to offer paid externship for our students. The money for this will come from a plan based on SWP funding.”

“FTEF has declined from 14-15 to 15-16 as well. In 14-15 FTEF was 5.25 and in 15-16 FTEF is 4.85. However WSCH has gone up in 5-16 to 385 from 375 the previous year. Never the less this means that the program should have 4 full time faculty and two adjunct. And not one full time faculty and 4 adjunct. One full time faculty is not adequate to run a department such as culinary arts.

Hire more staff to teach within the program – full time and adjunct.

Launch the new one of a kind culinary and baking program. Which will bring in students. “

In order to bring the FTEF back to where it needs to be in the coming years, the department will have to hire another full time faculty. Within the Culinary and Baking industry Chefs work closely with their employees to allow relationships to build and skills to manifest. The Culinary and Baking programs are not different. Each student is treated like an employee and is expected to preform to a pre-determined level. Each student must have the care and fostering it takes to become successful within the Food Service Industry. This of course takes time and energy of the faculty. Each student has their own creativity and this takes time to foster. Full time faculty will be there for the students and help them with this sometimes overwhelming task.

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 per the health code of San Bernardino County Food Handlers Card and or a Serve Safe Certificate. Serve Safe is preferred as it is a law that every site must have at least one person with this certificate present at all times of preparation of food items. The Health Department must inspect the site periodically and the full time faculty will know everything about the site in order to have the issues sighted fixed before the next Health Department visit.

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

The program will not be successful. It is impossible for one person to run the expansions within Culinary and an offsite program.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Food and Nutrition
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		Probationary
# of FT faculty 0	# of Adjuncts 2	Faculty Load (per semester): 2.20
Position Requested:		Full Time Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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

The Food and Nutrition Department has been struggling for a few years now. The State Chancellors office did not approve the certificates for the program starting in 2012. The chair finally had time to rewrite the program. The program currently has two adjunct faculty running the department with a department chair that does not have that particular specialty but has been working to make the department stronger for the many students that inquire about the degree. A full time faculty will bring the department the cohesiveness that it needs to be successful. Currently one course is offered several times a day and evening however the core of the program is only offered in the evenings and once a year. This is not meeting the needs of the students. With the hiring of a full time faculty the department hopes to change the patterns of service and offer core courses during the day, evenings and weekends. This will encompass all students and allow all students to complete the certificates and degree in a timely manner.

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.*)

FTEF is at 2.20 for the department. This is expected to rise due to the new certificates and courses being offered within the program. Success rates for the program is at 68% and the WSCH is 482. The full time faculty that is hired should be a Registered Dietician. The program has an adjunct currently that holds that degree and it helps that she can work with the students and help them understand the science behind becoming a Dietician what pathways to take in order to become successful within the field.

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 full time faculty should have experience working in hospitals, creating specialty menu's, have clinical experience, and understand the software used to create nutrition facts. Does not need to be a registered dietician however should have the desire to attain the rank of RD.

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

The department will continue to struggle. The full time faculty will allow the program to become successful. The courses are not being made available currently to all students and with the hiring of the full time faculty all courses within the degree can be offered to students at various times of the day and week.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts Program
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		conditional
# of FT faculty 1	# of Adjuncts 3	Faculty Load (per semester): 4.82
Position Requested:		Manager for Den
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)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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

The Sunroom will be opening the Den in the Spring 2017. The Den is a stand-alone facility and will need a manager in order to write procedures, order coffee and food items, create cleaning charts, manage the money and deposits, scheduling of personnel, meetings, caterings, staff training and collaborate with the Sunroom on food ideas, specials, and budget. The last time the Den was open by the culinary team the work load proved to be too much for one person. With the hiring of this person the Den will run independently of the Sunroom. This will be better for tracking purposes and allowing the Den to make a profit in order to run for years to come. The manager will also need to work with surrounding Star Bucks stores in order to order products for the Den.

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 and Efficacy talks about re-opening the Den as requested by Henry Hua. The faculty agreed to open the Den if allowed to hire assistance in the way of a manager.

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 manager needs to have a Serve Safe Certificate as per the San Bernardino Health Code.

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

The Den will open however it will not have the availability needed to be successful. The culinary team cannot come in and open the facility at 7:00am and close the facility at 6:00pm and teach a full load plus overload and department chair duties every day. This position is crucial to the success of the Den.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Elaine Akers
Program or Service Area:		Student Health Services
Division:		Student Services
		2013-2014
What rating was given?		Continuation
# of FT faculty 2	# of Adjuncts 1	Faculty Load (per semester):FT
Position Requested:		FT Behavioral Health Counselor
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)		#1; #2; #3; #4

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

Our NCHA data demonstrates a high need for mental health services. Our student population is also very high risk with low SES, a great deal of trauma, cultural barriers, lack of support in the community, and poor preparation for the challenges of college. We need a full time non-instructional licensed behavioral health counselor who can be a consistent presence on campus for faculty, staff, and students to consult on mental health issues and who can provide supervision to trainees and interns providing mental health services. The Behavioral Intervention Team (BIT) also need easy access to a mental health provider who can assist with evaluating psychological and behavioral concerns as they arise. We also expect to see an increase in referrals for crisis/mental health evaluations when Maxient software is installed next semester. Maxient will allow faculty, staff, and eventually students to report a student of concern more easily in an electronic format. With the BIT team beginning to meet we have already seen an increase in these requests from the campus. We really need a full time licenses professional available to respond adequately to these requests The Student Discipline process also often requires the support of an experienced mental health provider. Within Student Health Services we currently have a list of 30 student awaiting counseling services. Counseling services within the community are also difficult to obtain even with insurance. One student who has Kaiser said there if a 3 month wait list for counseling services through her Kaiser coverage. Currently we have 86 contact hours for counseling per week here in Student Health Services with a potential maximum case load or 45-50 clients. All of counseling hours are provided by part time staff so there is no consistent counseling presence on our campus. We are also serving students with personal development services through Gallup StrenthsQuest talent assessment and strength development programing. Currently the leadership for these services is provided by our SHS coordinator who has not formal training in mental health.

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 our last efficacy report in spring 2014 we expressed this concern as follows;

All counseling staff is part time professional experts or independent contractors. This presents some of the same challenges as we have with the nurse practitioners and leads to inconsistent levels of understanding regarding institutional needs. We always have new trainees who require a lot of training and support as well as interns in order to provide adequate access. The ideal situation would be to have a full time mental health counselor to coordinate this service.

Since that time we have begun a Behavioral Intervention Team on Campus and have had consistent needs for mental health evaluations within the student conduct area. Part time staff un-connected to the campus on a full time basis do not have the cultural competence with the campus or experience with stakeholders outside of student health services to safely provide this kind of crisis support. Their understanding of our student population is limited to the clients they see within the student health center.

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.*).

This position is not eligible for Student Success or Student Equity Funding. I am requesting **General Funding** for this position. The Student Health Fee budget is not adequate to support this ongoing position. This is a critical position for the campus and will benefit the entire campus community.

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

Reduced access to mental health services for our students guided by a consistent licensed mental health provider who is actively engaged in the campus and fully committed to the campus mission. Risk of missing potential threats in students with behavioral problems on campus, or seen in student discipline, and/or identified by the BIT team; due to poor access to consultation with an experienced licensed mental health provider and inadequate assessment of students mental health status. Potential risk for poor student outcomes and campus violence that could be prevented with early identification and intervention.

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:	Raymond Carlos
Program or Service Area:	Office of Student Life
Division:	Student Services
Date of Last Program Efficacy:	Spring 2014
What rating was given?	Continuation
Amount Requested:	\$60,000 per year
Object Code:	1200
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)	#1,#2, #3, #4, #5

Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.

One-Time Ongoing

Does program or service area have an existing budget? Yes No

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

Yes No

If yes, what are they: _____

1. Provide a rationale for your request (Give a detailed explanation of why this budget increase is needed.)

The Office of Student Life does not have an adequate budget to serve the needs of the student body. Ideally, the Associated Student Government would transfer \$10,000 per year into the OSL Trust Account. These funds are typically used for supplies. However, **these funds are not guaranteed as ASG has control over these funds.** In 2015-2016, ASG could not afford to transfer any funds to OSL. Because these funds are not guaranteed, OSL cannot forecast accordingly and plan for quality student programming and assess future programming through efficient uses of technology. Additionally, OSL does not have the budget for staff development and/or to attend conferences to stay compliant with current Title V and Title IX requirements. Furthermore, OSL at times has to purchase supplies for the Student Photo ID Machine when ASG is not meeting on a regular schedule. Because the Student ID also serves as a bus pass through Omni Trans, this has the potential of becoming an access issue for the college.

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

The current data from the last EMP report shows that OSL can improve in tracking data. Examples include the use of the cyber lounge, use of the student lounge, students who participate in events, students who go through the discipline process, and students who are engaged in clubs an organizations. Steps have been put in place to attempt to measure many of these; however, student programming is still a weakness. It is difficult to measure events put on by OSL because of the lack of funding, but more importantly, the ability for OSL to measure the participation at events hosted and sponsored by ASG and the only thirty club on campus.

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

All staff members who work with Student Discipline and Title IX should be trained adequately. This includes all staff within the office in order to create a strong emotional climate when working with students who are dealing with trauma and conduct challenges. Moreover, OSL can create a strong emotional climate within the student body if given the opportunity to create high quality programs.

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

We do not foresee any related costs associated with this request.

5. What are the consequences of not funding this budget request?

Non-compliance and legal ramifications which will hurt our accreditation. Additional challenges in creating a positive culture within the student body.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Lorrie Burnham
Program or Service Area:		Pharmacy Technology
Division:		Science
Date of Last Program Efficacy:		Spring 2015
What rating was given?		Continuation
# of FT faculty 0	# of Adjuncts 6	Faculty Load (per semester): 1.59
Position Requested:		Full time faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		Student success

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

FTEs dipped during the 2013 to 2014 school year by the impact of newly added prerequisites in the program and modified curriculum due to accreditation. However, FTEF remains at 3.18. Currently, the department has only adjunct faculty. A full time faculty is necessary to achieve/maintain accreditation compliance, industry standard requirements, department consistency, and California legislation standards. Currently, the department is in the process of applying for accreditation with the American Society of Health-System Pharmacists, ASHP. In addition, a full time department advocate will ensure department and/or program stability in enrollment, pedagogical integrity, and liaisons to community/professional partnerships. Duties after accreditation is achieved, there needs to be personnel to maintain accreditation compliance in the

1. Interview of students for the program,
2. Process program applications,
3. Maintain the integrity of the pharmacy student database,
4. Maintain contracts with clinical sites,
5. Monitor clinical evaluations for the sites, preceptors, and the students, and
6. Process reports for department financial requests or grant funding.

ASHP Standards Requirements

Standard 2.1.b. ...

- (1) be a licensed pharmacist or 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.*)

EMP

Challenges & Opportunities:

Ensuring student success without a full time faculty member.

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

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

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

Refer to ASHP Standards 2014 Section

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

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

4. Curriculum for the program is being written and modified for accreditation and examination changes.

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

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

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

Since the department only employs adjunct instructors, there will be no one to achieve and maintain accreditation. The majority of our students receive their California State Board of Pharmacy license by passing the Pharmacy Technician Board Examination. If our school does not become accredited by the American Society of Health-System Pharmacists, the Pharmacy Technician Certification Board will not allow our students to sit for the certification examination, which would make our program irrelevant. As a potentially high growth occupation, maintaining this program would serve the community.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Michael Lysak
Program or Service Area:		Physics/Astronomy/Engineering
Division:		Science
Date of Last Program Efficacy:		Spring 2016
What rating was given?		Conditional
# of FT faculty 2	# of Adjuncts 4-5	Faculty Load (per semester): 4.68-4.95
Position Requested:		One full time Physics/Astronomy faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		Student Success

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

In recent years, with the addition of more Physics and Astronomy classes to meet demand, the faculty course load has grown significantly (presently at about 4.95, or 40.4% of classes 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. 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. Furthermore, at the end of Spring 2017, the Planetarium Specialist will be retiring; as there is uncertainty regarding replacement for this position, this will create a tremendous loss. Furthermore, the Astronomy program is growing, with the department needing to add more lecture and lab classes to meet student demand. The department proposes that the new faculty position be for a Physics/Astronomy instructor who not only could fill the need for teaching an ever-growing number of Physics and Astronomy classes as well as adding stability and growth to the 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 a full-time Physics/Astronomy faculty; strengthen the Engineering program and offer more ENGR courses; create a hybrid Physics 101 course with on-line lectures and on-campus labs and/or tests; develop strategies to increase student success rates and to maintain high productivity 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 number of degrees awarded. 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 three years our course load has increased by the equivalent of 1.7 full-time faculty (an increase from 3.25 to 4.95). 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 was nearly unchanged at 597. 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 2015-16, the department's Success rate was 76%, and its Retention rate was 90%; these rates have, in fact, moderately increased over the years. As student populations increase, the need for another full-time faculty will become even more important. In fact, in recent semesters, the waiting lists have exceeded 20 students for each of our Physics classes, and similarly for our Astronomy classes. Clearly, there is a need for the department to offer more sections, and an additional full-time faculty will be important in filling that need. Further, with an additional full-time faculty, the department will be able to expand and strengthen its Engineering program, which is in keeping with the STEM programs and initiatives currently pursued by various departments at SBVC; presently, the Physics/Astronomy department offers only one Engineering course, in Vector Statics. Finally, in Fall of 2016, the Science Division has ranked this Faculty Needs request as #3 out of five 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 4.95), with both full-time faculty teaching overload. If both the department's full-time faculty members had no overload, this load value of 4.95 suggests that, on average, only 40.4% 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.

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:	Diane M. Dusick
Program or Service Area:	RTVF/Inland Empire Media Academy
Division:	Arts and Humanities
Date of Last Program Efficacy:	New program (Inland Empire Media Academy)
What rating was given?	continuation
Amount Requested:	\$16,000
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/15oqoxm)	Partnerships and Student Success

Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.

One-Time Ongoing

Does program or service area have an existing budget? Yes No
 If yes, what is the amount? \$15,000

1. Provide a rationale for your request (Please explain clearly the reasons for the need of the budget increase and also state whether this is a new, growth, or restoration request.)

The purpose of this request is to continue the budget established in Fall 2014 for the Inland Empire Media Academy under the auspices of the RTVF program (Arts and Humanities Division). The initial budget provided two interns.

An annual \$16,000 (this is 1/2 of the funding, with the remaining funding provided by the district) will be allocated as follows.

1. Up to four internships annually funded from a consortium of the district and SBVC (SBVC cost = \$16,000)

The I.E.M.A. Internship Program not only provides significant experience to RTVF students and graduates attending CSUSB but provides additional lab assistants in the RTVF program and production of educational/news-oriented programming for KVCR. Student interns will have the following responsibilities:

Collaborate with students and instructors in the RTVF department to create soft news and interview format broadcast-quality programming.

First year interns will

1. Work with students to research and write scripts for projects
2. Shoot video utilizing RTVF cameras and field production equipment
3. Edit student projects using the RTVF student workstations
4. Work with student crews to produce in-studio and on-location interviews on timely subjects
5. Produce at least 12 portfolio quality news-style packages (one per month)
6. Co-produce at least three portfolio quality interview-style half hour programs per year

Second year interns will

1. Develop soft news stories for news segments and half hour series
2. Work with the RTVF professor to coordinate news teams and studio production crews
3. Supervise editing of student projects using the RTVF student workstations
4. Produce at least 24 portfolio quality news-style package annually (two per month)
5. Produce at least four portfolio quality interview-style half hour programs

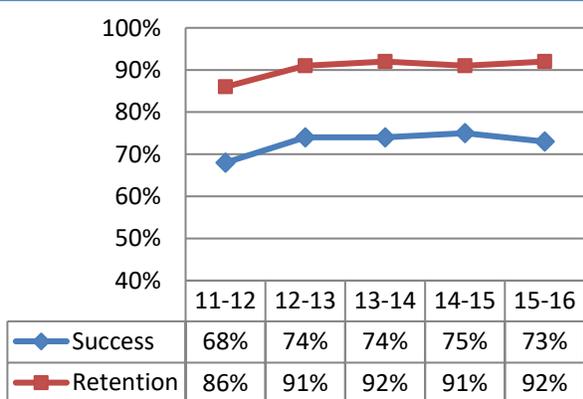
Third year interns will

1. Develop soft news stories for news segments and half hour series
2. Coordinate student interns, news teams, and studio production crews
3. Supervise editing of student projects using the RTVF student workstations
4. Produce at least 24 portfolio quality news-style package annually (two per month)
5. Produce at least six portfolio quality interview-style half hour programs

As the program grows, we will approach CSUSB to provide funding for advanced (CSUSB) students enrolled in the program.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

3. The program has partnered with the Fontana Unified School District, San Bernardino Unified School District, Redlands Unified School District, and California State University to provide training and opportunities for students to
4. 1) Provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community;
5. 2) Ensure that students of all ages receive the best theoretical and practical training in these media fields;
6. 3) Facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
7. 4) Provide opportunities for job placement in the media industry and local businesses.



Although our success dropped by two percentage points in 15-16, it still remains above 70%. Our retention rate is maintaining above 90%.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	353	376	388	424	370	289
FTEF	4.20	3.92	3.81	5.05	4.43	4.13
WSCH per FTEF	363	398	396	355	369	314

Enrollments dropped in 2014-15 and continue to be low in 15-16. Our first department priority is to continue the rise in student success and maintain or increase our retention rates. Our second priority is to encourage student completion of degrees and/or certificates.

We met last year's goal of getting our adjunct faculty teaching video editing as a certified Avid instructor and we reviewed curriculum for RTVF 131 and 232 to match the Avid curriculum for certification as an Avid User (RTVF 131) and an Avid Professional (RTVF 232).

8. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

Strategic initiatives:

- Partnerships.** This activity will strengthen the partnerships between SBVC and KVCR, CSUSB, and local high schools
- Student Success:** This activity provides for extraordinary authentic learning experiences that will give students greater opportunity for both transfer and employment upon completing the SBVC program.

The Inland Empire Media Academy was created in 2011 as part of the RTVF department at the request of the Chancellor. The RTVF Program Planning document includes the following in the action plan:

In addition to outreach activity, we will (a) provide practical experience to students through internships from Student Equity to produce educational videos, (b) coordinate with grant coordinators at CSUSB to improve RTVF students' digital literacy through the Title V grant, and (c) improve the working relationship with KVCR-TV to provide students with on-air broadcast experience and mentoring.

Because of the strong interest in our editing program and in summer classes, we will offer a script writing class and an editing class in summer 2017. We are preparing a certificate in video editing to prepare students for careers as professional video editors. The strong interest in editing has increased enrollments; the certificate program should encourage more students to enroll and complete the program.

9. Evaluate amount requested, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (*for example, Department, Budget, Perkins, Grants, etc.*).

The department currently receives Perkins funding for equipment improvements and shares the multimillion dollar KVCR TV studio for student instruction and Media Academy productions. The Chancellor currently provides 50% of the funding. Our current department budget only covers one student lab assistant for four hours per week. This only covers one out four labs.

10. What are the consequences of not funding this budget request?

The IE Media Academy has been charged with providing learning opportunities to students and to create stronger ties among (a) the RTVF department, (b) KVCR, and (c) the community served by the district and KVCR.

This internship program provides a unique learning opportunity to deserving students while increasing the ties between the television station and the RTVF department. Interns continue to create unique, professional-quality local programming for the Inland Empire community and the campus. In fall 2016, student interns are working with several RTVF classes to produce a series of informational videos for Student Services as well as producing monthly videos for KVCR-TV.

Students in the program develop strong resumes and resume reels with projects broadcast on KVCR or serving specific clients. The internship is designed to strengthen the ties between local high schools, SBVC, and CSU. As the program's success continues, we will approach CSUSB to provide funding for advanced interns in the program.

In addition to the student services projects, interns and students produce "Inland Unsolved" for KVCR, serving both the students and the local community. Students are also producing a monthly astronomy series promoting the monthly productions in the SBVC planetarium. Without this continued funding, students will lose significant opportunities to write, research, report, shoot, and edit important programs that will air on our local public television station. This program provides students with broadcast-quality portfolio projects and valuable work experience necessary to begin work in the industry without starting in minimum wage jobs. It also serves the local community.

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:	Elaine Akers
Program or Service Area:	Student Health Services
Division:	Student Services
Date of Last Program Efficacy:	Spring 2014
What rating was given?	Continuation
Amount Requested:	\$130,000 per year
Object Code:	1200
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)	#1,#2, #3, #4

Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.

One-Time Ongoing

Does program or service area have an existing budget? Yes No

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

Yes No

If yes, what are they: _____

1. Provide a rationale for your request (Give a detailed explanation of why this budget increase is needed.)

See the needs assessment for Full Time Behavioral Health Counselor. At our current spending level all the one time reserve funds available to Student Health Services will be expended. At that time we will need to make some difficult decisions about reducing current services or finding new funding sources. This position is not part of the current budget and no funds are available to support it. A full time counselor is much needed to guide the mental health services we provide and provide crisis assessment and consultation to reduce the risk of preventable poor student outcomes and potential violence on our campus.

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 our last efficacy report in spring 2014 we expressed this concern as follows
All counseling staff is part time professional experts or independent contractors. This presents some of the same challenges as we have with the nurse practitioners and leads to inconsistent levels of understanding regarding institutional needs. We always have new trainees who require a lot of training and support as well as interns in order to provide adequate access. The ideal situation would be to have a full time mental health counselor to coordinate this service.
Since that time we have begun a Behavioral Intervention Team on Campus and have had consistent needs for mental health evaluations with in the student conduct area. Part time staff un-connected to the campus on a full time basis do not have the cultural competence with the campus or experience with stake holders outside of student health services to safely provide this kind of crisis

support. Their understanding of our student population is limited to the clients they see within the student health center.

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

There is a trend among other community colleges in the state to fund at least one full time mental health provider due to the increased need, risk for threats to the campus community, and need for more consistent success within our high risk populations.

The NCHA data clearly outlines the mental health risks in our student population. Summary data attached below.

San Bernardino Valley College
Executive Summary

Spring 2016

American College Health Association
National College Health Assessment II



ACHA-NCHA II

The ACHA-NCHA II supports the health of the campus community by fulfilling the academic mission, supporting short- and long-term healthy behaviors, and gaining a current profile of health trends within the campus community.

 **ACHA** American College Health Association advocacy • education • research

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

5. What are the consequences of not funding this budget request?

Reduced access to mental health services for our students guided by a consistent licensed mental health provider who is actively engaged in the campus and fully committed to the campus mission. Risk of missing potential threats in students with behavioral problems on campus or seen in student discipline, and identified by the BIT team due to poor access to consultation with an experienced licensed mental health provider and inadequate assessment of students mental health status. Potential risk for poor student outcomes and campus violence that could be prevented with early identification and intervention.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Elaine Akers
Program or Service Area:		Student Health Services
Division:		Student Services
		2013-2014
What rating was given?		Continuation
# of FT faculty 2	# of Adjuncts 1	Faculty Load (per semester):FT
Position Requested:		FT Behavioral Health Counselor
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)		#1; #2; #3; #4

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

Our NCHA data demonstrates a high need for mental health services. Our student population is also very high risk with low SES, a great deal of trauma, cultural barriers, lack of support in the community, and poor preparation for the challenges of college. We need a full time non-instructional licensed behavioral health counselor who can be a consistent presence on campus for faculty, staff, and students to consult on mental health issues and who can provide supervision to trainees and interns providing mental health services. The Behavioral Intervention Team (BIT) also need easy access to a mental health provider who can assist with evaluating psychological and behavioral concerns as they arise. The Student Discipline process also often requires the support of an experienced mental health provider. Within Student Health Services we currently have a list of 30 student awaiting counseling services. Counseling services within the community are also difficult to obtain even with insurance. One student who has Kaiser said there if a 3 month wait list for counseling services through her Kaiser coverage. Currently we have 86 contact hours for counseling per week here in Student Health Services with a potential maximum case load or 45-50 clients. All of counseling hours are provided by part time staff so there is no consistent counseling presence on our campus. We are also serving students with personal development services through Gallup StrenthsQuest talent assessment and strength development programing. Currently the leadership for these services is provided by our SHS coordinator who has not formal training in mental health.

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 our last efficacy report in spring 2014 we expressed this concern as follows; All counseling staff is part time professional experts or independent contractors. This presents some of the same challenges as we have with the nurse practitioners and leads to inconsistent levels of understanding regarding institutional needs. We always have new trainees who require a lot of training and support as well as interns in order to provide adequate access. The ideal situation would be to have a full time mental health counselor to coordinate this service. Since that time we have begun a Behavioral Intervention Team on Campus and have had consistent needs for mental health evaluations with in the student

conduct area. Part time staff un-connected to the campus on a full time basis do not have the cultural competence with the campus or experience with stake holders outside of student health services to safely provide this kind of crisis support. Their understanding of our student population is limited to the clients they see within the student health center.

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.*).

This position is not eligible for Student Success or Student Equity Funding. I am requesting General Funding for this position. The Student Health Fee budget is not adequate to support this ongoing position. This is a critical position for the campus and will benefit the entire campus community.

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

Reduced access to mental health services for our students guided by a consistent licensed mental health provider who is actively engaged in the campus and fully committed to the campus mission. Risk of missing potential threats in students with behavioral problems on campus or seen in student discipline, and identified by the BIT team due to poor access to consultation with an experienced licensed mental health provider and inadequate assessment of students mental health status. Potential risk for poor student outcomes and campus violence that could be prevented with early identification and intervention.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Elaine Akers
Program or Service Area:		Student Health Services
Division:		Student Services
		2013-2014
What rating was given?		Continuation
# of FT faculty 2	# of Adjuncts 1	Faculty Load (per semester):FT
Position Requested:		FT Behavioral Health Counselor
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)		#1; #2; #3; #4

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

Our NCHA data demonstrates a high need for mental health services. Our student population is also very high risk with low SES, a great deal of trauma, cultural barriers, lack of support in the community, and poor preparation for the challenges of college. We need a full time non-instructional licensed behavioral health counselor who can be a consistent presence on campus for faculty, staff, and students to consult on mental health issues and who can provide supervision to trainees and interns providing mental health services. The Behavioral Intervention Team (BIT) also need easy access to a mental health provider who can assist with evaluating psychological and behavioral concerns as they arise. We also expect to see an increase in referrals for crisis/mental health evaluations when Maxient software is installed next semester. Maxient will allow faculty, staff, and eventually students to report a student of concern more easily in an electronic format. With the BIT team beginning to meet we have already seen an increase in these requests from the campus. We really need a full time licenses professional available to respond adequately to these requests The Student Discipline process also often requires the support of an experienced mental health provider. Within Student Health Services we currently have a list of 30 student awaiting counseling services. Counseling services within the community are also difficult to obtain even with insurance. One student who has Kaiser said there if a 3 month wait list for counseling services through her Kaiser coverage. Currently we have 86 contact hours for counseling per week here in Student Health Services with a potential maximum case load or 45-50 clients. All of counseling hours are provided by part time staff so there is no consistent counseling presence on our campus. We are also serving students with personal development services through Gallup StrenthsQuest talent assessment and strength development programing. Currently the leadership for these services is provided by our SHS coordinator who has not formal training in mental health.

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 our last efficacy report in spring 2014 we expressed this concern as follows;

All counseling staff is part time professional experts or independent contractors. This presents some of the same challenges as we have with the nurse practitioners and leads to inconsistent levels of understanding regarding institutional needs. We always have new trainees who require a lot of training and support as well as interns in order to provide adequate access. The ideal situation would be to have a full time mental health counselor to coordinate this service.

Since that time we have begun a Behavioral Intervention Team on Campus and have had consistent needs for mental health evaluations within the student conduct area. Part time staff un-connected to the campus on a full time basis do not have the cultural competence with the campus or experience with stakeholders outside of student health services to safely provide this kind of crisis support. Their understanding of our student population is limited to the clients they see within the student health center.

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.*).

This position is not eligible for Student Success or Student Equity Funding. I am requesting **General Funding** for this position. The Student Health Fee budget is not adequate to support this ongoing position. This is a critical position for the campus and will benefit the entire campus community.

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

Reduced access to mental health services for our students guided by a consistent licensed mental health provider who is actively engaged in the campus and fully committed to the campus mission. Risk of missing potential threats in students with behavioral problems on campus, or seen in student discipline, and/or identified by the BIT team; due to poor access to consultation with an experienced licensed mental health provider and inadequate assessment of students mental health status. Potential risk for poor student outcomes and campus violence that could be prevented with early identification and intervention.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

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 2015
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 5	Faculty Load (per semester): 1
Position Requested:		1
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)		2.8.10, 2.5.1, 2.6, 2.6.6

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

The Welding Department has had a 1-year temporary full time faculty since spring 2016 along with a full time faculty and a fluctuation between 4 to 5 adjunct faculty. The addition of the temporary full time has shown how badly the department needs 2 full time faculty. Returning to 1 full time faculty will mean about 60% of the classes would be taught by adjuncts. This will make it difficult to maintain the student success rates and stability the temporary full time position has facilitated. With addition of a 2nd full time faculty 60% - 70% of the courses would be taught by the full time faculty. Having the bulk of the classes taught by full time faculty helps to make the program more stable by allowing the faculty to better collaborate 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 by increasing 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.*)

With just one full time faculty who also acts as the faculty chair for Welding Technology, Machine Trades, and Inspection Technology, it is difficult to improve the program and support student success. A 2nd full time faculty will allow the program to continue to give the students the support they need to maintain the high level of student success achieved by the program. The drop in the FTES caused by the renovation and temporary closure of one of the welding labs has stabilized at 49.52. Now that the renovation project, that forced the program to reduce class size during construction, is over, the FTES is expected to increase as students discover the benefits of the completed lab. To facilitate and encourage the increase in FTES and the continued support of student success, a 2nd full time faculty 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.*).

Welding courses are lab intensive requiring more faculty hours than lecture courses. This allows little time for one full time faculty to handle everything for the program and support student

success. As the enrollment is expected to increase the number of industry certifications tested are also expected to increase. These certifications are an additional responsibility that the welding faculty are expected to keep up with.

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.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts Program
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		Conditional
# of FT faculty 1	# of Adjuncts 3	Faculty Load (per semester): 4.85
Position Requested:		Full time Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about increase adjunct/faculty pool- in order to allow more sections of courses to be taught. Professional Experts can be hired to offset the load of full time faculty. -sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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

The Culinary Program will be offering a Baking Program starting Fall 2017. The program will be scheduled primarily off campus at Rialto ROP building. Logistically the Culinary Department Chair will not be able to service the Baking Program with it being off campus. The current department chair is already struggling with taking care of two departments let alone an off campus program. The Culinary Program is expanding to encompass a food truck and the opening of the Den in Spring which will be more than one person can do on their own. The full time Baking instructor is a necessity. It is very difficult to find a skilled baker to instruct the students in this discipline. Currently we have two adjunct faculty bakers however they both work full time elsewhere and are only available in the evenings. In order for this program to get off the ground it is imperative that the program start with a full time faculty.

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

The culinary Efficacy Report states that the baking program is starting in Fall 2017 and that a full time faculty will need to be hired for the success of the program. EMP also states that the hiring of full time faculty in order to grow the Culinary, Baking and Hospitality Programs is a requirement. The Culinary Chair can only do so much and has been working overload for the past 13 years. With the addition of these new programs and added responsibilities within the culinary program the department chair will have to hire not only full time faculty but adjunct faculty as well.

The EMP states that “Partnership with the County of San Bernardino to use the old Radisson Hotel facility kitchen to teach culinary courses and or baking. The MOU is working and dialog is taking place between stakeholders. Create partnerships with area

businesses in order to offer paid externship for our students. The money for this will come from a plan based on SWP funding.”

“FTEF has declined from 14-15 to 15-16 as well. In 14-15 FTEF was 5.25 and in 15-16 FTEF is 4.85. However WSCH has gone up in 5-16 to 385 from 375 the previous year. Never the less this means that the program should have 4 full time faculty and two adjunct. And not one full time faculty and 4 adjunct. One full time faculty is not adequate to run a department such as culinary arts.

Hire more staff to teach within the program – full time and adjunct.

Launch the new one of a kind culinary and baking program. Which will bring in students. “

In order to bring the FTEF back to where it needs to be in the coming years, the department will have to hire another full time faculty. Within the Culinary and Baking industry Chefs work closely with their employees to allow relationships to build and skills to manifest. The Culinary and Baking programs are not different. Each student is treated like an employee and is expected to preform to a pre-determined level. Each student must have the care and fostering it takes to become successful within the Food Service Industry. This of course takes time and energy of the faculty. Each student has their own creativity and this takes time to foster. Full time faculty will be there for the students and help them with this sometimes overwhelming task.

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 per the health code of San Bernardino County Food Handlers Card and or a Serve Safe Certificate. Serve Safe is preferred as it is a law that every site must have at least one person with this certificate present at all times of preparation of food items. The Health Department must inspect the site periodically and the full time faculty will know everything about the site in order to have the issues sighted fixed before the next Health Department visit.

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

The program will not be successful. It is impossible for one person to run the expansions within Culinary and an offsite program.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts Program
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		Conditional
# of FT faculty 1	# of Adjuncts 3	Faculty Load (per semester): 4.85
Position Requested:		Full time Faculty
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about increase adjunct/faculty pool- in order to allow more sections of courses to be taught. Professional Experts can be hired to offset the load of full time faculty. -sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Stacy Meyer
Program or Service Area:		Culinary Arts Program
Division:		Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:		2016
What rating was given?		conditional
# of FT faculty 1	# of Adjuncts 3	Faculty Load (per semester): 4.82
Position Requested:		Manager for Den
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)		1.5,1.6.1,1.6.2,1.8,1.9,1.9.1,1.9.2,1.10,1.10.1, 1.11, 1.12, 2.1, 2.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.5.2, 2.6.2, 2.6.3, 2.6.3.3, 2.8.2, 2.8.4, 2.8.8, 2.13

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

The Sunroom will be opening the Den in the Spring 2017. The Den is a stand-alone facility and will need a manager in order to write procedures, order coffee and food items, create cleaning charts, manage the money and deposits, scheduling of personnel, meetings, caterings, staff training and collaborate with the Sunroom on food ideas, specials, and budget. The last time the Den was open by the culinary team the work load proved to be too much for one person. With the hiring of this person the Den will run independently of the Sunroom. This will be better for tracking purposes and allowing the Den to make a profit in order to run for years to come. The manager will also need to work with surrounding Star Bucks stores in order to order products for the Den.

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 and Efficacy talks about re-opening the Den as requested by Henry Hua. The faculty agreed to open the Den if allowed to hire assistance in the way of a manager.

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 manager needs to have a Serve Safe Certificate as per the San Bernardino Health Code.

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

The Den will open however it will not have the availability needed to be successful. The culinary team cannot come in and open the facility at 7:00am and close the facility at 6:00pm and teach a full load plus overload and department chair duties every day. This position is crucial to the success of the Den.