

## FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		<b>Romana Pires</b>
Program or Service Area:		<b>Sociology</b>
Division:		<b>SSHDPE</b>
Date of Last Program Efficacy:		<b>2011</b>
What rating was given?		<b>Continuation</b>
# of FT faculty <b>1</b>	# of Adjuncts <b>5</b>	Faculty Load: <b>3.20</b>
Position Requested:		<b>1</b>
Strategic Initiatives Addressed:		<i>Access &amp; Institutional Effectiveness</i>

Replacement       Growth       **Position is to replace 2009 SERP (J. Pielke)**

1. Provide a rationale for your request.

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| <ul style="list-style-type: none"> <li>• For the last five years, close to 60% of sections have been taught by adjunct faculty. This poses <i>access</i> issues for students and <i>success</i> issues for the sociology program. Sociology is a popular program and all sections fill quickly. In the last three scheduling cycles, the VPI has allocated extra late start sections in an attempt to meet demand.</li> <li>• <b>Access:</b> majority of sociology students do not have the benefit of having faculty who are available to them outside of class.</li> <li>• <b>Success:</b> the average rate for last five years is 57% (EMP) and ranks toward the bottom when compared to other disciplines in the division.</li> <li>• <b>Success:</b> it is difficult for the faculty chair to organize adjunct faculty to participate in the SLO processes and therefore conversations regarding student success are lacking.</li> <li>• The sociology position has continued to rank high and efficacy documents have emphasized the need for full time faculty (2007, pg. 1 and 2011, pg. 4) <b>before</b> and <b>after</b> SERP retirements.</li> <li>• In spring 2012, the academic senate passed a resolution supporting the need for hiring faculty in the Social Sciences and CTE (Resolution SP12.02).</li> <li>• <b>Institutional Effectiveness:</b> since SOC 100 is a requirement for various social service and health related certificates and degrees, the success and financial institutional commitment to the program effects the success of other programs across the college.</li> </ul> |
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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.*)

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| <ul style="list-style-type: none"> <li>• WSCH/FTEF continues to increase to 591 above the institutional goal of 525 (EMP).</li> <li>• Retention continues to increase to current rate of 85% which indicates strong student commitment to passing sociology courses however the current success rate of 59% appears to indicate a strong need for institutional and program level commitment which includes a financial investment in human resources within the program itself (EMP).</li> <li>• While current FTES indicate a load for three full time faculty, they are still significantly lower when compared to 08-09 and as the college begins to grow FTES this will pose an even greater challenge for the program. It should be noted that current FTES are at about the same level as in 06-08 and then the program was operating with</li> </ul> |
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two full time sociologists and efficacy **reviewers** called for more full time faculty (EMP, Efficacy Review 2007, pg. 1).

- Program planning has included a focus on the new AA-T sociology degree (EMP). This includes modification of current courses and development of new courses. In recent years, sociology has created two new courses in deviance and health and this year is adding a new second honors course to its offerings. While no data exists yet regarding the amount of students seeking the transfer degree, there appears to be an increased interest in sociology courses at SBVC as indicated by VPI analysis of student registration patterns, conversation with articulation officer, and student interactions.
- SBVC students that choose sociology for transfer have limited social capital to compete at a four year level since adjunct faculty normally do not participate in mentoring, recommendations, and other extracurricular discipline activities.
- CSUSB recently discontinued its human services major and its social work major is impacted. Consequently, more transfer track students at SBVC interested in mental health careers are being funneled into the sociology major.
- Students have limited access to career counseling and often interactions with full time faculty serve as points of contact for the major, career advice and other related resources that contribute to the institutional goal of increasing transfer rates (Strategic Initiatives and Benchmarks Master Form, 2011, 5.2.2, pg. 16).

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

- Adjunct faculty are not required to participate in departmental tasks that include but are not limited to curriculum, SLOs, departmental meetings, professional development, office hours. All these influence *institutional effectiveness* and put pressure on chair.
- Between 2010-2020 the Bureau of Labor Statistics expects the following careers related to the sociology major to grow faster than average: sociologists 18%, social workers 25%, mental health workers 37%, probation and corrections 18%, rehab counselors 28%, school counselors 19%, social and community managers 27%, social and human service assistants 28%, substance abuse and behavioral disorder counselors 27%, and survey researchers 24% (<http://www.bls.gov/ooh/>).
- CA EDD also shows a positive outlook and growth for the above careers (<http://tinyurl.com/jwt8joy>).
- All sociology courses are transferable, meet GE requirements, and articulate into the sociology major (per guidelines of AA-T degree). With diverse course offerings and two honors courses (projected for fall 2015), the discipline requires more than one faculty member with varying research and educational backgrounds, and theoretical perspectives to serve the needs of the SBVC diverse student population (College Mission, Tenets, 4 and 8).

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

Continued dependence on adjunct faculty teaching the majority of sociology courses does not meet the mission, tenets, and institutional strategic goals of the college in providing a quality education and contributes to real inequalities in work load between faculty across disciplines.