

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:		Sandra Moore and Amy Jennings
Program or Service Area:		Psychology
Division:		Social Science, Human Development and PE
Date of Last Program Efficacy:		Spring 2013
What rating was given?		Continuation
# of FT faculty 2	# of Adjuncts 12(Fall, 2014), 15 (Spring, 2016)	Faculty Load: <u>7.5</u> (2014-2015); <u>7.7</u> (2015-2016)
Position Requested:		Full time Faculty #3 of 3 requests
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)		Access and Student Success

Replacement Growth X

If you checked replacement, when was the position vacated? _____

1. Provide a rationale for your request.

Although there are now 2 full-time faculty in Psychology, **faculty load in 14-15 increased to 7.5**, meaning that at least 7 full-time faculty could be supported by the department offerings. Demand is quite strong for Psychology offerings with the sections and waitlists for almost all Psychology courses filled to the maximum each semester, particularly for PSYCH 100 (General Psychology) and PSYCH 105 (Statistics), which are also General Education requirements. **Access and Student Success** are impacted in that many students who need our courses are turned away each semester. The **273.90** FTES in Psychology for 14-15 (EMP) is the result of a 9% increase in sections when there was still only 1 full-time faculty. Given that the average WSCH/FTEF for the College is **464.08**, the 596 WSCH/FTEF in 14-15 (EMP) indicates that the department operates at a level of high efficiency. The major challenge and weakness in the Psychology program for the past 8 years has been the lack of more full-time faculty (Efficacy Report, p. 13). Without more full-time faculty, students will not be able to take general education requirements in Psychology, core courses for the AA-T in Psychology, and Psychology prerequisites for CTE programs, and this will delay graduation and transfer. As the College moves toward growing FTES, the need for more full-time faculty will help with student success. Retention rates have been at 90% for the past 3 years (EMP), however success rates have fluctuated around 65%. Increasing the number of full-time faculty will assist in increasing the goal of Student Success as well as increasing FTES. For Psychology to remain a productive and efficient department, at least **3 more full-time faculty positions** are needed to offer our diverse student population the quality education they deserve.

2. Indicate how the content of the 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.*)

The major weakness and challenge identified in the Psychology program has been the lack of full-time faculty (Efficacy Report, p. 13). According to the Efficacy Team Analysis and Feedback (p. 3), “there is a clear need to hire one or more full-time Psychology faculty.” The **FTES in Psychology for 14-15 is 273.90 (EMP), with 1 full-time faculty. WSCH/ FTEF for 14-15 (EMP) is 596** compared to **586** WSCH/FTEF for **10-11**, when there were **2 full-time faculty**. The retention rate of **90%** (EMP) for **14-15** represents an increase of **10% over 09-10**. The success rate of **65%** (EMP) for **14-15** has decreased since 11-12 which supports the need for

more full-time faculty to increase Student Success. Faculty load was **7.5 in 14-15 (with 1 full-time faculty)** and faculty load will be at least **7.7 in 15-16 with 2 full-time faculty**. The **faculty load for 10-11 was 8.0 (with 2 full-time faculty)** demonstrating a consistent pattern of full-time faculty understaffing in Psychology (EMP). Even with the additional full-time faculty member in Psychology, as the sections increase in the department, the need for additional faculty has also continued to increase. Additional full-time faculty will increase **Access** by teaching needed Psychology courses such as Abnormal Psychology and Developmental Psychology, which also means the department will continue to support the **College Mission** of serving a community diverse learners (Efficacy Report, p. 5, 13). Strategic Initiatives of **Access** and **Student Success** will be supported by additional full-time faculty along with more sections, which will offer more opportunities for students to enroll in Psychology classes needed for transfer and CTE programs as well as providing a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, p. 12-15). Additional full-time faculty will contribute to the **College Mission, Program efficiency, and curriculum currency**. The **learning environment as well as Student Success** will be enhanced by more full-time faculty in Psychology who will have the motivation, time and expertise to support students in general education classes and the Psychology AA-T. Psychology AA-T Degrees **awarded in 14-15 represent an 82% increase** over the number of degrees awarded in 13-14 (EMP). Given that AA-T degrees were only established in 2013, this indicates great potential for growth in the Program as well as support for Student Success. Additional Psychology full-time faculty will help generate more FTES for SBVC while supporting the Strategic Initiatives for the College.

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

The **2009** (p. 12) and **2013** (p. 13) Efficacy Reports identified the decline in the number of full-time faculty as the biggest weakness in the department. There are now two **full-time faculty** members in Psychology, however, the load was **7.5 in 14-15** (EMP). The **current full-time faculty only teach 12%** of the courses offered. As noted in the Academic Senate Resolution, SP12.02, there is a strong need for discipline faculty. The National Center for Education Statistics (NCES) indicates that from 1999-2010, the number of associate's degrees in Psychology increased by 352% (from 1,500 to 6,600, http://nces.ed.gov/programs/coe/indicator_fsu.asp#info). Bureau of Labor Statistics data projections for the fastest growing occupations from 2010-2020 indicate substantial growth rates (35% or higher) in fields that require Psychology classes in Social Sciences Occupations (<http://www.bls.gov/ooh/>). According to CSU Mentor (<http://www.calstate.edu/sas/impactionsearch/Default.aspx>), Psychology is the major with the highest enrollment at CSUSB. Of the 42 transfer degrees awarded in 2014, 27% were in Psychology (http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/6-Year%20Total%20Degrees%20Awarded_07-14.pdf). These sources indicate a high level of student interest in Psychology and a positive job outlook for students who want to transfer or just need a few classes in Psychology for CTE certificates and programs.

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

Having **88% (EMP sheet) of the Psychology department consist of adjunct faculty and having 88% of Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. Access and Student Success goals will not be met if more full-time Psychology faculty are not hired given student interest in transferring. By not hiring more full-time faculty in Psychology, the College and District miss an opportunity to increase FTES and to assist in meeting State goals for Student Success.