

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Sandra Moore and Amy Jennings
Program or Service Area:		Psychology
Division:		Social Science, Human Development and Kinesiology
Date of Last Program Efficacy:		2013
What rating was given?		Continuation
# of FT faculty 2	# of Adjuncts 15	Faculty Load (per semester): 8.2
Position Requested:		Full-Time Psychology Faculty (Request #2 of 3)
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 and Success

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

Although there are 2 full-time faculty in Psychology, **faculty load in 15-16 increased to 8.2**, meaning that at least 8 full-time faculty could be supported by the department offerings. In the past year, 5 adjunct faculty have departed and this includes adjunct faculty that teach advanced classes in Psychology. It is difficult to find Psychology adjunct faculty with teaching experience in advanced classes. **This second position request is for a full-time faculty member to teach abnormal psychology and personal and social adjustment as well as introductory courses.** Both full-time faculty, who already teach overloads, cannot cover all of the advanced and introductory classes offered each semester. The sections and waitlists for almost all Psychology courses fill to the maximum each semester (District Research Office Data Cubes). **Access and Student Success** are impacted in that many students who need our courses are turned away each semester. The **281.56 FTES and 15.40 FTEF** in Psychology for 15-16 (EMP) is the result of a nearly 10% increase in sections over 14-15 offerings. The **548 WSCH/FTEF in 15-16 (EMP)** indicates that the department operates at a level of high efficiency. The major challenge and weakness in the Psychology program for the past 9 years has been the lack of more full-time faculty (Efficacy Report, p. 13). The faculty load for 07-08 was **8.4** (with 3 full-time faculty, Efficacy Report) and **7.5** in 14-15 (with 1 full-time faculty, EMP). The faculty load data demonstrates that the department has been operating with a high faculty load with fewer full-time faculty for a number of years. 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. This will delay graduation and transfer. Retention rates have been relatively steady for the past 4 years (EMP) however success rates have slowly decreased to 64%. 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 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 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 15-16 was 281.56(EMP), with 2 full-time faculty. WSCH/ FTEF for 15-16 (EMP) is 548.** The retention rate of **88%** (EMP) for **15-16** represents an increase of **2%**

over 11-12. The success rate of **64%** (EMP) for **15-16** has decreased since 11-12 which supports the need for more full-time faculty to help increase Student Success. Faculty load was **8.2 in 15-16 (with 2 full-time faculty)** and faculty load will increase as the college seeks to increase FTES, or sections will be reduced due to a lack of faculty who are able to teach the classes. 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). Additional full-time faculty will increase **Access** by teaching needed Psychology courses such as Biological 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 taking Psychology classes and pursuing the Psychology AA-T. Psychology AA-T Degrees (31) **awarded in 15-16 represent an approximately 180% increase** over the number of degrees awarded in 13-14 and a **55%** increase over the number of degrees awarded in 14-15 (EMP, District Research Office Data Cubes). Given that AA-T degrees were only established in Fall, 2013, this indicates great growth in the Program as well as continued 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. 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 **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 **8.2 in 15-16** (EMP). The current full-time faculty only teach 13% 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 **87%** (EMP) of the **Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. Advanced and introductory course offerings will be reduced. Access and Student Success goals will not be met without more full-time Psychology faculty. 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 as indicated by Psychology AA-T degrees.