

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Sciences, Human Dev., Kinesiology
Date of Last Program Efficacy:		Spring 2017
What rating was given?		Continuation
# of FT faculty=2	# of Adjuncts=18	Faculty Load (per semester):8.7
Position Requested:		Full-time Faculty (Request #3 of 3)
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access and Promote Student Success

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

The major challenge for the Psychology program for the past 10 years has been the lack of more full-time faculty, for example, the faculty load for 07-08 was **8.4** (with 3 full-time faculty, Efficacy Report, 2013) which demonstrates that the department has been operating with a high faculty load with fewer full-time faculty for many years. From 2011-2012 to 2014-2015, there was only 1 full-time faculty in Psychology. There are currently 2 full-time faculty members, however Psychology Faculty load **in 16-17 has increased to 8.7**, meaning that **at least 8 full-time** faculty could be supported by the department offerings. In 2016, the Program Review Committee ranked one Psychology position as number 4 for all full-time faculty requests, unfortunately, that has not resulted in a faculty position. It has become increasingly difficult to find Psychology adjunct faculty with teaching experience in Biological Psychology, Research Methods, and other advanced classes. It has also become increasingly difficult and frustrating to deal with departmental issues with 18 adjunct faculty and only 2 full-time faculty. **This third position request is for a full-time faculty member to teach lifespan psychology, personal and social adjustment, and introductory courses.** Both full-time faculty cannot teach all the advanced and introductory classes offered each semester along with supporting students by advising the active Psych Club as well as assisting students participating in research posters for the annual Western Psychological Association Conference. Psychology AA-T degrees **represent approximately 45% (52 degrees) of the AA-T degrees awarded** in 16-17 according to the Office of Research, Planning, and Institutional Effectiveness. As more students seek Psychology classes for general education, CTE programs, or the transfer degree in Psychology, there is a need for full-time faculty to teach more of the advanced classes that students need. For Psychology to remain a department that supports the College's goals of increasing access and promoting student success, 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 FTES (279.62), FTEF (17.49), and duplicated enrollment numbers (2,710) in Psychology for 16-17 (EMP) **support the request for more full-time faculty.** The 2009 (p. 12), 2013 (p. 13), and 2017 (p. 25) Efficacy Reports identified the decline in the number of full-time faculty as the biggest weakness in the department. Retention rates and success rates (EMP) for 16-17 have increased over 15-16. Faculty load (EMP) was **8.7 in 16-17 (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 needed classes. 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 of diverse learners (Efficacy Report, 2017, p. 21). Strategic Initiatives of **Increasing Access** and **Improving 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. 8, 2017). Additional full-time faculty will contribute to the **College Mission, program efficiency, and curriculum currency**. The **college community 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 (52) **awarded in 16-17 represent an approximately 373% increase** over the number of degrees awarded in 13-14 and a **68%** increase over the number of degrees awarded in 15-16 (EMP). 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 current full-time Psychology faculty teach 10% of the courses offered. The Community College League of California Fast Facts 2017, indicates that 70% of nurses in California received their education from community colleges. General Psychology (PSYCH 100) is a prerequisite for the Psych Tech Program and most nursing programs in the State. PSYCH 111, Lifespan Development, is required by most RN to BSN bridge programs in nursing. Psychology is the most popular major at CSUSB (where most of our students transfer) according to the Fall 2016 Quick Facts from the CSUSB Office of Institutional Research. The Psychology Transfer degree (AA-T) has helped contribute to improved student success by providing a clear path to transfer at CSU and the Psychology Program has contributed to improved student success by offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. Despite lower college enrollments in 16-17, most Psychology courses continued to have high levels of student enrollment with fill rates averaging 90% for our courses. Psychology AA-T degrees **represent approximately 45% of the AA-T degrees awarded** in 16-17 according to the SBVC Office of Research, Planning, and Institutional Effectiveness. Students with undergraduate degrees in Psychology may go on to careers in sales, education, and business. The critical thinking and analytical skills students develop in Psychology are highly desirable to employers in many fields and give students flexibility in career choices.

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

Having **90% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. Reduction in advanced course offerings will delay students' progression toward their academic goals. Increased Access and Promoting 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 the number of students obtaining a clear path to transfer to CSU with a Psychology transfer degree as well as increasing the number of FTES, and to assist in meeting State goals for Student Success as indicated by Psychology transfer degrees.