

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2019

Name of Person Submitting Request:		Sandra Moore
Program or Service Area:		Psychology
Division:		Social Science, Child Development and Kinesiology
Date of Last Program Efficacy:		2017
What rating was given?		Continuation
# of FT faculty =2	# of Adjuncts=20	Faculty Load (per semester): 9.8 (49 sections per semester)
Position Requested:		Full-time Faculty (#1 of 2 requests)
Strategic Initiatives Addressed:		Goal 1: Increase Access, Goal 2: Promote Student Success, Goal 3: Improve Culture and Climate
Needs Assessment Resources (includes Strategic Initiatives):		https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/needs-assessment.php

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 13 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). There are now 2 full-time faculty in Psychology with a replacement hire in Spring 2019. Psychology Faculty load **in 18-19 increased to 9.8**, meaning that **at least 9 full-time** faculty could be supported by the department offerings. In 2018, the Program Review Committee ranked one Psychology position as number 1 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 advanced classes. In Fall 2018, some advanced classes were cancelled due to the resignation of a full-time faculty member. If there are not additional full-time faculty who can teach required courses for the transfer degree, the number of students obtaining transfer degrees will decline (as indicated by the decline in transfer degrees in 2019), which will impact the college negatively due to the new budget formula from the State. The 2 full-time faculty can only do so much to enhance the educational environment. **This first position request is for a full-time faculty member to teach lifespan development, child and adolescent development, introductory courses, and possibly statistics and research methods.** Two 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. Despite lower college enrollments in 16-17 and 17-18, most Psychology courses continued to have high levels of student enrollment. Psychology AA-T degrees **represented approximately 47% (74 degrees) of the AA-T degrees awarded** in 17-18 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 2 more full-time faculty positions** are needed to support the student population and 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 (306.16)**, **FTEF (19.47)**, and duplicated enrollment numbers (**2,970**) in Psychology for **18-19 (EMP)** **support the request for more full-time faculty.** These numbers represent high student interest

in Psychology. The WSCH per FTEF (472) reflect the increased number of Research Methods and Statistics courses offered (4 units with caps of 25) and these courses are required for the transfer degree. 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 (EMP) for **18-19** have remained steady compared to 17-18, but Success rates declined slightly for the same time period. Faculty load (EMP) was **9.8 in 18-19** and this load has increased with the college seeking to increase FTES. However, sections in advanced classes will be reduced as they were in Fall 2018, due to a lack of faculty who are able to teach the needed classes. Additional full-time faculty will **increase access** by teaching needed advanced Psychology courses, which also will continue to support the **College Mission** of serving a community of diverse learners (Efficacy Report, p. 21). Strategic Initiatives of **Increasing Access, Improving Student Success, and Improving Climate** 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 a variety of College programs as well as providing a clear transfer path to CSU with the Transfer Degree in Psychology (Efficacy Report, 2017). **Campus climate and culture** 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 transfer degree. 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 approximately 10% of the courses offered in Psychology. The Community College League of California Fast Facts 2018, 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 was the most popular major at CSUSB (where most of our students transfer) according to the Fall 2018 “Did You Know?” Infographic from the CSUSB Office of Institutional Research. The Psychology Transfer degree has helped enhance the educational environment by providing a clear path to transfer at CSU and offering classes that meet General Education Requirements for transfer to 4-year colleges in many other disciplines. 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 approximately **90% (EMP) of the Psychology course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. There will be reduced offerings of advanced classes if more full-time faculty are not hired. Reduction in advanced course offerings will delay students’ progression toward their academic goals, particularly obtaining the Psychology transfer degree. College climate and culture will not be promoted by full-time faculty involvement with students if more full-time faculty in Psychology are not hired. 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 invest in students’ futures, increase the number of students obtaining transfer degrees, and as the number of students obtaining transfer degrees decreases, funding for the College may also decrease based on the State’s new budget formula.