

Data to use for when developing the faculty request justification

Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	Total FTEF	FT FTEF /Total FTEF	FT+Overload FTEF /Total FTEF	PT FTEF /Total FTEF	Total Students (census)	Total Waitlist	# Sections	WSCH	WSCH / FTEF
2014-2015	344.87	8.00	8.40	1.80	0.08	18.28	0.44	0.90	0.10	3,531	999	91	11,041.47	604.18
2015-2016	360.94	7.80	8.53	2.20	0.08	18.61	0.42	0.88	0.12	3,676	919	92	11,554.53	620.93
2016-2017	365.36	7.80	8.67	2.40	0.13	18.99	0.41	0.87	0.13	3,710	751	93	11,695.85	615.84
2017-2018	399.11	7.60	7.47	4.51	0.15	19.72	0.39	0.76	0.23	4,016	543	96	12,777.37	647.78
2018-2019	471.09	7.87	7.07	7.12	0.20	22.26	0.35	0.67	0.32	4,672	636	107	15,081.79	677.48

2018-2019 Data is as of September 30, 2019

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

Our FT contract FTEF only make up 41% of our Total FTEF. Adding more FT faculty would help us increase offerings by providing more sections to students with FT faculty.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

From Fall 2014 through March 2019, the Psychology discipline has had 3600 waitlisted students among 423 course sections. As of 2018, Psy 1 was the 6th largest waitlist in the college, and we could easily accommodate at least 8-10 more sections per semester, as it serves as a GenEd requirement (CSU area D) for all students, and most students who take it are there to complete that requirement. It is also a required course for the Psychology Ad-t and a pre-requisite for Psy2 and Psy50. Psy 9 was the 16th largest waitlist in the college, and we could easily accommodate at least 5 more sections per semester, and it not only fulfills area D GenEd requirement, but is also specifically a pre-requisite for the Nursing programs, and a requirement for the Psychology Ad-t. Psy50 is one of the largest waitlist-to-class cap ratios on campus, as it averages waitlists exceeding 75% of the course cap. This year, we filled an additional section after the semester started due to such strong student demand.

Using the efficency metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency?

From Fall 2014 through March 2019, our WSCH/FTEF average is 619.1, which is well above the college average in efficiency (508.3). We have shown improvements over the past 3 years, and have gained over 650 WSCH since 2014-2015. We have reduced the number of online sections we offer per semester and have spent many hours in discipline meetings discussing pedagogy and ways in which we can try to improve efficiency. We continue to communicate with the Dean of Institutional Effectiveness to develop and refine suggestions on improving efficiency.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

The AD-t has changed our course offerings and program goals immensely, and we are not keeping up with our new program's demands. Both Moreno Valley College and Norco college have hired two new FT faculty in Psychology since the adoption of the AD-t. Although the Psychology discipline at RCC will have a new hire starting the Fall 2019 term, we nevertheless need a new FT faculty hire to accomodate the student demands put on our discipline. For instance, in spite of the new faculty member commencing Fall 2019, we will still be relying on no less than seven (7) PT faculty to teach multiple sections of Psychology courses, including sections of our capstone courses Psy48 and Psy50. This will deprive numerous students the opportunity for regular office hours meetings or interactions with those faculty outside of class time.

Please discuss any specific activities your discipline has participated in with a focus on reducing the equity gap. This could include serving on the equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training.

RCC is a Hispanic-serving institution according to the U.S. Department of Education. We in the Psychology discipline are all sensitive to equity challenges, but one Psychology faculty member works particularly closely on issues pertaining to Latinos, Native Americans, and Veterans. He has run numerous programs and given many presentations at RCC, throughout RCCD, and in the local community including at K-12 schools, highlighting the special needs concerning these populations. Likewise, this faculty member has served as an advisor to a student club devoted to Latinos in education for many years. Additionally, some other members of the Psychology discipline have become involved with the creation of a Latinx association at RCC, to further provide support for Latinx students in our academic community. This new Latinx association has received the recognition and support of Dr. Gregory Anderson, RCC President.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

Psychology has created a Pathways map to help guide students through the program. Psychology classes qualify for GenEd requirements for all students, as well as serve as pre-requisites for many non-psychology majors and to satisfy admissions requirements to other RCC academic programs (e.g., nursing, etc.). Psychology majors now have a straightforward pathway to complete their Ad-t.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

We are all well aware of AB705. Members of our discipline have worked closely with Math faculty (Rogelio Ruiz, Mary Legner, Valerie Merrill) as well as attended workshops held by our division representative (Kelly Douglass) to keep apprised of developing changes. These changes directly impact our students as there is a pre-college prerequisite for Psy48 (intermediate algebra). Laura Greathouse also facilitated discussions on AVID materials within our department.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

The Psychology discipline is represented on Leadership Councils (TLC), committees (Institutional Review Board, honors council, scholarship committee) and academic senate (Behavioral Sciences department representative has been from the Psychology discipline for the past 5 years).

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

We are on a 4 year cycle of SLO assessment, when every SLO will be assessed. In fact, nearly all SLOs across all Psychology courses have been assessed within the past 2 years (the exception is Psych 8, which will be assessed this year). We are also in the process of creating new "ProLOs" to replace the old PLOs, and will be assessing them this year as well. We have met with Dean McEwen numerous times this semester to discuss our SLOs and PLOs, and recently provided an example of one of our assessments for her to share with the assessment committee.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

Psy48 and Psy50 require extra graduate-level training and real laboratory experience than most of our other course offerings. Although the Psychology discipline will have a new FT faculty member this Fall 2019 term, the Behavioral Sciences department would benefit greatly from the hiring of at least one more Psychology faculty member with these qualifications in mind. Specifically, the Sociology discipline is currently working on revising their Research Methods course, with the intention of making Psy 48 a prerequisite course. Therefore, we will need to create even more Psy 48 (Stats for the Behavioral Sciences) course sections in the very near future. Further, the demand for more Psy 50 sections has overwhelmed the Psychology discipline over the last 2 years, and we have struggled to meet this demand. Both MVC and NC have each hired two new FT faculty in the past 4 years with research-focused PhDs and scholarship backgrounds to lead their programs, and RCC would be well-