

Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.

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DEFINITIONS

- o FTES – Full Time Equivalent Students
- o FTEF – Full Time Equivalent Faculty (15 units per semester is full time)
- o WSCH – Weekly Student Contact Hour (calculation includes DSCH - Daily Student Contact Hour -- and Positive Attendance)

| Academic Year | FTES | FT FTEF | Overload FTEF | PT FTEF | Lg Lec FTEF | SUM FTEF | FT FTEF /Total FTEF | FT + Overload FTEF /Total | PT FTEF /Total FTEF | FT to PT Ratio* | Total Students (Census) | Waitlist (as of Census) | # Sections | Total WSCH | WSCH /FTEF |
|--------------------|-----------------|--------------|---------------|--------------|-------------|---------------|---------------------|---------------------------|---------------------|-----------------|-------------------------|-------------------------|------------|------------------|---------------|
| 2018-2019 | 470.99 | 7.87 | 7.07 | 7.12 | 0.20 | 22.26 | 0.35 | 0.67 | 0.32 | 2.12 | 4,672 | 622 | 107 | 15,078.79 | 677.35 |
| 2019-2020 | 535.13 | 9.67 | 7.67 | 7.73 | | 25.07 | 0.39 | 0.69 | 0.31 | 2.24 | 5,289 | 611 | 121 | 17,129.21 | 683.12 |
| 2020-2021 | 523.54 | 10.57 | 8.70 | 8.73 | | 28.00 | 0.38 | 0.69 | 0.31 | 2.21 | 5,370 | 739 | 137 | 15,944.34 | 569.44 |
| 2021-2022 | 487.50 | 11.95 | 8.17 | 7.20 | | 27.32 | 0.44 | 0.74 | 0.26 | 2.80 | 4,711 | 609 | 135 | 14,827.20 | 542.63 |
| 2022-2023 | 524.95 | 10.81 | 8.72 | 8.64 | | 28.17 | 0.38 | 0.69 | 0.31 | 2.26 | 5,077 | 477 | 137 | 15,997.79 | 567.80 |
| Grand Total | 2,542.11 | 50.86 | 40.34 | 39.43 | 0.20 | 130.84 | 0.39 | 0.70 | 0.30 | 2.32 | 25,119 | 3,058 | 637 | 78,977.33 | 603.64 |

Data from EMD Current as of August 7, 2023

*FT Includes Overload and Large Load

Using the ratio of full-time to part-time faculty (Full Time to Part Time Ratio in Column K), please show how the FTEF metrics demonstrate a need for an increase in full-time faculty. The higher the number the more courses taught by FT Faculty. See the Guide + Examples tab for more information on this ratio and possible justifications.

The FT to PT ratio is 2.32. Further, between the 2018-19 and 2022-23 academic years, our FT contract FTEF only comprised 39% of our Total FTEF. In fact, the FT/PT ratio has fallen since 2019, the last time we hired a FT faculty member. Adding more FT faculty would help us increase offerings by providing more sections to students with FT faculty and, consequently, meeting student demand.

Please discuss your waitlist numbers. If you have courses with large waitlists, which CSU General Education requirements do these course fulfill? If you have a large waitlist, it is possible that you can / should offer more sections. Discuss which course / courses have large waitlists and if those courses are required for a specific career or academic pathway.

From Fall 2018 through March 2023, the Psychology discipline has had 3058 waitlisted students among 637 course sections. This is a testimony to the popularity of the discipline here at RCC, as our waitlist numbers did not show a large decrease during the pandemic. In fact, the LHSS Dean mentioned during the Spring 2023 term that Psychology led all LHSS disciplines in the number of declared majors (over 1, 000). Many of our PSY-1 sections are waitlisted, and we could easily accommodate a few 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 AA-t and a pre-requisite for Psy2 and Psy50. Psy 9 also fulfills area D GenEd requirement, but is also specifically a pre-requisite for the Nursing programs, and a requirement for the Psychology AA-t. Psy50 is one of the largest waitlist-to-class cap ratios on campus, as it averages 16.0 on the waitlist (24 cap).

Using the efficiency 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? The District WSCH/FTEF goal is 595 (FA CBA Article X.j.10.a). See the Guide + Examples tab for more information on WSCH/FTEF.

Between the academic years of 2018-19 and 2022-23, our WSCH/FTEF average was 603.64.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need. This could include increased demand which results in a need to offer more classes - growth.

The AA-t has changed our course offerings and program goals immensely, and we are having difficulty keeping up with our new program's demands. We have created two new Psychology courses since 2021 (PSY-10: Personal and Social Adjustment and PSY-11: Human Sexuality) to meet student demand toward satisfying additional C-ID requirements. Although the Psychology discipline at RCC hired two FT faculty for Fall 2019 and 2020, respectively, another FT faculty

assessment, and PSY 21: Human Sexuality), to meet student demand toward satisfying additional credit requirements. Although the Psychology discipline at RCC hired two FT faculty for Fall 2023 and 2024, respectively, another FT faculty member left our discipline to take an administrative position at Norco College during Summer 2023. Hence, we need two new FT faculty hires to accommodate the student demands put on our discipline. Indeed, we will be relying on no less than ten (10) PT faculty to teach multiple sections of Psychology courses during the 2023-24 academic year. 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 student equity gap. This could include serving on the student equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training, attending an equity summit, or attending Center for Urban Excellence training.

RCC is a Hispanic-serving institution recognized by the U.S. Department of Education. We in the Psychology discipline are all sensitive to equity challenges. One of our Latino faculty members is currently serving on the ALASS committee, which is devoted to meeting the academic needs of Latino students. This faculty member has also begun holding extra office hours through the LHSS engagement center and will soon commence at the La Casa engagement center as well. Likewise, this faculty member has served as a faculty advisor to students interested in pursuing Psychology as a major or career for many years. Another faculty member has worked with Latino and other students from various ethnic populations through the STEM center while serving as a mentor to those interested in learning how to conduct behavioral science research. Finally, another faculty member holds district-wide workshops in Psychology with other RCCD Psychology faculty, focusing on career options for those students interested in establishing a career in this dynamic field.

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 (e.g., nursing, etc.). Psychology majors now have a straightforward pathway to complete their AA-t degree.

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?

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

The Psychology discipline is represented on the Resource Development Administrative Services (RDAS) Leadership Council, as well as many committees (Association of Latinx Advocating for Student Success (ALASS), Institutional Review Board, Honors council, and Scholarship committee). Until recently, the Psychology discipline also had faculty members serving on the Teaching and Learning Leadership Council and Academic Senate.

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. We are also in the process of creating new "PLOs" to replace the old PLOs, and will be assessing them this year as well.

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.)

In July 2023, an RCC faculty member accepted the interim Vice President of Academic Affairs position at Norco College. This put a tremendous burden on the Psychology discipline as we scrambled to find individuals to teach what was once her teaching assignment (in fact, we had to cancel one of her PSY-1 sections as we could not find anyone to fill it). Hence, we need a new FT faculty member to teach PSY-2 (Biological Psychology) and PSY-1 (General Psychology) courses, as these were the courses she taught on a regular basis. Furthermore, PSY-48 and PSY-50 require extra graduate-level training and real laboratory experience than most of our other course offerings. Although, the Psychology discipline has two FT faculty members who teach both of these courses every semester, the Behavioral Sciences department would benefit greatly from the hiring of more Psychology faculty members with these qualifications in mind. Additionally, the Sociology discipline revised their Research Methods course with the intention of making PSY-48 a prerequisite course. Hence, we now need to offer even more PSY-48 (Stats for the Behavioral Sciences) sections throughout the entire academic year (including summer and winter intersessions). Further, the demand for more PSY-50 sections has overwhelmed the Psychology discipline over the last 4 years, and we have struggled mightily to meet this demand. As a result, RCC is losing Psy48 and Psy50 students to Norco and MVC as they continue to expand section offerings to "pick up the slack" as we don't offer enough sections to accommodate all of our students. Finally, this puts a big strain on the district system by not having enough offerings because those colleges are maxing out their potential offerings and any additional potential students are forced to go outside of the district to complete their required coursework.