**FACULTY NEEDS ASSESSMENT APPLICATION**

|  |  |  |
| --- | --- | --- |
| Name of Person Submitting Request: | | **John Stanskas** |
| Program or Service Area: | | **Chemistry** |
| Division: | | **Science** |
| When was the last Program Efficacy document completed? | | **Spring 2008** |
| What rating was given? | | **Continuation** |
| # of FT faculty 5 | # of Adjuncts 16 | Faculty Load 11.320 |
| Position Requested | | 1 Chemistry Faculty |

1. Provide a rationale for your request.

|  |
| --- |
| There are currently five full-time faculty in the Chemistry Program and 16 part-time faculty. The department has grown in the last decade generating full-time equivalent faculty load of 11.32 for fall 2010. This is down from a maximum of 11.90 full time equivalent faculty in the spring of 2008 due to the need to limit section offerings.  The statewide average in Chemistry departments, according to the state Chancellor's Office DataMart, is that 67% of all chemistry classes are taught by full-time faculty. This ratio of full-time instruction to all instruction is slightly higher in chemistry than in other fields because of the low unemployment rate and the higher earning potential for chemists with advanced degrees. In our department, we generate load for over eleven full time faculty with five full time employees; less than half of our offerings are taught by full-time faculty (assuming there is no reassigned time in the department).  The department has shown that the level of course offerings is sustainable and needed to meet the demand in our community. To ensure the instructional integrity of the program, faculty with full-time responsibilities to the institution and who are invested in the health and life of the campus must be hired.  The interest in chemistry is due to the expanded interest in medical fields, biotechnology, nursing, teaching, engineering, and the pharmaceutical industry. All of these fields require at least one semester of chemistry and most require three to five semesters of chemistry. |

1. Indicate how the content of the EMP One-Sheet and latest Program Efficacy Report support this request. How is the request tied to program planning? *(reference the page number(s) where the information can be found on the EMP and Program Efficacy).*

|  |
| --- |
| The load generation (full-time equivalent faculty) over the last seven years can be tracked on page 8 of the last programmatic efficacy document. The goal of the Chemistry department is to be the institution of choice for science students in the region. We measure this by expansion and enrollment in our major’s preparation courses. Starting seven years ago, we actively decided to strategically grow our courses and offerings, as well as the ancillary academic support services, required to accomplish this goal. This is evident throughout the last efficacy report. We have accomplished this goal and currently offer classes to more students than any of our nearby, community college competitors. The only program larger than ours is Mt. SAC, which has a much larger population base to draw from, in the region.  The data in the efficacy document and the EMP one-sheet both illustrate the growth the department has experienced. Pages 16 and 18 of the efficacy document indicate faculty load and enrollment trends.  As evidenced in the EMP on page 18, the Chemistry program has become one of the top 10 degrees attained at SBVC. On page 29 of the EMP, the growth of the program in terms of FTES production is available growing from 190 to 270 for the years shown (04-05 to 08-09).  The program referenced needing five sections of general chemistry filled per semester as a goal and in planning documents (EMP page 29). We currently fill five sections of general chemistry now. The planning goals have been achieved, but staffing remains an issue. |

1. Provide updated or additional information you wish the committee to consider   
   *(for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc).*

|  |
| --- |
| With load for more than 11 full time faculty, our efficiency has steadily increased to above 500 for our WSCH/FTEF ratio for spring 2010 and fall 2010. For academic year 2009-2010, the efficiency of the program increased to 500 (WSCH = 486 for Fall 2009, WSCH = 523 for Spring 2010). In addition, FTES production increased to 384 (184 for Fall 2009, 200 for Spring 2010). |

1. Evaluation of related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (for example: Department Budget, VTEA or Perkins).

|  |
| --- |
| There are costs associated with hiring any full-time faculty member that include salary/benefits, technological needs, and professional development. These should be part of the base funding of the college and not from alternative sources of funding. |

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

|  |
| --- |
| The department will continue to rely on part-time faculty when they can be found. The department will continue to attempt to ensure instructional quality as best as it can with such a large cohort of part time faculty. |