**FACULTY NEEDS ASSESSMENT APPLICATION**

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| Name of Person Submitting Request: | | **Susan A. Shodahl** |
| Program or Service Area: | | **Psychology** |
| Division: | | **Social Science** |
| When was the last Program Efficacy document completed? | | **Spring 2009** |
| What rating was given? | | **Continuation** |
| # of FT faculty **2** | # of Adjuncts **16** | Faculty Load **15.2** (2009-2010) |
| Position Requested | | Full-Time Faculty (Request **#1**) |

1. Provide a rationale for your request.

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| The Psychology Department provides instruction that prepares our diverse student population to transfer to four-year colleges and universities and provides them with the knowledge and skills needed to succeed in business, industry, and the professions. All the courses currently offered are transfer-level courses that have been articulated with neighboring four-year colleges and universities.  At one time, not too long ago, there were 6 full-time Psychology faculty and now, in 2010, there are only 2. The third faculty position vacated as a result of the last SERP was not filled, leaving only 2 full-time faculty positions in the department. Despite this reduction in full-time faculty, we still offer between 36 and 40 sections of Psychology per semester (enough load for 6+ full-time faculty). This means that more than 75% of the sections are taught by part-time faculty, many of whom teach at Valley College for a short time and then leave. Without more full-time faculty, it is difficult to maintain any sort of continuity in the quality and even the diversity of our offerings. It is particularly challenging to find qualified faculty who are available to teach during the day when the bulk of our classes are offered.  Furthermore, the demand for Psychology 100 (General Psychology), which meets a General Education requirement, as well as our other course offerings, has increased to the point where every section of Psychology has closed at cap the last three semesters. Additionally, we have had students waiting in line to add and have had to turn many of them away. We are a productive and efficient department that needs at least 3 full-time faculty (and ideally more) to offer our students the kind of consistent, quality education they deserve. |

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).*

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| The following data were drawn from relevant EIS data sheets and the EMP (p. 61 for Psychology) as these data represent the current and correct data.  The FTES for 09-10 is **321.72** (EIS data sheet), compared to 311.61 in 08-09 (EMP p. 61). This is a 3% increase over 08-09 and a 30% increase over 04-05. This represents a steady and significant increase in FTES over the last few years.  WSCH per FTEF for 09-10 (EIS data sheet) is **634.97**, compared to 570 in 08-09 (EMP p. 61). This is an increase of 11% over 08-09 and 18% over 04-05. Since the WSCH per FTEF for the college as a whole (09-10) is 517.08 (EMP p. 17), this is a compelling indication of the efficiency with which the Psychology Department is currently functioning.  The retention rate of **80%** (EIS data sheet) for 09-10 represents an increase of 2% over 08-09 (EMP p. 61) and compares favorably with the college retention rate (08-09) of 79% (EMP p. 16).  The success rate of **60%** (EIS data sheet) for 09-10 represents a steady increase since 04-05 (EMP p. 61) when it was 51%. This also compares favorably with the college success rate (08-09) of 62% (EMP p. 16).  The pass rate of **80%** (EIS data sheet) for 09-10 is slightly better than the college pass rate (08-09) of 78%.  The Psychology Department Needs Assessment submitted in Fall 2008 reflects the reduction in full-time faculty and the high productivity levels of the department relative to the Social Science Division and the college as a whole (Fall 2008 Needs Assessment Document for Psychology, p. 2). It also reflects the necessary increase in the number of part-time faculty teaching our courses. The report provides evidence that the department is a highly-productive “cash cow” for the college with an inordinately high number of part-time faculty. It should be noted that Psychology appears 3 times on the Program Review Final Prioritization List for full-time faculty hires (12/5/08) ranked 3rd, 18th and 20th.  The last Program Efficacy Report presents data reflective of a department trend of increasing both the percent of fill and productivity (Program Efficacy Report, p. 7). The report also identified the decline in the number of full-time faculty as the biggest developing weakness in the department (p. 12). As a result of the SERP retirement last year, there are now only two full-time faculty, with one of the faculty being a transfer from Crafton Hills College.  It is difficult to plan for the future of the department with a revolving door of part-time faculty teaching 75% of our courses. |

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).*

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| As previously indicated, the last Program Efficacy Report identified the decline in the number of full-time faculty as the biggest developing weakness in the department (p. 12). The fact that one of the two full-time faculty is seriously considering retiring at the end of the 2010-2011 academic year further exacerbates this problem. One full-time faculty member will be left to bear the load of continuing to produce high levels of productivity and efficiency without the support of any other full-time colleagues in the department. This is an untenable situation. At least one new full-time faculty member (and preferably two) needs to be added to psychology as soon as possible in order to preserve the integrity of the program and to secure its future. |

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).

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| The approximate cost of an entry-level faculty member is $46,635.95 plus benefits and yearly step increases. The retirement of a senior faculty member will free up dollars to potentially hire two entry-level faculty members. |

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

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| As indicated above, the department with two full-time faculty members is much too small. Having 75% of our course offerings taught by a revolving door of part-timers is not conducive to ensuring quality offerings. If the department is reduced to one full-time faculty member through retirement, then over 85% of the courses will be taught by part-timers. |