FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:	**Sandra Moore**
Program or Service Area:	**Psychology**
Division:	**Social Sciences, Human Development and Physical Education**
Date of Last Program Efficacy:	**Spring 2009**
What rating was given?	**Continuation**
# of FT faculty **1** # of Adjuncts **12**	Faculty Load: **6.3**
Position Requested:	**3 Full-Time Faculty** (Request **#1 of 3**)
Strategic Initiatives Addressed:	**Access and Student Success**

1. Provide a rationale for your request.

The Psychology Department provides instruction that prepares our diverse student population to transfer to four-year colleges and universities, as well as preparation for CTE Programs such as Psychiatric Technology and Nursing (and other health related programs). Psychology also continues to be a popular major at 4-year colleges by providing students with the knowledge and skills needed to succeed in business, industry, and the professions. In order to provide more transfer opportunities for students, 2 new courses (Research Methods and Biological Psychology) have been added to the Psychology Curriculum to support an AA-T in Psychology (currently in the Curriculum Process).

Since Fall, 2011 there has been only one full-time Psychology faculty person. The EIS data sheet shows the department had **261** FTES and **621** WSCH/FTEF in 2011-2012. Data from 2010-2011 shows the department **586** WSCH/FTEF with 2 full-time faculty**.** Given that the average WSCH/FTEF for the College is 525, the **621** WSCH/FTEF in 2011-2012 indicates that the department continues to operate at a level of high efficiency. In 06-07, there were three full-time faculty, 259.05 FTES, and 525 WSCH/FTEF. Even with reduced course offerings, the department still offers enough sections per semester for at least 5 full-time faculty. Without more full-time faculty, it will be difficult to maintain the quality and the diversity of our offerings, especially for the AA-T in Psychology. It is particularly challenging to find qualified faculty who are available to teach during the day when most of our classes are offered, and even more challenging to find qualified adjunct faculty to teach the new courses (Research Methods and Biological Psychology) required for the AA-T in Psychology.

Demand for Psychology 100 (General Psychology), which meets a General Education requirement, as well as demand for our other course offerings, continues to be strong. Student access is impacted in that many students who need our courses are turned away each semester. Psychology is a productive and efficient department that needs at least **4 full-time faculty** to offer our students the kind of consistent, quality education they deserve. Thus, **3 full-time faculty positions** are being requested to replace retired faculty.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? *(Reference the page number(s) where the information can be found on Program Efficacy.)*

The FTES in Psychology for 11-12 is **261** (EIS data sheet) and is comparable to **259.05** FTES for 06-07 when there were 3 full time faculty. WSCH/ FTEF for 11-12 (EIS data sheet) is **621** compared to **586** WSCH/FTEF for 10-11. Since the WSCH/FTEF for the college as a whole

(09-10) was 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 **86%** (EIS data sheet) for 11-12 represents an increase of 3% over 10-11 and represents an increase of 6% over 09-10. The success rate of **68%** (EIS data sheet) for 11-12 represents a steady increase since 06-07, when it was 57%. The faculty load was **6.3** in 11-12 (indicating that there is enough load for 6 full time faculty) and the faculty load for 07-08 was 8.4 (with 3 full-time faculty). This demonstrates that the department has been operating with a high faculty load with fewer full-time faculty for a number of years as retirees have not been replaced.

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 increase in the number of part-time faculty. Psychology appears 3 times on the Program Review Final Prioritization List for full-time faculty hires (12/5/08) ranked 3rd, 18th and 20th. Psychology was ranked as 2nd and 15th on the 10/11 Program Review Final Prioritization List for full-time faculty hires. Program Review for 11/12 did not did not include full-time faculty hires.

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). Since Fall 2011, there has been only one full-time faculty member in Psychology. It is difficult to plan for the future of the program and assist with College and State student access and success goals with adjunct faculty teaching 89% of the courses.

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

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). There is now **only one full-time faculty** member in Psychology. As noted in the Academic Senate Resolution, SP12.02, there is a strong need for discipline faculty. Addressing access and student success issues (i.e., College Strategic Initiatives and new Student Success legislation) while maintaining high levels of productivity and efficiency without the support of any other full-time colleagues in the department creates an extraordinarily difficult situation. At least **one** new full-time faculty member (**preferably three**) needs to be added to psychology as soon as possible in order to meet institutional goals for student access and to provide more support for student success.

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

 Having 89% of our course offerings taught by adjunct instructors is not conducive to ensuring quality offerings or student success. Students interested in CTE programs that use Psychology as a prerequisite will continue to have increasing difficulty in getting access to the class they need. The courses that need to be taught to support the AA-T in Psychology will be taught on an increasingly infrequent basis which will make it even more difficult for the department and college to increase transfers to 4-year colleges. College and State goals for increasing student success and transfers will be severely hampered or not met by not adding more full-time Psychology faculty.