

## FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		<b>Sandra Moore</b>
Program or Service Area:		<b>Psychology</b>
Division:		<b>Social Sciences</b>
Date of Last Program Efficacy:		<b>Spring 2013</b>
What rating was given?		<b>Continuation</b>
# of FT faculty <b>1</b>	# of Adjuncts <b>11</b>	Faculty Load: <b>6.5</b>
Position Requested:		<b>Full-time faculty, #1 of 3</b>
Strategic Initiatives Addressed:		Access, Campus Climate, Institutional Effectiveness and Resource Management, Student Success

Replacement  Growth

1. Provide a rationale for your request.

There has been only **one** full-time faculty in Psychology since Fall 2011, however, faculty load in 12-13 was **6.5**, meaning that **6 full-time faculty** could be supported by the department offerings. Demand for PSYCH 100 (General Psychology) and PSYCH 105 (Statistics), which are also General Education requirements, as well as demand for our other course offerings, is strong with the sections and waitlists for almost all Psychology courses filling to the maximum each semester. Student access and success are impacted in that many students who need our courses are turned away each semester. The **250.96** FTES in Psychology for 12-13 (EIS data sheet) is the result of section cuts and is comparable to **259.05** FTES for 06-07 when there were **4 full time faculty** (Efficacy Report, p. 10). Given that the average WSCH/FTEF for the College is **525**, the **617** WSCH/FTEF in 12-13 indicates that the department operates at a level of high efficiency despite section cuts. The major challenge and weakness in the Psychology program for the past 6 years has been the lack of more full-time faculty (Efficacy Report, p. 13). Without more full-time faculty, students will not be able to take general education requirements in Psychology, core courses for the AA-T in Psychology, and Psychology prerequisites for CTE programs. As the sole full-time faculty member and department chair, I will not be able to continue to handle department chair duties, faculty duties, and a variety of other duties without any assistance from full-time colleagues in Psychology as the college moves toward growing FTES. For Psychology to remain a productive and efficient department, at least **3 more full-time faculty positions** are needed to offer our diverse student population the quality education they deserve. At least **1 full-time Psychology faculty position** (focusing on Statistics and Research Methods) is being requested by the 14-15 academic year with **2 additional full-time faculty positions** being requested after that for a **total of 3 new full-time faculty positions in Psychology**.

2. Indicate how the content of the latest Program Efficacy Report and current EMP 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 major weakness and challenge identified in the Psychology program has been the lack of full-time faculty (Efficacy Report, p. 13). According to the Efficacy Team Analysis and Feedback (p. 3), “there is a clear need to hire one or more full-time Psychology faculty.” The **FTES** in Psychology for **12-13** is **250.96** (EIS data sheet), **with 1 full-time faculty** and

is comparable to **259.05** FTES for **06-07** when there were **4 full time faculty** (Efficacy Report, p. 10). WSCH/ FTEF for 12-13 (EIS data sheet) is 617 compared to **586** WSCH/FTEF for **10-11**, when there were **2 full-time faculty**. The retention rate of **90%** (EIS data sheet) for **12-13** represents an increase of **12% over 08-09**. The success rate of **68%** (EIS data sheet) for **12-13** represents a steady increase **since 06-07, when it was 57%**. This indicates steady but slow progress toward Student Success, however, more full-time faculty are needed to increase Student Success. Faculty load was **6.5 in 12-13 (with 1 full-time faculty)** and the **faculty load for 10-11 was 8.0 (with 2 full-time faculty)** demonstrating a consistent pattern of full-time faculty understaffing in Psychology (EIS data sheet). There has been a high faculty load in Psychology with fewer and fewer full-time faculty for a number of years as retirees have not been replaced since 2008. Additional full-time faculty will increase **Student Access** by teaching needed Psychology courses which also means the department will continue to support the **College Mission** of serving a community diverse learners (Efficacy Report, p. 5, 13). In terms of **Campus Climate**, additional full-time faculty along with more sections will offer more opportunity for students in underserved areas to enroll in Psychology classes and have an opportunity for a clear transfer path to CSU with the AA-T in Psychology (Efficacy Report, p. 12-15). The Program meets the Strategic Initiative for **Institutional Effectiveness and Resource Management** (Efficacy Report, p. 10) in terms of efficiency and curriculum currency and additional full-time faculty will contribute to the **College Mission, Program efficiency, and curriculum currency**. The **learning environment** for students will be enhanced by more full-time faculty in Psychology who will have the motivation, time and expertise to support students in general education classes and the Psychology AA-T. Additional Psychology full-time faculty will support the Statewide Student Success Initiative as well as help generate more FTES for SBVC while supporting the Strategic Initiatives for the College.

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

The **2009** (p. 12) and **2013** (p. 13) Efficacy Reports identified the decline in the number of full-time faculty as the biggest weakness in the department. 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. The National Center for Education Statistics (NCES) indicates that from 1999-2010, the number of associate's degrees in Psychology increased by 352% (from 1,500 to 6,600, [http://nces.ed.gov/programs/coe/indicator\\_fsu.asp#info](http://nces.ed.gov/programs/coe/indicator_fsu.asp#info)). Bureau of Labor Statistics data projections for the fastest growing occupations from 2010-2020 indicate substantial growth rates (35% or higher) in fields that require Psychology classes in Social Sciences Occupations (<http://www.bls.gov/ooh/>). These sources indicate increased student interest in Psychology and a positive job outlook for students who want to transfer or just need a few classes in Psychology for CTE certificates and programs.

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

Having **89% of our course offerings** taught by **adjunct instructors** does not represent the College Mission of quality education for diverse learners. College and State goals for increasing student success and transfers will not be met if more full-time Psychology faculty are not hired.