

19 May 20017

To: EPOC

From: Kathleen Sell, on behalf of the joint chairs of ACTPIS, RDAS, and SAS

On Thursday May 18, the RDAS, ACTPIS, and SAS leadership councils held a joint meeting to prioritize the requests from divisions to fill the nine open full-time faculty positions. A total of eleven requests were put forward. Of those, eleven were identified as requests that were planned / prioritized by divisions for the 17-18 year. MSK requested that one position planned for the 18-19 year—geology/ oceanography—be moved up and included in this round. Fine and Performing Arts also has a position they had planned ahead to request 18-19 and did not ask that it be moved up to this spring's prioritization. The full-time faculty on the councils voted and all members, as well as the IE council, all deans, department chairs, and other interested parties were invited and had an opportunity to ask questions.

Deans presented the full-time faculty hiring requests from their divisions. Requests were presented by Student Success and Support, CTE, LHSS, and MSK. Supporting materials were provided in advance of the meeting by LHSS. CTE and MSK provided a handout with a rationale at the meeting; also provided at the meeting was a copy of the college goals and the human resources staffing principles. Dr. Sell began the meeting with a review of the process and the goals of the process in terms of strategic planning (a written copy of this overview is attached as is the agenda and the rationales provided by the divisions). Participants knew in advance the positions that had been requested and had an opportunity to ask questions. There were only a small handful of questions and requests for clarification or further explanation.

Based on this process, the joint committees recommend allocating the nine new faculty positions below (they are listed in a ranked order based on voting results):

1. General Counselor
2. LS/Microbiology
3. English
4. LS/Anatomy
5. General Counselor/Puente
6. Culinary
7. Communication Studies
8. Math
9. General Counselor

The results for the remaining three positions, in order, were Geology/Oceanography (an 18-19 position), Political Science, and Engineering (both 17-18 requests).

We believe this process was open and transparent and done in good faith by the members of the councils and we thank the deans and divisions for their efforts to deliberate and collaborate and present the needs of their divisions. This process, as with any process, can certainly be improved so that members are able to make the best determination possible on the basis of a careful consideration of college goals and priorities and data.

The joint councils look forward to hearing a response from EPOC and a final determination by the President.

Sincerely,

Kathleen Sell, presiding faculty chair ACTPIS

## Attendance

### ACTPIS Attendees

Co-Chairs: Carol Farrar (management), Kathleen Sell (faculty)

Voting Members: Steven Brewster (f), Angie Fawson (f), Laura Greathouse (f), Tonya Huff (f), Chie Ishihara (f), Juliana Leung (f), Marc Sanchez (f), Victor Sandoval (f)

Non-Voting Members: Kristi Woods (m)

### EPOC Attendees

Co-Chairs: Stephen Ashby (classified) Kathleen Sell (faculty), Susan Mills (management)

Members: FeRita Carter (m), Debbie Cazares (f), Carol Farrar (m), Wendy McEwen (m), Regina Miller (c), Tony Ortiz (c), Eddie Perez (f), Chip West (m), Virginia White (f), Charlie Zacarias (s)

### IELC Attendees

Co-Chairs: Debbie Cazares (faculty), Susan Mills (management), Regina Miller (classified), Charlie Zacarias (student rep)

Voting Members: Hayley Ashby (f), Peter Curtis (f), Janet Lehr (f), Carla Reible (f),

Members-at-Large: Zina Chacon (f), Myung Koh (m)

### RDAS Attendees

Co-Chairs: Stephen Ashby (classified), Chip West (management)

Voting Members: Tucker Amidon (f), Scott Blair (f), Clifford Ruth (f), James Rocillo (f), Ellen Drinkwater (faculty proxy), Peter Westbrook (f), Amber Casolari (f)

### SAS Attendees

Co-Chairs: FeRita Carter (management), Tony Ortiz (classified), Eddie Perez (faculty)

Voting Members: Pamela Crampton (f), Nini Dyogi (f), Sharice Fox (c), LaNeshia Judon (f), James Knieriem (f), Michele Pfenninger (f), Rosa Ramos-Betancourt (f), Elisabeth Thompson-Eagle (f)

### Guests

Patricia Avila, Sandy Baker, Mike Barnes, Scott Bauer, Jami Brown, Jo Scott-Coe, Kristine DiMemmo, Gina Harold, LaNeshia Judon, Jacqueline Lesch, Clara Lowden, Garth Schultz, Mark Sellick, Nivard Somers, Shari Yates

# RIVERSIDE CITY COLLEGE

## Joint Leadership Council Meeting

May 18, 2017 ♦ 12:50-1:50 ♦ Hall of Fame

### AGENDA

#### **Faculty Hiring Prioritization for the new positions allocated for 18-19 AY**

- I. Call to Order
- II. Approval of Agenda
- III. Overview and Introduction (10 minutes)
- IV. Each division has 5 minutes to present the faculty hiring priorities from their divisions.  
  
Counseling, Library, and Academic Support  
CTE  
Languages, Humanities, and Social Sciences  
Math, Science, Kinesiology
- V. Discussion by Committee members (15 minutes)
- VI. Action Item: vote by ballot to determine the 11 positions to recommend to EPOC and then the President
- VII. Report outcome
- VIII. Adjournment

### **Opening Statement**

You have the human resources staffing principles here in front of you.

A note about where we are/ process. Additional positions were announced WHILE we were already in the middle of prioritizing last fall for positions to be hired this year. The next three from the fall's work that were not in the final recommendation were communication studies, history, and a dedicated counselor for CTE. Of those on the ballot this time only com studies is here again from that group. A note about why 9 and not 6: this had to do with sources of funds used to pay for positions—SSSP and Strong workforce. For counseling, this meant converting two existing categorical positions to tenure-track, though still funded by SSSP. So counseling got positions re-categorized to tenure track (attractive for applicants) but did not gain any additional "bodies" so to speak.

This round of prioritizing today is meant to address the needs/ requests for hiring in the 2017-2018 year. Some divisions had mapped out priorities for 5 years—others hadn't, so we asked that divisions discuss/ decide on their faculty hiring priorities for the 17-18 year this spring. Please remember that we saw division level program reviews in the fall and that the Deans' presentations will bring us up to date in terms of the planning done this year and mapping out of faculty needs based on the assessment and updates to program reviews in their divisions.

**As joint councils, our task is to consider these plans/ requests/ rationales from divisions (thank you to LHSS for providing their rationales) also in light of the broader planning framework.**

The Educational Master Plan lays out several goals that pertain to our hiring decisions, including strengthening stem and adding engineering (for another professional pathway and more complete STEM program); moving students who need any remediation through more quickly; making it possible for more students to complete a degree or transfer in two years (thus requiring that we have sufficient faculty and offerings in the core areas all students have to flow through to do this; and making sure that all the pathways/ADTs we offer are sufficiently staffed to ensure students can get the courses they need in a two year time frame; and that we are providing sufficient counseling to help students get into a clear path of study and map their way forward. And we have to be mindful of efficiencies— not all FTES are equal in cost—so it crucial, for example, that we have sufficient offerings in our larger class gen ed

areas to serve student needs and also to help ensure we can pay for valuable programs that might cost more per student. So we need to consider where growth in staffing is warranted by these considerations.

### **Rationale for One Full-Time English Faculty Hire for the 2018-19 Academic Year**

**To begin to implement the discipline's, department's, and division's stated strategic goals and initiatives (namely, basic skills instruction, reduction in remediation, the 1+2+2 pathway, ADT recruitment and completion, faculty advising, engagement centers, and the like), the English discipline requires a minimum of one full-time tenure-track position in the 2018-19 academic year. While this request for one position does not fully address the needs of the discipline as it serves the various college-wide initiatives (as discussed below in more detail below), it will help alleviate some of the more pressing issues that currently challenge the discipline and the college.**

#### **Fostering a Culture of Outreach and Addressing Equity Gaps**

The English discipline is piloting a formal faculty advising program for students seeking the ADT in English and/or transfer to a four-year institution as English majors to help further the college's commitment (as noted in the Student Equity Plan) to create a "culture of outreach," more specifically, "intentional outreach." The practices which the discipline is implementing will likely become a viable model for faculty advising—of both English major students and college-wide basic skills students—elsewhere within the division and perhaps the college. This need for greater faculty-student engagement must be met—and can be met almost exclusively by full-time faculty—and thus supports our request for an additional faculty position.

The English discipline faculty coordinate with students and counselors in the advising and counseling process in order to improve student persistence, retention, success, and completion. Studies over the last ten years clearly support this causative connection of faculty-student engagement and student success. As noted in the SSSP Plan, "Research demonstrates the faculty and student interaction has a positive correlation with increase transfer and completion rates, as well as grade point average. The faculty advisor program will provide a formalized structure to foster faculty and student engagement." While our English major population is admittedly not very large, the discipline also is working to implement, assess, and revise a Basic Skills/College Readiness Faculty Advising program which will require a large scale effort on the part of faculty, given that the discipline serves roughly 2000 basic skills students per semester.

All data in this rationale was pulled from the Enrollment Management Dashboard as of April 25, 2017.

In order to meet the needs of those basic skills students—and especially to reduce the equity gap for our African American and Hispanic students—our part-time faculty must have substantial and sustained training in faculty advising for unprepared and underprepared students, training which will be designed, implemented, and assessed by full-time faculty. Additionally, this resource request will directly address the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students"; "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units"; and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students describe here—"first-time," "at-risk"—test into our basic skills courses and need the college's academic support, and the discipline needs the staffing resources to train faculty to provide that support. To serve such a large population as RCC's and address such severe equity gaps in our

basic skills, transfer composition, literature, and creative writing students, the English discipline will need additional full-time faculty.

In addition to overt faculty advising initiatives, in which declared and potential English majors are assigned to full-time English faculty advisors and unprepared/underprepared students receive academic advising inside and outside the classroom, the English discipline wants to improve faculty-student engagement through “open office hours” in the Transfer Engagement Center and the College Readiness Engagement Center (once it’s established). Such faculty advising efforts for the discipline’s English majors and basic skills students will require an immense time commitment that can only be asked of full-time faculty. Given that these initiatives will be ramping up considerably over the next year, a full-time English faculty hire for the Fall 2018 term is appropriate and necessary to meet our students’ needs.

### **Remediation and Placement**

To reduce student remediation and improve the likelihood of students enrolling in and passing English 1A as part of their degree, certificate, and/or transfer plan, the discipline has created a new course, English 70, to reduce the number of entry/exit points in our composition sequence and has expanded the roll out of English 80, our accelerated course which moves students from (essentially) the 60A/B level to the 1A level in one term. Both English 70 and 80 encourage substantially more affective domain attention, which places demand on faculty and students, a demand that adjunct faculty will have limited resources and time to meet. Full-time faculty will have better training, closer familiarity with the curricula, and greater access to the necessary resources to help these students persist and succeed. And given that approximately 1000 students will be enrolling in these courses each semester, meeting that demand will place an even greater burden on full-time faculty, a burden that can and must be alleviated with a new faculty hire.

As well, the college wants to expand its use of alternative placement mechanisms such as the ERWC and MMAP, so English discipline faculty must work with local school districts such as AUSD and RUSD to improve the college readiness of their high school graduates. This requires a substantial time commitment on the part of English faculty to meet with local school teachers, coordinate norming sessions for RCC and AUSD/RUSD instructors, implement dual enrollment programs, and implement RCC curricula in AUSD/RUSD classrooms. All data from the Office of Institutional Effectiveness indicates a clear trend of more students accessing English 1A earlier in their college career, but in need of greater support to be successful. As an example, the college is expected to enroll over 1500 students in English 1A in Fall ’17 alone. Once again, full-time faculty are going to be better equipped to serve these students and assist them in achieving their academic and career goals.

| <b>A Review of the Data<br/>2013-2014</b>                   | <b>2014-2015</b> | <b>2015-2016</b> | <b>SUM/FAL16</b> |        |
|---|------------------|------------------|------------------|--------|
| <b>Percent of English courses taught by Adjunct Faculty</b> | 64.8%            | 67.4%            | 69.2%            | 67.8%  |
| <b>Fill Rates</b>   | 92%              | 90%              | 90%              | 92%    |
| <b>Retention Rates</b>                                      | 83%              | 83%              | 84%              | 79%    |
| <b>Success Rates</b>  | 65%              | 65%              | 66%              | 63%    |
| <b>FTES</b>   | 1652.88          | 1705.23          | 1747.54          | 852.56 |
| <b>WSCH/FTEF</b>  | 512.43           | 523.00           | 514.04           | N/A    |
| <b>Enrollment</b>   | 9854             | 10012            | 10335            | N/A    |
| <b>Waitlists</b>  | 2625             | 1962             | 1954             | 1258   |

### **Proposal for Full-time Faculty Hire, 2017-18 Department of Economics, Geography and Political Science Discipline of Political Science Introduction**

When Political Science was asked to formulate a strategic plan for 2016-2021, it faced several disadvantages. For example, it had recently completed its Transfer Model Curriculum (“TMC”) and Associates Degree for Transfer (“ADT”) and, as a result, had no students who had earned degrees. It also did not have information on the number of students who had declared the major or what interests within the field they wished to pursue. Because of this dearth of information and the discipline’s interest in making prudent, sustainable decisions, the discipline members opted to wait a year for information regarding the number of students interested in the major, to peg its growth to the projected growth rate for the institution articulated in the Educational Master Plan and to assess the discipline’s needs and recalibrate its overall plan when the data became available.

As part of its first-year assessment of its five-year plan, Political Science gained information regarding the number of students who declared the major, polled their areas of interest and their intended foci for subsequent studies and analyzed the data regarding fill rates, retention and success. It considered this information relative to the five goals of the Educational Master Plan and concluded that the goals of the discipline, which are detailed below, could only be realized by having another full-time faculty hire to address.

With the foregoing in mind, this proposal 1) offers some basic information regarding the discipline (e.g. efficiency, fill and success rates), 2) explains the trajectory of the department for the next four years and the directions it endeavors to pursue to meet student, institutional and community needs and in so doing 3) argues that the discipline needs a full-time faculty member to attain these goals.

#### **Information about the discipline**

Over the past decade, the faculty in Political Science have built the discipline in a prudent manner that reflected student need. During the economic downturn, the discipline was resigned to curtailing offerings markedly to meet the fiscal needs of the institution. When opportunities to offer classes presented themselves, the discipline balked at opening sections without considering the effect this would have on the long-term goals of the discipline, the needs of students and the economic realities of the time. As a result, Political Science did not grow to the same degree as other disciplines and departments and could not offer arguments for full-time faculty hires that were predicated on measures such as part-time/full-time faculty ratios.

In the last few years, the discipline has grown thoughtfully and has been able to maintain high fill rates and strong retention and has provided impressive efficiency numbers. For example, the discipline’s primary course – American Politics (POL 1) – which fulfills the American Institutions requirement in the CSU system and the American History and Institutions in the UC system – has high rates for enrollment, retention and efficiency. The data over the past four main semesters<sup>1</sup> are as follows: (The discipline can offer intersession data if necessary).

**Fill Rate Retention Efficiency**  
**Spring 2015** 92.7% 75.3% 712.8  
**Fall 2015** 97.2% 77.7% 747.5  
**Spring 2016** 94.2% 72.9% 724.4  
**Fall 2016** 98.3% 79.7% 755.7

American Politics also acts as a service course for many disciplines and departments within the LHSS division and the college more generally. Indeed, the overwhelming majority of students who take POL 1 are doing so to fulfill a general education requirement for a different discipline or program. As a result, the discipline has typically scheduled many POL 1 classes to meet student needs outside of the discipline itself. This puts the discipline in a bit of a bind as American Politics is also a majors-specific class and must be taught with the appropriate rigor. The balancing act of serving the needs of non-majors while also making sure that the courses are sufficiently rigorous for articulation is no mean feat. Although American Politics classes convince many students that their interests lie in the major, POL 1 serves primarily as a course that benefits students throughout the school, particularly non-majors. The other major courses for the discipline (i.e., Comparative Politics (POL 2), World Politics (POL 4), and Political Theory (POL 11)) have seen an increase in their enrollment figures and efficiency. This is the result, in part, of reversing course in Fall 2015 on a decision made in the discipline's 2012 Comprehensive Program Review to offer the major's courses every regular semester, beginning in Fall 2013. The discipline made this change to determine whether there was a demand for the courses that was not the result of the Great Recession. (The courses were in extremely high demand at the time, with waitlists that mirrored their course caps.) The discipline found that the demand was artificial, likely because of the Great Recession, and returned to offering its major's courses yearly. The discipline also reduced the course caps to 35 as the courses are 1) writing intensive<sup>2</sup> and 2) designed for majors. Despite this, the fill rates, retention and efficiency for the classes have been impressive:

### **Fill Rate Retention Efficiency**

**POL 2 (F15)** 114.2%<sup>3</sup> 77.7% 679.9

**POL 4 (F15)** 137.1% 87.2% 816.0

**POL 11 (F15)** 97.1% 88.2% 578.0

**POL 4 (S16)** 128.5% 75.6% 765.0

**POL 2 (F16)** 131.4% 82.6% 782.0

In addition to these figures, the classes for the discipline have had waitlists, on average, of almost 20% of class caps, which has prompted the discipline to add more courses to meet student need. At the same time, the discipline has been notified that it has 46 enrolled majors. Now that this has been determined, the discipline is in the process of reaching out

<sup>2</sup> American Politics is also a writing-intensive course, but the discipline keeps the cap at 49 so that the efficiency can help to fund the college's lower-cap programs (e.g., Nursing).

<sup>3</sup> Currently, the discipline has been allowing enrollments in POL 2 and POL 4 to surpass the cap of 35 to meet student need and because there is concern that offering courses more regularly may compromise our efficiency. We will continue to monitor enrollment trends and adjust accordingly. We will meet with them formally to bring them together as the Political Science Student Association ("PSSA") to offer faculty advising, to determine student needs for the major and institutional needs for student equity and success. The discipline faculty are also undergoing cultural competence training so that they can help address equity gaps in student populations.

### **Directions for the discipline**

Were it just that Political Science was growing and had classes that justified another fulltime faculty hire, we could end our argument here. However, the discipline is focusing its energies on addressing three core student needs: students interested in pursuing careers in practical politics; students interested in pursuing careers in law; and, students interested in pursuing alternative fields such as political economy and sustainability studies. We will address these three interests, and the development of the respective pathways, in order.

Following recent polls of Political Science majors by discipline faculty, the discipline has decided to bring back its internship course, POL 14, and to retool it to provide internship opportunities for students interested in pursuing careers in politics. To do this, the discipline is in the process of working with local politicians at the city, county, state and national level and is reaching out to campaigns and officials to secure internships for interested, high-achieving students. Doing this satisfies a number of goals for the discipline and its students. For example, internships allow students interested in careers in politics to get practical experience. By working for elected officials, they will become more aware of the needs and demands of elected office and gain "service learning" as well as college credit. This will also give them the opportunity to network with political actors, parties and interest groups and make valuable connections. At the same time, the students will be able to procure letters of recommendation for future endeavors, something that will allow them to have a competitive advantage when transferring to four-year institutions or seeking paid positions in politics.

The second pathway for political science majors is the Pathway to Law that has been established between RCC and several Southern California universities. The discipline currently teaches a course on the law and politics (POL 5), but it wishes to work with Professor Laneshia Judon to strengthen the pathway and provide better opportunities for students to matriculate in pre-law majors. As with students interested in careers in politics, the discipline is working to secure law internships for interested students. The discipline also needs to explore the recent CSU concentration of Law, Public Policy and Society. The discipline is already in discussions with member pathway schools, such as UC Irvine, to help build the Pathway to Law and ensure its success for our students.

The discipline is also looking to create interdepartmental synergy with its fellow disciplines of Economics and Geography to help our students pursue careers in fields such as Political Economy and Sustainability. The discussions surrounding this work are tentative, but discipline members are keenly aware that several students who have specialized in Political Science have gone on to earn degrees in Political Economy at schools like UC Berkeley and UC Santa Cruz and are interested in environmental policy and pursuing nongovernmental organization (“NGO”) work for policy institutes and other groups. It is imperative that the disciplines work together to help our students to reach their goals in these fields.

Finally, the discipline plans on working with its feeder high schools (e.g., Riverside Poly) to make students aware of the pathways for those interested in political science that are offered at Riverside City College. We hope to use our award-winning Model United Nations team, and its members, as recruitment tools to bring students into the discipline and to make them aware of the low-cost, high-value education that our discipline provides.

#### **Institutional alignment and the need for a full-time hire**

Considering all the changes that the discipline is planning on making, we argue that we need another full-time faculty member to ensure that our students receive the best education possible and can successfully navigate our pathways. We also argue that these proposed changes are very much in alignment with the five college goals laid out in the college’s Educational Master Plan. To wit:

1. The discipline is making its modifications to increase student success by offering clear pathways for career options. It is using the data provided by Institutional Planning and Development to inform its decision-making.
2. The discipline is offering a robust plan for faculty advising and is working with student support to increase student access.
3. The discipline has changed its course offerings, modified its scheduling and is ongoingly assessing its metrics to make it more efficient and effective. It is taking strides to increase its success rate without compromising its standards for scholarship and its core faculty are committed to this end.
4. The members of the discipline are undergoing ongoing training in pedagogical techniques, relevant technology and cultural competence to foster more inclusive learning environments.
5. The discipline will be working with local political actors and groups – and other institutions in our community – to help create the leaders of tomorrow.

To be able to accomplish these ambitious goals that the discipline has set for itself, it needs another full-time faculty member to shoulder the burden. Although we believe that we have made this case convincingly, we welcome any questions or clarifications on any issue raised in this document.

All the best,

Dariusz Haghghat, Professor of Political Science

Ward Schinke, Associate Professor of Political Science

Mark Sellick, Professor of Political Science

#### **Communication Studies Faculty Hiring Request, May 2017**

##### **The Communication Studies Department is requesting one new full-time faculty position.**

COM is a fast-growing discipline with more than 300 RCC students declaring they are following the COM Pathway (Associate Degree for Transfer: ADT) during the 2016-2017 academic year. The August 2016 C-Brief, a publication of the National Communication Association, reported on the latest data from Georgetown University’s Center on Education and the Workforce which shows that COM ranks 6th in undergraduate majors. Moreover, nearly every student in every pathway at RCC will need to come through a COM class. COM is one of the golden four; every student in a CSU Pathway needs a COM class. COM 1, 6, 9 are the only courses that meet the Oral Communication



requirement for CSU GE (Area A1) & for IGETC (1c). Thus, the discipline is integral to the college's mission of moving more students toward transfer and/or graduation. Nearly all transferable COM courses are options in various other CSU GE categories which is relevant considering ~75% of RCC transfer students move to a CSU. In fact, COM 2 and COM 3 meet the critical thinking requirement for CSU GE (Area A3). Every NURSING student needs to complete COM 1 or 9 and COM courses are included in several other certificate patterns including Investigative Assistant, Education Paraprofessional & Retail Management. COM courses are also part of the dual enrollment programs at Rubidoux and North High School with recent discussion about inclusion at Arlington and Jurupa Valley High School. In Fall 2017, COM courses are slated to be part of learning communities serving cohorts of students following the Pathways to Business and Pathways to Law.

COM serves ~ 4400 students per year and is reliant on PT faculty to do so. With a FT:PT ratio of 26.5:73.5, COM is not even close to the recommended 75:25 ratio. Further, the ~25 part-time faculty teaching COM are, with a few exceptions, regularly teaching a full 0.6 FTE. COM is facing serious staffing challenges, a trend seen at many other community colleges in Southern California. The department is often contacted by other local colleges asking for help finding COM faculty for their classes. To avoid cancelling classes, the FT faculty have taken on more overload than desired. Further, as the discipline works to hire PT faculty, we find that the pool of applicants will have only a few that meet minimum qualifications. Note the pattern below regarding a diminishing number of applicants in the pool and an even smaller number of qualified applicants:

- Mid Fall 2014: 38 in pool, 7 were eligible & invited, 4 were hired;
- Late fall 2014: only 2 new applications, 2 were eligible & invited, 1 was hired;
- Spring 2015: 2 new applications, 1 eligible & invited, 1 was hired;
- Spring 2016: 44 in pool, 8 were eligible & invited, 2 were hired;
- Fall 2016: 36 in pool, 8 were eligible & invited, 2 were hired;
- Spring 2017: 7 in pool, 1 was eligible and invited, 0 have been hired.

Additionally, though the state is recovering from the recession, COM has not yet fully recovered in terms of FT faculty, having previously had 6 FT faculty and now having only 5.

In our program review, COM has set a goal to increase ADT pathway students by 1% along with retention and success. COM faculty regularly participate in efforts and programs designed to increase student retention and success, critical to the college goals identified in the Educational Master Plan. These efforts include, but are not limited to: Cultural Proficiency Training, La Casa, CAP and non-CAP learning communities, Canvas training & Puente participation. To aid these efforts, the COM faculty have organized faculty-student meet-n-greet events as well as workshops focused on using Blackboard effectively in COM classes, listening skills, time management for course success, speaking with confidence, etc. Further, COM faculty have continued informal advising and continue to follow the college's efforts to formalize faculty advising. However, without the addition of FT faculty, we are anxious about our ability to do this well given that with existing numbers (300 ADT students, 5 FT faculty), each FT faculty would need to advise ~60 students.

With unstaffed classes for Fall 2017 and a limited/nonexistent part-time pool, COM is facing a strong likelihood of cancelling classes which is not going to help the college reach the projected FTES targets that we are all so diligently working toward. Further, to continue to focus attention on student success and retention initiatives which include pathways involvement, faculty advising, student equity focused activities, more faculty-student contact, etc., more full-time COM FT faculty are needed.

| <b>Communication Studies</b>             | <b>2015-2016</b> | <b>2016-2017**</b> |
|--|------------------|--------------------|
| <b>Data* 2014-2015</b>                   |                  |                    |
| <b>% of courses taught by PT Faculty</b> | 71.1%            | 73.5%              |
| <b>FTES</b>                              | 411.45           | 444.77             |
| <b>Retention Rates</b>                   | 85%              | 85%                |
| <b>Success Rates</b>                     | 71%              | 72%                |
| <b>Fill Rates</b>                        | 90%              | 90%                |
| <b>WSCH/FTEF</b>                         | 454.63           | 451.00             |
| <b>Headcount</b>                         | ~4000            | ~4400              |

\*\*\*

~4700



## Faculty Positions request from STEM-Kinesiology

---

**2 Life Sciences positions will generate ~100+ FTES, while students will have access to these courses (meet waiting list). The assumption is that the faculty will teach only 1.0 FTE per semester.**

**FT Microbiology position: could generate ~ 40 FTES per year.** This assumes the individual teaches two lecture sections (48 each since labs are capped at 24) and three lab sections (24 each) per semester for Fall and for Spring. This would also assume that the individual does not want to teach overload or teach during an intercession. We are conservative here since it is certainly possible that the individual would want to teach more than the assumed 1.0 FTE per semester.

**FT Anatomy and Physiology position: could generate ~ 52 FTES per year.** This assumes the individual teaches two lecture sections (64 students each, labs capped at 32) and three lab sections (32 each) per semester for Fall and for Spring. As before, this would also assume that the individual does not want to teach overload or teach during an intercession. We are conservative here since it is certainly possible that the individual would want to teach more than the assumed 1.0 FTE per semester.

**Release time for current LS faculty is as follows:**

**Combined Totals:      Fall FTE release: 1.6      Spring FTE release: 1.4**

**Engineering Faculty position:** This request is part of a new initiative that will be launched in the STEM-K Division. Currently, we do not have an organized program or pathway for the engineering; interested students take some courses for transferring to a University. We expect to develop several new courses for Engineering Pathways, and it is important to have a dedicated faculty member who shall take full ownership for the Engineering program development and recruitment. There was a perception that students who need to transfer need only 2 courses and these were not sufficiently enrolled, thus cancelled in the past. The Division would like to change the thought process by offering a fully functional pre-engineering

pathway with a dedicated public relation and recruitment efforts. The Program will be fully supported by various student success plans, College Promise program (all students are expected to be college ready), and articulations with major transferring institutions such as UCR and CSU system.

**Mathematics Position:** The Department request the position to lead efforts to increase success rate of pre-college math students. Department generates about 2250 FTES offering 350 sections.

**Geology and Oceanography Position:** The growing student population at RCC has increased the demand for courses across all disciplines. This is true in the Physical Sciences as well and as we have described many times in our Program Review documentation, the Physical Sciences have become a bottleneck for students attempting to graduate from RCC. This has been alleviated somewhat with the recent hire of an additional Physics faculty member. However, many students are not science majors and do not need Physics, Chemistry, etc. for their major but still must take a science with a lab to fulfill their graduation requirements. Geology and Oceanography courses provide both science and non-science majors with a pathway to fulfill the science requirement with courses that are not multi-semester series but still introduces them to the nature of Physical (hard) Science. Unfortunately, many students desiring these courses are unable to enroll in them due to the increased demand. The Physical Science department currently has one full-time faculty and is employing two part-time faculty. The full-time faculty member is teaching a 0.6 overload in fall and spring semesters and a 0.6 load in the winter. Part-time faculty are teaching a combined 0.8 load in the fall and spring semesters, a 0.2 in winter and a 0.4 in the summer. A recent review of enrollment data shows that both day and evening class are consistently full and faculty must turn away many students on the waitlists. The data suggests that the addition of another full-time faculty would serve an additional 350 students per year, and perhaps more with overload courses, and we would likely still employ part-time faculty. In addition, we have a new course that will begin being offered in Fall 2018, Earth Science for Educators, which is a requirement for the Elementary Education ADT and, as indicated in the new course proposal, additional faculty are necessary for us to offer that course on a regular basis. **Finally, an additional faculty would increase our facility efficiency statistics since the dedicated geology lab is underutilized each day of the week.**