

Faculty Prioritization Worksheet

Faculty Requested 1.0

Data from EMD

Data to use for when developing the faculty request justification

Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	Total FTEF	FT FTEF /Total FTEF	FT+Overload FTEF /Total FTEF	PT FTEF /Total FTEF	Total Students (census)	Total Waitlist	# Sections	WSCH	WSCH / FTEF
2014-2015	293.14	3.10	3.67	9.58		16.35	0.19	0.41	0.59	2,908	675	85	9,384.25	573.96
2015-2016	343.08	3.15	3.93	11.98		19.07	0.17	0.37	0.63	3,421	639	100	10,982.77	575.93
2016-2017	380.73	3.40	5.17	13.10		21.67	0.16	0.40	0.60	3,783	580	112	12,188.40	562.54
2017-2018	395.19	4.60	5.22	12.29		22.11	0.21	0.44	0.56	3,927	491	115	12,652.24	572.23
2018-2019	386.83	4.60	5.27	11.37		21.23	0.22	0.46	0.54	3,915	543	111	12,382.86	583.16

2018-2019 Data is as of September 30, 2019

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

Reviewing the 2017-2018 academic year, ECE full time faculty taught 21 percent of the ECE courses, while part time faculty taught 79 percent. Adding overload sections to full time faculty teaching loads, full time faculty taught 45 percent of the ECE/EDU courses whereas part timers taught 55 percent of the courses. We could not generate the current FTES without the full time faculty teaching overloads; there are not enough part time faculty, particularly available for day time courses. If the goal is for full time faculty to teach 75/25 ratio, then more full time faculty are needed. Furthermore, we have added three new degree patterns: Two new ADTs including AA-T Elementary Education and AA-T Child Adolescent Development that were approved Spring 2019 and another Spring 19 approved transfer degree to UCR (AA in Education, Human Development & Special Needs). In recruiting students for these additional programs, we need to offer more courses and need more faculty. We have found that our part time faculty pool is rich with qualified teachers that have full time jobs, but are not available to teach during the day time course offerings. We would also like to expand our CCAP course offerings but require more faculty. Honestly, the current full time faculty have multiple responsibilities, want to expand programs, advise current college students, serve on multiple committees, and be true assets to our community college but we need another faculty member to complete our goals.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

The majority of ECE/EDU courses have waitlists. There are several capstone courses that do not generate a waitlist but are available for students to complete their degree pattern. We closely watch the waitlists, but as we know, waitlists are not an accurate reflection of student demand since students can add to multiple waitlists. We have learned that a full waitlist does not mean that adding an additional section is necessary. For our discipline, a full waitlist equals approximately 40 percent demand. We incorporate the waitlist data to build our course schedules in addition to "fill" patterns.

Using the efficeney metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency?

The average discipline efficiency is 559.2 over the past five years. The majority of our course caps are set at 40 per section due to the time-intensive nature of grading competency-based projects and coaching developing teachers. The discipline adds as many students as pedagogically sound. We also maximize efficiency in the high-demand sections of morning and online courses. Afternoon courses are typically the last to fill. We would like to offer more online courses and know the courses would fill but we (prudently and guardedly) only extend online teaching opportunities to seasoned faculty that we know will give the online students the attention that all students deserve. We desperately need more faculty that can teach during the day.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

The data supports the need for more faculty available to teach day time courses. The lack of part time faculty to teach online and daytime courses has necessitated the need for another full time faculty member. Our discipline does not ask for a new faculty members in every program review or haphazardly; in order to meet student demand, the data of our course offerings and student population patterns justified the need for another faculty member.

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training, attending an equity summit, or attending Center for Urban Excellence training.

EAR/EDU faculty regularly participate and hold workshops training other faculty about student equity. A core course of ECE is entitled, Teaching in a Diverse Society, which we all regularly teach and participate in statewide discussions. In fact, the ECE statewide Curriculum Alignment Project (CAP) mandates student learning outcomes reflect diversity in every ECE/EDU course. For the past two years, we have had a faculty retreat training faculty on restorative justice/practices, stress and trauma, and personality/temperament-based interactions. One of the lead Ally trainers in our district is a full time ECE faculty member. We meet regularly with students advising on certificates, degrees, credentials, transferring and careers with students. One of the full time faculty members serves on the equity committee and attended the equity summit. Another full time faculty member is co-chair of GEMQ and is directly involved in Pillar 4 addressing equity.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

Of course, ECE & EDU have pathways maps. We are currently offering one learning community with EAR 20 and REA 3. We regularly schedule eight-week accelerated courses. ECE/EDU is diligent about recommending tutorial services, ILA 800, and the reading/writing centers to promote student success. We have offered six courses at the local high schools as part of the CCAP agreements. We would like to expand our CCAP offerings but do not have the day time faculty to add additional sections. We also have established partnerships with UCR and CSUSB for our transfer students. Partnerships continue with local school districts in placement of practicum students.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

Two faculty have participated in the AVID training. Information garnered by all trainings are shared in full time faculty meetings as well as entire discipline faculty meetings including the part time and full time members.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

One of our full time faculty members is the co-chair on GEMQ (Institutional Effectiveness) and has co-authored standard 1 of the accreditation report. We have a full and part time faculty member serving on the Academic Senate. One of our faculty members serves on curriculum committee. Two of our faculty members serve on the Faculty Association Executive Board. A full time faculty member serves on the assessment committee. Another full time faculty member serves on the student equity committee. We have multiple faculty that serve outside of the district as consultants, board members, and grant coordinators. [Reminder: we only have 3 full time faculty members.]

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

Our discipline is very active in assessment activities. We have completed 100 percent of the scheduled assessment of courses. In 2018-2019 we completed PLO assessment for one of our ADTs.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

There are only three full time faculty members in our discipline. In order to move forward with our program goals and maintain our level of committee work, we need a fourth faculty member. It would be ideal if we had more full time faculty to share the department workload in all the endeavors that were addressed above. To reiterate, three new degree patterns that were approved in spring 2019 are now in the catalog and we would like to promote and offer courses to meet the needs of the students. We want to grow our programs and meet our students' demands for those programs and capture the students that want to transfer into Elementary Education and Special Education but there is just not enough faculty to teach the needed courses. We would like to serve on more committees and participate in more of the college committee work. We are quite busy, efficient, and productive but we need another full time faculty member to share in the workload. Our discipline faculty are the "people" you see at everything--we are even in your email inbox--but we need more help and our students deserve more full time faculty.