Riverside City College

Disipline Requesting: Music

Faculty Prioritization Worksheet
Data from EMD

Faculty Requested Full Time General Music

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	682.40	11.89	7.30	20.87	0.23	40.29	0.30	0.48	0.52	5,038	338	203	21,849.29	542.32
2015-2016	730.21	11.12	7.78	22.57	0.35	41.83	0.27	0.45	0.54	5,241	272	208	23,378.12	558.94
2016-2017	746.92	11.20	8.45	21.42	0.14	41.21	0.27	0.48	0.52	5,211	134	203	23,908.44	580.10
2017-2018	805.97	13.12	10.45	24.31		47.88	0.27	0.49	0.51	5,569	214	208	25,800.86	538.87
2018-2019	831.96	13.40	10.83	24.93		49.16	0.27	0.49	0.51	5,964	295	226	26,633.38	541.76

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.

The Music Department has grown significally in the past 5 years. Our FT to PT ratio has grown from 11.9/28.2 in 2014 to 13.1/34.7 in 2018. The numbers were even higher in 2019 and we are on schedule for about a 5% increase this year

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.

In working closely wth the Dean, the Music Department has been very strategic in adding sections when the waitlist show the need. The largest waitlists are with our General Education transfer classes (Music 19, 25,26 and 89)

Using the efficieny 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 Music Department has tried very hard to be a model for efficiency. It has been well above the 525 mark every year except 2017-18 with an average of 542. We have addressed the issue with 2017-18 and it was corrected in 2018-19 and we are continuing to increase.

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

The biggest trend in the Music Department is growth. We have grown from 682 FTES in 2014 to 830 FTES in 2019 and we are on schedyle for another 5% increase. We have made our target number each year fopr the past 3 years and our scheduling has been 100% efficient

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.

The Music Department have always always been active regarding student access and equity. The Department is represented on the student equity committee, the department hosts a welcome day just for music students each year and this Summer it hosted 2 engagemwnt center open houses. The faculty have been very active in faculty advising and has indentified students to be peer advisors

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?

The Music Departmwnt was the first Department to offer a fdegree and the first department to submit a pathway. We work very closely with our local transfer universities to make sure our classes are up to date. We were also th first department to assess all SLO's and PLO's

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?

Many of our faculty have participated in the Avid training and are using it in the classroom. Most of the faculty have attend the Canvas training, but the Music Department faculty mostly focus on Music specific workshops and seminars

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

The Music Department has representation on the following commitees; Senate, Curriculum, DLC, DE, RDAS, GEMQ, Teaching and Learning, Assesment, Program Review, Enrollment Management, Graduation, Student Success, and Faculty Development/

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?

All SLO's and PLO's for all Music classes have been asessed. Jasminka Knecht is the Music Departments representative on the assesment committee

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.)

With the addition of the new facility downtown (CSA) the Music Department has now been able to grow at it's full potential. It has been gradually growing but in the past we have had to turn students away. In 2015 we generated 680 FTES, and we are on track to generate close to 900 FTES in 2019-2020