Riverside City College

Faculty Prioritization Worksheet
Data from EMD

Discipline Requesting: **Political Science**

Faculty Requested **One Full-Time Faculty Member**

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	227.78	3.00	4.20	3.80	0.05	11.05	0.27	0.65	0.34	2,247	550	59	7,290.37	659.76
2015-2016	250.70	2.40	4.80	5.00	0.38	12.58	0.19	0.57	0.40	2,448	463	64	8,027.09	638.34
2016-2017	279.64	1.70	4.90	6.80	0.08	13.48	0.13	0.49	0.50	2,745	497	70	8,950.55	664.23
2017-2018	284.58	2.10	5.10	6.60	0.08	13.88	0.15	0.52	0.48	2,803	330	73	9,110.52	656.61
2018-2019	311.78	4.10	5.30	5.80	0.03	15.23	0.27	0.62	0.38	3,086	404	83	9,980.60	655.54

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.

Although the discipline recognizes that FT/PT ratio has been a metric used in the past to determine FT faculty hiring, we have always been leery of using such as tool as it ignores differences in course caps across disciplines and sets aside the fact that certain disciplines expanded in the wake of the Great Recession. During that time period, political science reduced its offerings to align with institutional imperatives, something that harmed its growth. Since that time, however, the discipline has expanded markedly. For example, it offered 38 POL 1 course in 2012, which increased to 66 in 2018, a jump of nearly 75%. The discipline also carries a high FTES burden to offset the costs of more expensive programs. We believe these more are relevant factors to consider in this determination.

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 highest waitlisted class in the discipline's offerings is American Politics (POL 1). We also have waitlists for our major's classes (POL 2, 4 and 11) and other specialty classes, but every POL 1 class we offer has a waitlist, often into the high double digits per class. Indeed, the discipline could offer over 20% more POL 1 classes simply on the basis of its waitlists. In addition to acting as a GE course, POL 1 satisfies the American Institutions Requirement at the CSU. It is not unusual to have entire POL 1 courses that do not have a single major as the course is popular and necessary for transfer.

Using the efficiency 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?

Political science has one of the highest efficiency ratings in the college, reaching nearly 700. Recently, the discipline has worked on balancing its course offerings between face-to-face, hybrid and online courses in its most popular course, POL 1, in order to increase efficiency and effectiveness. The discipline's fill rates are at 99% and success has increased yearly and sits at 65% currently. The discipline has held meetings to discuss the ways in which we can be more successful without undermining our commitment to offering a competence-based class. We continue to strive to craft a better schedule that is student-friendly and creates the best opportunity for student success and will continue to modify our schedule in order to attain these goals.

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

One of the means by which we have increased our success rate is by holding norming discussions with our full-time faculty regarding our POL 1 offerings, considering the data from the Enrollment Management Dashboard, working with our Associate Faculty to make certain that we are consistent with our approach to POL 1, and gleaning best practices from these discussions. As mentioned above, POL 1 is considered a competence-based class, with the central competence being academic writing. The discipline will continue to develop its approach to POL 1 and its other offerings and looks to update its CORs during the summer of 2019.

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.

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The discipline could use some work on addressing equity gaps in political science, though our gaps are being addressed and, according to the Office of Institutional Effectiveness, are not as extreme as those found in other disciplines and departments. We have had members of the department undergo cultural competence training, attend AVID presentations, and attend equity summits, but we admit that we need to continue to raise the bar in terms of our commitment to 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?

The discipline has worked to align its curriculum and offerings with the Guided Pathways and is currently working with its CSU partners (particularly Cal Poly Pomona) and UC partners (particularly UC Riverside) in creating a clear pipeline for our students. We are also in contact with our feeder schools and are planning "transfer day" events on their campuses during the 2019-2020 year in order to make students in the high schools aware of what political science at RCC can offer them. We are working to systematize our approach to engagement center use and will have our plan ready for 2019-2020. We developed Pathways Maps for the UC and CSU and look forward to having them implemented on EduNav during the Fall 2019 semester.

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?

As mentioned above, the discipline is working on improving its approach to equity. The discipline is aware that the changes mandated from AB 705 will impact its offerings - particularly POL 1 - and is working with the English department to discuss how it can best address this issue. At the same time, the discipline is making sure that it is offering the "right math" to its students so that they can matriculate through RCC and their receiving institutions in a timely fashion.

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

One of our discipline members it the current Riverside City College Academic Senate President, and has worked with the Leadership Councils to develop and refine the strategic planning process. Another of our members has been a long-standing member of the Academic Senate. A third member of the discipline is the long-time President, and now Vice President, of the Riverside Community College District Faculty Association. Our newest faculty member has overseen the Political Science Student Association ("PSSA") and has worked on institutional outreach and local political campaigns. We are an active discipline.

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?

The discipline is current in its SLO assessment. It conducted assessment from several of its courses, including POL 1, POL 2, POL 2H, POL 4, POL 5, and POL 11. The total number of SLOs assessed was 18. That said, the discipline is looking to assess its SLOs when it is performing its COR during the summer of 2019. The discipline is also working to assess its PLOs and expects to have this accomplished during the Spring 2019 semester. The discipline does not have a member who is currently serving on the assessment 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.)

The discipline does not have a specific need such as pending those listed above.