

**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	356.98	5.80	4.80	7.07	0.08	17.74	0.33	0.60	0.40	3,638	1,213	91	11,427.32	644.09
2015-2016	391.71	5.80	4.00	8.47	0.18	18.44	0.31	0.53	0.46	3,907	932	95	12,539.78	679.97
2016-2017	435.87	4.95	4.85	10.77	0.25	20.82	0.24	0.47	0.52	4,331	831	109	13,953.37	670.30
2017-2018	449.41	4.45	4.75	11.40	0.13	20.73	0.21	0.44	0.55	4,421	612	106	14,386.91	694.18
2018-2019	479.05	4.50	4.20	12.40	0.15	21.25	0.21	0.41	0.58	4,702	555	107	15,335.58	721.67

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.

1 to 1 for FT/PT but because of the substantial amount of overload being taught.

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.

SOC 1 (Introduction to Sociology) is required on the Sociology ADT. It also satisfies a general education requirement at both CSU and UC's. The sections fill and most have a waitlist.

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?

The discipline's WSCH/FTEF has increased over the last few years. For 2018/2019, the WSCH/FTEF is 722.

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

The discipline is in the process of modifying the Research methods course to include a lab component. This will require additional faculty attention. While we currently have several dependable adjuncts, we just lost two of them to full-time tenure track positions at other colleges. We are also participating in two high school programs which demand additional faculty.

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.

All three full-time faculties have attended equity conferences (CUE) and have incorporated parts of the training in the classroom. We have revised syllabi, incorporated more inclusive course materials, and done outreach to students identified "at risk" of not passing the class. We held a "Welcome Sociology Majors" event in the LHSS Engagement Center where we established connections with students. We have utilized the Engagement Center for mentoring and tutoring purposes.

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?

Sociology has a Pathways Map. We are participating in the CCAP program, the Honors Program, and the TEAM program.

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?

All three full time faculties have been CUE trained.

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

Dr. Brown is the Department Chair of Behavioral Sciences, sits on the Department Leadership Council and the LHSS Division Leadership Council. She also serves on the PG&SL committee. Dr. Perez sits on the Student Access & Support Leadership Council, the Strategic Planning Workgroup, EPOC/Accreditation Steering Committee, and the Guided pathways Workgroup. Dr. Gutierrez sits on the Equity Committee and the Dreamers Taskforce. He is also the faculty advisor to the SOC student club and the Animal Alliance student club. Dr. Gutierrez is a Puente mentor and works with the Ujima learning community.

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 SLO assessment for sociology courses is up to date, with the exception of SOC 50 (which will be done this semester). We are currently working on the PLO assessment and finding that the PLOs are in need of revision. This is in progress.

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 Sociology faculty are creating a new course (SOC 200) where students will work with faculty doing research that will benefit the college. The course will be open to students who have successfully completed SOC 50 (Research Methods). Another curriculum related issue is the need for a person who can teach statistics. SOC 48 (Stats for Behavioral Sciences) is cross-listed with PSY 48. We currently do not have anyone in sociology that can teach this class.