

Data from EMD

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- Music
- Performing Arts
- Applied Technol...
- Art
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Data to use for when developing the faculty request justification

Academic Year	FTEs	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF / Total FTEF	FT+ Overload FTEF / Total FTEF	PT FTEF / Total FTEF	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH / FTEF
2018-2019	832.58	10.83	24.93	0.00	49.16	0.27	0.49	0.51	5,967	291	226	26,653.33	542.17
2019-2020	854.10	11.02	29.62	0.00	53.09	0.23	0.44	0.56	6,194	335	236	27,343.66	515.00
2020-2021	320.43	9.52	20.17	0.00	43.89	0.32	0.54	0.46	4,418	86	190	10,237.61	233.28
<b>Grand Total</b>	<b>2,007.11</b>	<b>31.38</b>	<b>74.72</b>	<b>0.00</b>	<b>146.14</b>	<b>0.27</b>	<b>0.49</b>	<b>0.51</b>	<b>16,579</b>	<b>712</b>	<b>652</b>	<b>64,234.60</b>	<b>439.54</b>

EMD Current as of Aug 9, 2021 -- Partial Year Data for 2020-2021

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.

In 2018-19, the ratio was .27 FT and .51 PT In 2019-20 the ratio was .23 FT and .56 PT. The increase in full-time need is in the Jazz emphasis. We currently offer 6 Jazz Ensembles, 3 Jazz Combos, Jazz Improvisation, Jazz Keyboard and applied music with a jazz emphasis. Only 2 of the classes are currently taught by FT faculty. The rest of the program is taught by PT faculty. In addition, the Jazz program hosts 2 honor bands, a small one day Jazz Festival in February and a large 2 day festival in May. These events bring over 5000 potential students and patrons to RCC each 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.

The waitlists for the Music classes at RCC are mostly associated with our General Education sections. The largest waitlists are for our "prime time" face to face classes and our online classes that fulfill the graduation or transfer requirement for Arts and Humanities. In addition to the courses with a Jazz emphasis, this new position will serve the General Education student body as well

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 RCC Music Department is constantly addressing the issue of efficiency. In 2018-19 our Department WSCH/FTEF was 542 with a class average of 34. Our Summer and Fall numbers from 2019-20 suggested that we would increase that number. The decrease of student enrollment and the number of drops during the beginning of COVID 19 caused that number to reduce to 514 with a class average of 31. We will continue to adjust our schedule in order to maximize our Department efficiency.

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

The number of students in the RCC Music Department has been increasing each year. In 2016-17 there were just over 5000 students enrolled in music classes at RCC. In 2019-20 there were 6194 students enrolled in music classes with over 400 declared Music Majors. The need for this new position comes from the student enrollment trends. The Wind and Percussion program defines the largest number of music majors at RCC. Over 350 students enroll to participate in our ensembles each year. That number is larger than many 4 year institutions. This enrollment increase has given us the opportunity to offer more ensembles mostly in the Jazz genre. As stated above, most of these classes are taught by Associate 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.

Since the majority of RCC Music classes have moved to the RCC Coil School for the Arts building downtown, we have the advantage of having most of the student in one place. Our entire building is the Engagement Center for Music Students. The Faculty meet once a semester with the student Music Majors as a large group. Within the Music Building, our students have had the opportunity to meet with both their Counselor and their Ed Advisor to discuss their SEP. We have both tutors and SI's available on a regular basis. Our Engagement Center Coordinator has created an amazing resource for our students within Canvas. Our FT Faculty and many of our Associate Faculty have participated in Equity training in order to increase our Student Success. Student Equity, Access and Success are regular agenda items in both our Department and Division meetings

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 RCC Music Department was one of the first Departments to create a Guided Pathway. Due to the fact that a Music Major is a high unit count major, and that there are strict day and time constraints due to Music theory classes and ensemble rehearsals, we worked closely with Counseling Department to create a schedule specific to Music Majors to ensure

success. This schedule was developed 2-3 years before Guided Pathways was formally introduced at RCC. We work very closely with the High School programs. The Music faculty have found that active recruiting from the High Schools is a necessity when trying to build and maintain a complete program. We are in constant discussion with our Colleagues at both the UC and CSU schools, as well as the private institutions around us in order to make sure our students can successfully transfer to whatever school they choose.

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?

The Music Faculty is constantly attending Conventions, workshops, seminars and clinics to continue our Faculty Development. In fact, RCC hosts many of these events and has hosted many of the top Music Educators from around the nation. The RCC Music Department faculty has collaborated with faculty from institutions such as; University of Texas, University of Michigan, Michigan State University, Ohio State University, North Texas State University, Arizona State University as well as local Universities such as Cal State Fullerton, Cal State Long Beach, USC, and UCLA.

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

The RCC Music Faculty is very active in the College Strategic Planning process. There are 10 Full Time Music faculty and together they serve on the following committees; Academic Senate, Curriculum, Curriculum Tech Review, RDAS, GEMQ, SAS, Teaching and Learning, Enrollment Management, Parking, Distance Ed, Program Review, Assessment 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?

The Music Department has established a schedule for both SLO and PLO assessment. 100% of the Departments SLO's and PLO's are assessed based on that schedule. Our Assessment Committee representative Jasminka Knecht has been actively involved in the Assessment process for the past 10 years

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.)

Music Faculty often have a specified expertise with the Music field itself. An expert in the field of Vocal Music, in most cases will have very little knowledge of Instrumental Music. A world class Orchestra Conductor may have very limited knowledge of the genre of Jazz. That is why this position is so vital to the continued growth of the RCC Music Program