

Faculty Prioritization Worksheet

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	411.45	8.38	5.59	14.99		28.97	0.29	0.48	0.52	4,054	754	151	13,169.16	454.63
2015-2016	444.77	8.38	5.66	17.53		31.57	0.27	0.44	0.56	4,417	571	164	14,236.55	451.00
2016-2017	470.16	8.92	5.92	18.33		33.17	0.27	0.45	0.55	4,715	619	172	15,049.04	453.74
2017-2018	471.34	8.53	4.98	19.67		33.18	0.26	0.41	0.59	4,681	597	173	15,088.77	454.82
2018-2019	487.79	9.98	5.25	19.54		34.77	0.29	0.44	0.56	4,852	656	182	15,614.23	449.11

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.

When counting overload as part-time, COM's ratio is 27%FT/73%PT (without overload counted as PT, 55% of our courses are being taught by PT faculty). While it is true that overload is an option for FT faculty, in COM it has been less an option and more a requirement in the last few years because of the challenge with hiring PT faculty. COM interviews, to add to the PT pool, each semester, but few are in the pool and even less meet minimum qualifications. In some cases, once we interview (or attempt to interview) we discover that NC and MVC, who traditionally schedule much earlier than RCC, have already hired and scheduled the viable candidates. The last two years, we were only able to bring on ~8 new part-time faculty but we also lost ~4. Further, several of our PT faculty are working so much at other colleges, they are not interested in teaching more than 2 for RCC. Also, many of our existing PT faculty have applied to the numerous full-time openings at other colleges. We anticipate that we will lose at least 2 of our existing PT faculty to permanent positions elsewhere. Since COM is scheduled to start offering CCAP courses in Fall 2019 (9 sections total for the 2019-2020 year and each year thereafter), the staffing issue will continue to be a challenge. CCAP classes do not stack easily with RCC classes so many part-time faculty deny the offerings. FT faculty having to teach overload to meet scheduling demands is increasing the cost of instruction in COM. While it is true that we are in the hiring process for 2 COM positions (both replacement: one for Dr. Romero who is transferring to Norco and the other for a one-year temp who is filling the new position granted during the 2016-2017 cycle), the expected/planned growth in FTES for 2019-2020 will offset any increased headcount.

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.

Though nearly all COM courses have waitlists, we were not among the highest this last year. Based on waitlist data, we have been able to schedule in a way that mostly is meeting the needs of students.

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?

Over the last 5 years, COM's WSCH/FTEF has averaged at 446.0. We work diligently to be efficient within the parameters we have. When possible, faculty add a few students beyond cap. However, COM was 'given' classrooms in the quad that seat 30 or less students, prohibiting us from adding beyond cap in some classes and from even meeting our cap in other classes. COM maximizes the 3 classrooms we have been 'given' from 8 am - 10pm Monday - Thursday and we have offerings most of the day on Friday and Saturday. Due to classroom constraints and student demand, we have grown modestly in online and hybrid courses but still offer far fewer than most other departments. We have seen improvements in retention and success over the last few years. Overall retention for Communication Studies for 2017-2018 is 84.7%. In 2016-2017, it was 82.6%. In 2015-2016, it was 83.7%. Overall success for Communication Studies for 2017-2018 is 73.2%. In 2016-2017, it was 69.9%. In 2015-2016, it was 71.9%. Retaining students and helping them to succeed prevents them from having to retake classes which not only slows their progress toward completion but is also costly for the college.

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

In addition to the aforementioned challenges in hiring PT faculty (see the first field above), COM faculty are active in leadership positions that result in further constraints on teaching (see fields below). As of spring 2019, com faculty are reassigned due to these roles: Department Chair, Coordination of the Center for Communication Excellence and Assessment Lead.

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.

COM faculty, FT and PT, are regular participants in on and off campus equity training. Further, various faculty have participated in the following activities related to equity: Black Minds Matter, Equity in Faculty Hiring Institute hosted by USC, A2MEND: African American Male Education Network, Puente, mentoring work with the athletics department, hosting college success workshops for Gateway students. One result of this training is that we collectively re-wrote our job description in a way that highlighted the college and departmental focus on reducing equity gaps; since then, the JD has been used as a model for other FT hires outside of the department. COM faculty led a faculty group regarding how to have Crucial Conversations in fall 2018. All COM faculty are encouraged to create student-friendly syllabi and to regularly advise students of the resources available at the college. Center for Communication Excellence is an engagement center for all RCC students who want to improve their communication skills. Some faculty hold office hours in the CCE and all department FT faculty participate in nominating student tutors to staff the center. The department is hosting workshops for students focused on improving communication and student skills (i.e. time management, interviewing) as well as more formal faculty advising, particularly for the Promise students.

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?

COM has developed and is actively sharing our program map with students. In fact, COM was chosen to be a pilot discipline for EduNav. COM was one of the first disciplines at RCC to develop an Associate Degree for Transfer and it remains one of the most chosen Pathways for incoming RCC students. In addition, COM has participated in: Learning Communities/Cohorts with Business Education, Dual Enrollment with Rubidoux HS, North HS, Martin Luther King HS. As previously mentioned, for 2019-2020, we will be offering 9 classes at local high schools as part of the CCAP agreements. Finding faculty willing to teach courses at the local high schools, per the CCAP agreement, has already proven to be a serious challenge. Also, the additional time required to facilitate Improvement of Instruction for any/all faculty teaching at the high schools is of great concern for the FT faculty. This will put a serious strain on the already stretched thin FT COM faculty.

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 CUE training. Promoting the use of student friendly syllabi and developing an equity focused job description, both noted previously, are the most tangible implementations. However, generalized knowledge from the training is also shared and discussed regularly in formal (IOI meetings) and informal conversation (hallways).

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

Of the 6 existing FT COM faculty, folks are serving in various leadership positions on campus. We have a senator, curriculum rep., assessment rep. all actively participating. Further, faculty in the department are actively engaged in these roles: Assessment coordinator, Discipline Facilitator, Club Advisors, Center for Communication Excellence Coordinator, Intramural Communication Tournament (Semi-Annual) Coordinators, Scholarship Committee Member, IEPI (Institutional Effectiveness Partnership Initiative Member, RCC CARES Member, Honors Program member, CA Guided Pathways Member, Mapping Day participation, Host of workshops for classified staff (i.e. CARE, DRC Retreat, Student Success and Support Division Classified Staff Retreat). Also, COM faculty are working on hosting Interviewing workshops on Flex Days and participation/leadership in a faculty group about Crucial Conversations. The chair is active at LHSS Division meetings, Department Leadership Committee & Strategic Planning meetings.

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?

In the last 2 years, COM has achieved 100% assessment of scheduled SLO's; COM has ~60 total SLOs. Additionally, it is not uncommon for faculty to provide assessment reports for unscheduled SLO's. Each term, we do a common assessment of SLO's for our Public Speaking and Interpersonal Communication courses which involves the FT and PT faculty. However, since associate faculty are not required to report assessment, the breadth of our course offerings, especially our specialty courses (i.e. not Public Speaking or interpersonal), are assessed by individual faculty. Since COM offers 17 different course types, the assessment of all courses over the course of the year has become a significant burden on the time of the 5 existing FT faculty. COM is in active discussion about how to best assess our PLO's and faculty attended the recent Assessment Summit to learn more about PLO assessment. So far, we have already done indirect assessment of PLO's (student survey) and have a COM student focus group planned for this semester. We have a faculty member active on the assessment committee, guiding the department in assessment efforts.

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.)

Additional factors were embedded into areas above.