

Data from EMD

XCSS LOC...

- RIV
- MOV
- NOR
- (blank)

XCSS DEPT D...

- Business Admin/...
- Chemistry
- Communication ...
- Cosmetology
- Counseling

XCSS SUBJ...

- COM
- ILA
- ACC
- ADJ
- ADM

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
2016-2017	470.16	5.92	18.33	0.00	33.17	0.27	0.45	0.55	4,715	619	172	15,050.19	453.77
2017-2018	471.34	4.98	19.67	0.00	33.18	0.26	0.41	0.59	4,681	597	173	13,802.79	416.06
2018-2019	487.90	5.25	19.54	0.00	34.77	0.29	0.44	0.56	4,851	647	182	15,617.63	449.21
2019-2020	507.38	2.30	24.67		37.37	0.28	0.34	0.66	5,026	1,076	192	16,242.56	434.68
2020-2021	295.31	2.70	29.27		42.42	0.25	0.31	0.69	6,271	1,317	214	9,434.70	222.43
Grand Total	2,232.09	21.14	111.48	0.00	180.89	0.27	0.38	0.62	25,544	4,256	933	70,147.87	387.79

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.

25% FT and 75% PT, and that is with one additional FT faculty member that we added in the fall of 2021. Based on this ratio alone, we are in desperate need for additional full-time faculty. We have tapped into our part time pool as deeply as possible. Our part-timers are maxed out and we are forced to bring on PT faculty that we would not otherwise, based on their qualifications. This is after recruiting and building pipelines with our local universities that have Masters programs in COM. In addition, as is shown above, COM is growing rapidly, even during the pandemic.

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.

Our waitlists exploded in 19/20 and continued to grow even more in 20/21. COM is in high demand with our students. Both Com 1(Public Speaking) and Com 9 (Interpersonal Communication) are the main courses with high waitlists. They fit into the CSU General Ed requirement of oral communication as well as meeting other requirements for transfer and graduation.

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 full years, COM's WSCH/FTEF has averaged at 439.7 We work diligently to be efficient within the parameters we have. When possible, faculty add students beyond cap. The pandemic has obviously shifted most of our classes online. We have followed the VPAA's and Dean's enrollment management requests to best serve our students. Since all of our sections have continued to fill with waitlists, we have added as many sections as we have faculty for in order to help the college chase as many FTE as possible. While adding many new Associate faculty, that comes with orienting them, mentoring them, and evaluating them which creates a heavy burden on our FT faculty.

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, COM faculty are active in leadership positions that result in further constraints on teaching (see fields below). As of fall 2021, Com faculty are reassigned due to these roles: Department Chair, Coordination of the Center for Communication Excellence and Assessment Lead. This adds up to 1.0 of reassign time in our department.

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 take reducing the student equity gap very seriously. Every FT faculty member and many PT faculty members have worked with Brandon Owashi to get and analyze our equity data. We spend time at every department meeting discussion equity minded pedagogy. We share successes and struggles and brainstorm ways to eliminate the gaps. We hold special meetings every semester to focus on this activity. We study academic research looking for what is working. Com faculty attend anti-racism flex workshops on campus as well as off campus. We have active faculty members in Umoja, A2MEND, CUE at USC, Puente, etc. We have four faculty members that attended the Equity Now workshop series. Com has shared ideas at Senate and DLC of how departments can work collaboratively to reduce these gaps. Simply put, despite being one of the smallest departments, our presence is among the strongest from any department when it comes to reducing equity gaps.

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 has made program/pathways maps available for students, consistent with the Guided Pathways paradigm. Com remains one of the most chosen pathways for incoming RCC students. In addition, Com participates in: Learning Communities/Cohorts, Dual Enrollment/CCAP Programs, Global Exchange Programs. Further, Com faculty advise students about Com pathways through monthly workshops for Com majors and their work in the Center for Communication Excellence which is integrated academic support.

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?

CUE and A2MEND draw regular faculty participation from our department. Again, in every department meeting we share the information gained by faculty that attend. We discuss the equity minded pedagogy that is learned during these workshops, webinars, etc. We also hold one special meeting each semester to share the information. The big advantage that our department has is that almost every FT faculty member attends so we do not spend a lot of time on simply sharing what was covered, we search for the equity minded and anti-racist practices and strategies that we can implement. This shows in our syllabi, our pedagogy and practices. One quick concrete example that has shown to reduce gaps is eliminating "No late work" policies.

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

Despite being one of the smallest departments, we are dedicated to being present and active. We have active participation and leadership positions (on some) in Senate, Curriculum, Assessment, and leadership councils. In addition, we are present and active in Umoja, Honors, CARES, IEPI, CID, Scholarship, Guided Pathways, Club Advising, Student Equity, various college hiring committees, Athletics and more. Again, this is with only 7 FT faculty.

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?

We value meaningful assessment and subsequent discussions based on our findings. COM continues to achieve participation by all full time and some associate faculty in the SLO assessment process. Since COM offers 17 different course types, the assessment of all courses occurs over the year. Assessment matters to our department because it directly impacts our instruction and conversations around curriculum. In the past two academic years, we have achieved 100% assessment of our SLOS; however assessment is a significant burden on the 7 existing FT faculty. We are proud to note we have some associate faculty participate but it is not at the level that can aid in the goal of ongoing assessment of our courses. Based on the College's PLO schedule, COM at RCC is scheduled to reassess their PLOs this academic year 2021-2022. We have a faculty member who co-chairs 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.)

Just like the accreditation team constantly reminded us, we are in need of data-driven decisions.