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ETS  
FIT

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	87.30	0.70	4.28	0.00	6.98	0.29	0.39	0.61	413	25	19	2,794.53	400.17
2017-2018	85.25	0.70	4.37	0.00	7.07	0.28	0.38	0.62	402	21	19	2,729.15	386.20
2018-2019	99.26	0.70	4.70	0.00	7.40	0.27	0.36	0.64	458	33	20	3,177.27	429.36
2019-2020	111.17	1.10	4.42	0.00	7.52	0.27	0.41	0.59	507	70	22	3,558.93	473.03
2020-2021	24.12	1.09	3.67	0.00	6.76	0.30	0.46	0.54	318	48	30	770.44	114.00
<b>Grand Total</b>	<b>407.10</b>	<b>4.28</b>	<b>21.44</b>	<b>0.00</b>	<b>35.73</b>	<b>0.28</b>	<b>0.40</b>	<b>0.60</b>	<b>2,098</b>	<b>197</b>	<b>110</b>	<b>13,030.32</b>	<b>364.67</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.

Reviewing the Program from 2016-2020, the Program has been growing. For 2020-2021, 27% of courses are being taught by the full-time faculty. To maintain the 27% percent, the full-time faculty work an additional full-time load of 1.09 FTEF Overload. This is equivalent to more than 60 SIU for the year. This is due to the inability to find instructors to cover courses during the day. Since then, the HVAC program has adopted stackable certificates and many pathways to provide additional career avenues to the students. The following are the new changes to the Program.

- Expanded from five courses to 16 courses
- Added 4 stackable certificates
- Change student entry point (access) from only one in the FALL. Students can now enter the program 8 times a year, increasing the accessibility to postsecondary education.
- The program is now on a fast track pathway. All courses in HVAC are eight weeks long.
- Fast Track HAVC Certificate can now be completed in nine months instead of two years.
- Increase adjuncts from four to eight.

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.

In 2019-20 waitlist was 70. The pandemic has taken a toll on applied technical programs however due to the program changes of new curriculum and more sections, we need another full time faculty member. We are in need of a faculty member to especially champion the Energy Systems Technology (EST) program.

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 full-time faculty has been part of the Building Energy Systems Professional committee as well as the Equity committee at RCC College. We have been organizing a consortium of businesses to present to our students and are working on "hiring" events with our local businesses. Creating these channels allows our students an insight and direct line for employment during their course studies, and eventually a full-time job placement into a career.

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

The Energy Systems Technology (EST) program has been identified as a CTE program that expects 760 annual job openings each year over the five-year timeframe. This program includes HVAC and Refrigeration Mechanics and Installers, Solar Photovoltaic Installers, Energy Auditors, and miscellaneous Construction Workers (COE, 2021).

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.

Faculty have focused on reducing unit accumulation and reducing time to complete the program. We have been involved in equity discussions, trainings, and department activities in using the data to review how marginalized populations and untraditional students are adversely affected.

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 HVAC/R program is actively involved in increasing student access, success, effectiveness, resource development & allocation, and community engagement. The program is enveloped into the Applied Arts and Technology Guided Pathway. We have MOUs and articulation agreements with local school districts, industry partners, fast-track courses, and integrated lecture and lab academic support. ABSOLUTELY, HVAC/R has a pathway map.

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?

We utilize the data generated from CUE to plan and prioritize new programs.

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

Our department is actively involved on the RCC leadership councils, curriculum committee, and the Academic Senate.

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?

Our SLOs and PLOs assessment are in progress. There is only one faculty member in the two disciplines in HVAC/R and EST however the Applied Arts and Technology department is well-represented 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.)

1. An additional faculty is a need with the knowledge of the HVAC Control Industry. These individuals are difficult to persuade into an academic role due to part time adjunct contracts not offering full benefits. During Industry committee meeting many potential hires have express interest in teaching if a full-time position becomes available
2. Curriculum Majors Changes: Expanded the HVAC program from five courses one certificate to 16 courses four certificate