Riverside City College
Faculty Prioritization Worksheet

Academic Discipline or Department   English
Faculty Requested (Number and specific discipline emphasis if appropriate)   1.0 FTEF

XCSS_LOC...
- MOV
- NOR
- RIV
- (blank)

XCSS_DEP...
- Economics, ...
- Health, Hum...
- History/Huma...
- Humanities &...
- Kinesiology
- Library & Lea...

XCSS_SUB...
- EDU
- ENE
- ENG
- ENP
- ESL
- EST

DEFINITIONS
o FTES – Full Time Equivalent Students
o FTEF – Full Time Equivalent Faculty (15 units per semester is full time)
o WSCH – Weekly Student Contact Hour (calculation includes DSCH - Dailty Student Contact Hour -- and Positive Attendance)

Academic Year	FTES	Full Time (Contract) FTEF	Overload (taught by Ful Time) FTEF	Part Time (Assoc. Faculty) FTEF	Large Lecture FTEF	Total FTEF (sum of 4 colums)	Full Time FTEF /Total FTEF	Full Time + Overload FTEF /Total FTEF	Part Time (Assoc. Faculty) FTEF /Total FTEF	Full Time to Part Time Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2017-2018	1,722.99	37.67	10.90	57.63	0.00	106.20	0.35	0.46	0.54	0.84	9,963	1,571	351	55,151.67	519.33
2018-2019	1,736.90	35.78	12.42	64.15	0.00	112.35	0.32	0.43	0.57	0.75	10,347	1,198	378	55,595.70	494.86
2019-2020	1,700.32	41.31	12.32	63.05		116.68	0.35	0.46	0.54	0.85	10,584	1,168	405	54,431.60	466.50
2020-2021	1,729.62	44.52	12.25	69.86		126.64	0.35	0.45	0.55	0.81	11,374	937	445	53,294.06	420.84
2021-2022	1,537.17	45.32	10.13	59.51		114.97	0.39	0.48	0.52	0.93	9,680	808	404	47,140.51	410.03
Grand Total	**8,427.00**	**204.60**	**58.02**	**314.20**	**0.00**	**576.83**	**0.35**	**0.46**	**0.54**	**0.84**	**51,948**	**5,682**	**1,983**	**265,613.54**	**460.47**

Data from EMD Current as of August 8, 2022
*Full Time total for this ratio includes Overload and Large Load FTEF

Using the ratio of full-time to part-time faculty (Full Time to Part Time Ratio in Column K), please show how the FTEF metrics demonstrate a need for an increase in full-time faculty. The higher the number the more courses taught by FT Faculty. *See the Guide + Examples tab for more information on this ratio and possible justifications.*

This can be looked at in two ways. The first--excluding full-time overload which means just 34% of our classes are taught by full-time or including full-time overload (11% of class are fulltime faculty overload) which would put the percentage at 45% of classes taught by full-time. In either event, we are well below the mythical ideal of 75% taught by full-time and 25% by part-time and in either event clearly well more than half our classes are taught by part-time.

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. If you have a large waitlist, it is possible that you can / should offer more sections. Discuss which course / courses have large waitlists and if those courses are required for a specific career or academic pathway.

English 1A has been a bit tricky in terms of settling on the right number since the implementation of AB 705 and certainly during the pandemic. That said, English 1A is the one class virtually every student must take no matter their educational goal. Nearly every semester, that class has a waitlist and a fill rate in the high 90s (one exception being Fall 2021 when where the drops would hit was unpredictable). This Fall 2022 the waitlist (on Aug 31, during week 2) is 403 for English 1A.

Using the efficieny 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 District WSCH/FTEF goal is 595 (FA CBA Article X.j.10.a). *See the Guide + Examples tab for more information on WSCH/FTEF.*

While the college average needs to be 595, our discipline has course caps of 30 (for English 1A) and 35 for most of the other courses. In addition, though, we also have clinic classes with larger course caps which hamper efficiency in so far as these are open entry/ open exit classes. For our majors classes, literature and creative writing, the survey courses and CW courses tend to fill strongly which helps to offset letting a small subset of the other courses go with lower fill rates. On the whole, we aim for a fill rate/ scheduling efficiency in the 90s on average for the whole discipline. Strongly enrolled English 1A, 1B and survey courses help us to work towards that while still letting some other courses go (majors courses or 1A/1B at a less popular time but that still meets the needs of some students) with slightly lower fill rates. Working towards this has been very bumpy this year with late implementation at the district level of vaccine mandates impacting this in the fall term and the significant across the board problems with enrollment this spring. Looking at our data above, the impact of the pandemic can be seen in the lower efficiency ratio. As we move out of this year--21-22 which has been transitional and challenging--we are working to find the right mix of modalities/ number and type of offerings to meet the needs of students and will continue to aim for fill rates/ scheduling efficiency in the 90s and balance being able to offer somewhat lower enrolled classes with the bread and butter courses--English 1A primarily. We have offered many more online courses in this transitional year than our discipline has been comfortable with in the past and doing so saved a lot of FTES for us (converting lower enrolled F2F or hybrid courses to online) but we are also trying to balance that with sound pedagogy--online works, for instance, very well for English 1B but has much more mixed results for English 1A. So finding the right mix, and supporting that with robust faculty development for those who will be teaching more online or hybrid than they might every have wished, is an ongoing process.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need. This could include increased demand which results in a need to offer more classess - growth.

We have several faculty who, in the next 5 years, may be likely to retire. This will be a huge hit to the department in terms of institutional knowledge and just the day to day spreading of the work load of assessment, curriculum review, committee participation/ leadership not just in the discipline but across the college, evaluations, and so much more. We are proactively requesting a new position so that as those retirements come closer, we are able to bring in a new faculty member in time to get them through the tenure process and have the opportunity to work with many of these senior faculty members so that the work of the department is able to proceed continuously and smoothly without the kind of gap that can happen if there are long stretches in between hiring.

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 in English are at the forefront of training, experimenting and actively working to improve our pedagogy. AB 705, of course, has been a part of this with many having attended trainings before the full implementation of AB 705. But the work has gone well beyond just the exigencies of implementing AB 705 reforms. Several of our faculty have participated in CUE trainings, whether the pre-pandemic in person intensive training (two of the chairs participated in this in the Fall of 19) or other online trainings that unfolded over the course of the pandemic such as the CUE equity Now series in Fall 20 (5 department members and our IDS participated in this training). Our community of practice work, revisions to CORs for 1A and 1B, small working groups supporting each other in implementing more equitable grading practices in literature courses, discipline members participating in the gradebook analysis work this year, discipline members requesting and reflecting on individualized equity data--the discipline members have been generous in bringing back and sharing what they glean from trainings, from their own research, and more and these are an important part of the discipline's collective, ongoing work to support students and improve outcomes.

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 English discipine offers classes for Umoja, forPuente, for Guardian Scholars, and will be for the new Rainbow learning. We will be up to 10 courses in CCAP--just English courses--this coming fall (and we've been asked to add ESL and FST as well). English 1A and 1B are a regular part of the course offerings in honors and with the implementation of honors contracts many more of our courses are helping students to complete honors coursework through contracts in some of our majors classes. The discipline does indeed have an ADT and a pathway and our courses support all the college pathways as English 1A is required for all of them and many of them require or can use English 1B to fulfill critical thinking.

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?

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

The English discipline is thoroughly engaged across campus. Our discipline has strategic planning council chairs (3), faculty leads for Puente and Umoja, the honors program coordinator, a liaison with our high school partners (the ERWC MOU), an assessment chair, program review chair, curriculum committee chair. So while it varies somewhat from semester to semester as folks rotate in or out of a position, the discipline nearly always has a hefty chunk of reassignment due to our engagement in college leadership and projects.

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?

Assessment in the discipline is organized by course with faculty teams tackling the ongoing work of assessment for major courses/ groups of courses. Assessment projects (including the collection of artifacts) are underway right now for English 1A, English 1B, and our literature courses. We need some clean up in Nuventive to make sure the courses / SLOs with assessments due are in synch with relatively recently revised CORs and that any courses, say in the bundle of literature courses) due for assessment are notated in terms of whether it was possible to assess or not (this depends on the rotation/ cycle of offerings and on whether or not the course made or had to be cut for low enrollment). Not all faculty are conversant with/ comfortable with Nuventive--so keeping the database abreast of the actual assessment work taking place on an ongoing basis is sometimes a challenge. We do have a discipline member on the assessment committee as one of the co-chairs.

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.)