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Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF /Total FTEF	FT + Overload FTEF /Total FTEF	PT FTEF /Total FTEF	FT to PT Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2017-2018	271.59	4.46	4.51	7.37	0.20	16.54	0.27	0.54	0.45	1.24	2,419	156	82	8,694.46	525.79
2018-2019	326.98	2.67	4.03	11.49	0.20	18.38	0.15	0.36	0.63	0.60	2,796	173	88	10,467.54	569.40
2019-2020	366.97	3.64	3.52	16.17	0.00	23.32	0.16	0.31	0.69	0.44	3,215	213	109	11,748.71	503.70
2020-2021	283.96	4.75	4.24	10.95	0.00	19.94	0.24	0.45	0.55	0.82	2,442	30	94	8,643.31	433.43
2021-2022	279.65	4.94	2.96	13.21		21.11	0.23	0.37	0.63	0.60	2,384	42	98	8,587.48	406.83
<b>Grand Total</b>	<b>1,529.15</b>	<b>20.45</b>	<b>19.25</b>	<b>59.19</b>	<b>0.40</b>	<b>99.29</b>	<b>0.21</b>	<b>0.40</b>	<b>0.60</b>	<b>0.68</b>	<b>13,256</b>	<b>614</b>	<b>471</b>	<b>48,141.50</b>	<b>484.84</b>

Data from EMD Current as of August 8, 2022

\*FT Includes Overload and Large Load

**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 to PT Ratio), please give a little more information about the need for the increase in full-time faculty. The higher the number the more courses taught by FT Faculty. You can compare your discipline / department to others or to the college overall.

We have steadily increased the FT-FTEF ratio each term even during a pandemic. We have continued a steady increase. Last year we had 10.95 PT faculty and 3 FT Faculty along with filling a FT Norco faculty load which is greater than the college norm. Our FT to PT ratio remains well below 1.0 -- which means we have many more sections taught by part-time faculty than taught by full-time faculty.

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 courses fulfill.

Since 2018 /19 our waitlist increased until 20/21 when additional courses were added instead of utilizing waitlists. 2021-2022 waitlists increased 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?

According to Power BI Fall 19 - Summer 20 571.37 our targets were met however because of Administrative decisions re: Dual Enrollment courses were allowed to go at a very low number. This again was an Administrative Decision. 2021-2022 we were at 406.83 which is just slightly below the overall college average of 420.24.

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

Our discipline continues to grow since the last economic Downturn. We are at 279.65 FTES (2021-2022) and are still heavy in part-time faculty. We could use a Theatre generalist that could teach a variety of courses throughout the program.

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.

Theatre is continuing their work on a course entitled Theatre of Diversity and offer productions both diverse in casting and play choice. I do have a faculty engaged in the Diversity Committee on campus as well as a Part time faculty serving on CTA as a part time rep

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?

Theatre course offerings align with strategic goals that have proven successful with Guided pathways map, our HS partnerships in both dual enrollment and our Summer Conservatory Program that will return in Summer 23 post pandemic. Our Discipline finished the Program map over 3 years ago. It has been utilized as a model and continues to change as we add certificates to the Program .

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?

Our discipline has not attended at this time since until Fall 2020 we have been a Discipline of 1. The Division however does participate.

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

Department Chair, Enrollment Management, Academic Senate, PT- CTA Rep, finance and sustainability, student equity, ASRCC advisors,

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?

Theatre finished assessing all courses and finished PLO's. We re-wrote our curriculum to align with college goals and will begin SLO's in Fall 2022. We will also be revising all curriculum to add a diversity section in each course.

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.)

In 2020 Theatre was ranked #4 in Faculty need and because of Presidential prioritization we were pulled and replaced by Biology who were ranked #5 and #6 ( they received 2 positions that year). In 2021, we ranked in the top 10 at #8 and only 5 positions moved forward. Our growth in the last 5 years has proven the need for additional colleagues. We are in dire need of a Theatre Generalist that can teach a variety of courses.