

Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.

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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 - Daily Student Contact Hour -- and Positive Attendance)

Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF /Total FTEF	FT + Overload FTEF /Total	PT FTEF /Total FTEF	FT to PT Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2020-2021	54.32	2.00	1.09	3.67		6.76	0.30	0.46	0.54	0.84	323	47	30	1,677.92	248.27
2021-2022	72.70	2.00	1.34	4.00		7.34	0.27	0.46	0.54	0.84	465	9	29	2,312.50	314.98
2022-2023	117.42	4.28	1.87	1.58		7.73	0.55	0.80	0.20	3.89	746	65	30	3,758.26	485.98
2023-2024	171.68	3.80	3.06	4.08		10.94	0.35	0.63	0.37	1.68	1,088	97	42	5,484.06	501.22
2024-2025	193.94	4.00	2.94	4.85	0.00	11.79	0.34	0.59	0.41	1.43	1,245	246	45	6,041.93	512.62
Grand Total	610.06	16.08	10.30	18.18	0.00	44.56	0.36	0.59	0.41	1.45	3,867	464	176	19,274.67	432.54
WSCH is NOT CORRECT for 2024-2025!															

Data from EMD Current as of August 28, 2025
*FT Includes Overload and Large Load

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.

The full-time to part time ratio (Column K) provides strong evidence of the urgent need to expand full-time faculty lines within the HVAC program. Over the past two academic years, the FT to PT ratio experienced a sharp 63% decline, falling from peak 3.89 in 2022-2023 down to 1.43 in 2024-2025, indicating that recent program expansion has been overwhelmingly absorbing through part-time hires and full-time overload rather than permanent full-time positions. While regular full-time instructional load remained the same at 4.00 FTEF, part-time FTEF expanded by 207% to reach 4.85 FTEF, now representing 41% of total program instruction compared to just 34% from regular full-time assignments. Full-time instructors carried 2.94 FTEF in overload – accounting for 42% of full-time teaching. Coupled with 65% rise in FTES since 2022 and an all-time high census waitlist of 246 students, relying further on adjunct staffing or overload. This demonstrates that adding full-time faculty is essential to meet demand, restore instructional balance, and maintain academic quality.

Please discuss your waitlist numbers. If you have courses with large waitlists, which CSU General Education requirements do 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.

Over the past three academic years, the program has experienced a sharp surge in student demand, with Full-Time Equivalent Students (FTES) rising 65% from 117.42 in 2022-2023 to 193.94 in 2024-2025. This rapid growth has resulted in a bottleneck, pushing census waitlist to an all-time high of 246 students in the 2024-2025 years alone. Attempting to address this unmet demand by opening new course sections without hiring additional full-time faculty presents a difficult tradeoff: it will either drive part time reliance even higher- further eroding the full-time to part-time ratio- or force existing full- time faculty beyond reasonable overload capacity.

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

Our WSCH/FTEF more than double from 248.27 in 2020-2021 to 512.62 in 2024-2025 bringing us to 86% of the District goal. To boost efficiency, we've expanded evening afn late afternoon block offerings to accommodate working adults and apprentices, while intergrating Canvas so in- person is more focus on being able to spend more hand on. High student demand has pushed our census head count from 323 to 1,245, leaving us with a record waitlist of 246 stuednts across 45 sections in 2024-2025. While hitting 512.62 WSCH/FTEF is strong progress toward the district target, it is worth noting that hands on CTE labs have strict caps: High voltage, refrigerants, and combustion heating requirements safe student- to - station ratios that naturally limit maximum class sizes.

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 classes - growth.

The past five years our student headcount nearly quadrupled from 323 to 1,245, and FTES jumped 257%. Because our base full-time staffing stayed at 4.0 FTEF, we've had to absorb this massive influx through heavy full-time overload (2.94 FTEF) and a 207% surge in adjunct instructors. This shifted our FT-to-PT ratio downward from 3.89 in 2022 to just 1.43 today, with adjuncts now carrying 41% of all the class load. Even with everyone maxed out, our census waitlist hit a record 246 students in 2024-2025. We simply do not have the full-time left to add sections and meet this community demand without bringing on new full-time instructors.

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.

HVACR/AIR faculty consistently participate in equity-focused professional development, both through institutional FLEX day sessions and external workshops. These trainings focus on culturally responsive teaching and actionable strategies to identify and close student equity gaps in Career Technical Education.

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 HVACR/AIR have developed a pathway map for our certificate and degree track, establishing clear, stackable course sequence that minimize excess units and streamline time-to-completion. Our curriculum directly supports college strategic goals through contextualized instruction, embedding applied trade math, electrical schematics, and mechanical theory directly into hands-on lab exercises. We collaborate with high schools and career events to expand dual enrollment opportunities and create accessibility to high-demand HVACR careers.

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?

Yes, HVACR faculty actively participate in professional development, including campus Flex days and equity-focused workshops.

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

Yes, The HVACR faculty regularly take part by attending, contributing, and voting in CTE Division and ATAT Department meeting. We stay actively involved in key discussions around curriculum, budgeting, and program planning to keep our trade courses strong, up-to-date, and aligned with overall campus goals.

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?

HVACR/AIR actively participates in college assessment, reviewing course SLOs and program PLOs to update lecture and hands-on labs to match current trade standards. As a HVACR program is always equipment, codes, material and diagnostic tools, continuous assessment keeps training relevant.

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.)

Beyond enrollment growth, sweeping industry shifts make a new full-time faculty member essential. HVACR sector is rapidly adopting low-GWP A2L refrigerants, building decarbonization mandates, and Building Automation Systems (BAS), requiring major curriculum updates and dedicated Perkins and Strong Workforce grant. Maintaining alignment with EPA 608 and industry certification requires continuous leadership that is hard for a part-time.