

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.

XCSS_LOCATION

RIV

MOV

NOR

(blank)

XCSS_DEPT_DESC

Applied Technology

Art

Arts, Hum, & World L...

Behavioral Sciences

Bus, Engineering, & I...

Business & CIS

XCSS_SUBJECT

ADM

AIR

AUB

AUT

BAK

CUL

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 FTEF	PT FTEF /Total FTEF	FT to PT Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2020-2021	181.79	3.60	2.26	5.87		11.72	0.31	0.50	0.50	1.00	998	128	42	5,621.30	479.47
2021-2022	177.98	3.60	2.88	7.35		13.83	0.26	0.47	0.53	0.88	962	95	49	5,537.09	400.31
2022-2023	212.17	3.60	2.86	7.18		13.64	0.26	0.47	0.53	0.90	1,285	126	57	6,628.33	486.08
2023-2024	236.13	2.87	3.91	7.61		14.38	0.20	0.47	0.53	0.89	1,429	200	59	7,366.24	512.23
2024-2025	252.08	3.20	3.76	9.33	0.00	16.29	0.20	0.43	0.57	0.75	1,482	141	66	2,274.45	139.63
Grand Total	1,060.15	16.87	15.66	37.33	0.00	69.86	0.24	0.47	0.53	0.87	6,156	690	273	27,427.41	392.59

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 FTEF metrics demonstrate a clear need for additional full-time faculty in ADM. In 2015–16, the program required 9.53 total FTEF, with 3.40 FT FTEF, 5.00 PT FTEF, and 1.13 overload FTEF. By 2024–25, total FTEF had increased to 16.29, but FT FTEF slightly decreased to 3.20 while PT FTEF increased to 9.33 and overload increased to 3.76. This shows that program growth is being absorbed primarily through adjunct staffing and overload rather than additional full-time faculty. ADM section count increased from 34 to 66 sections, and enrollment increased from 753 to 1,682 students, but the number of full-time faculty has remained at only two. A third full-time faculty member would improve the FT/PT ratio, reduce overload, increase program stability, and provide more consistent support for students.

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.

ADM fill rates have been consistently strong and often overperforming, even though classroom capacity is limited by the number of available desks and computers, generally 24 seats per classroom. Courses such as Adobe Illustrator, Photoshop, Typography and Graphic Design, InDesign, Screen Printing, Commercial Printing, Motion Graphics, and Portfolio/Project Production are required for ADM degree and certificate pathways. These courses support CTE career preparation in graphic design, digital media, printing, production, and related creative industries. On average 4 required courses have waitlists of 5 students each semester. Additional faculty will allow for new sections of required courses to be spaced out through the year at alternate times of day to increase 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.

ADM efficiency has improved over the past decade. WSCH/FTEF increased from 452 in 2015–16 to 526 in 2023–24. FTES/FTEF also improved from 14.1 to 16.4. Although ADM has not yet reached the district WSCH/FTEF goal of 595, the discipline is limited by lab-based course caps, specialized equipment, and classroom capacity of approximately 24 computers or workstations. ADM has worked to improve efficiency by offering a mix of face-to-face, online, evening, and accelerated/short-term course options where appropriate. The program has also expanded course offerings in response to demand while maintaining strong fill rates. The current efficiency trend is positive, but reaching higher efficiency will require staffing support, room capacity, and scheduling flexibility.

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.

ADM has experienced significant growth in enrollment, sections, FTES, and awards, but full-time faculty staffing has not grown with the program. In 2015–16, two full-time faculty taught 19 of 37 sections, or 51.34%. In 2024–25, two full-time faculty taught 23 of 57 sections, or only 40.35%, while part-time faculty taught 59.65% of sections. The department has increased its adjunct pool from 6 to 10 PT faculty, but overload for full-time faculty has still increased. This trend shows that ADM has outgrown its current staffing structure. The need is driven by sustained program growth, increased course demand, more certificates and degrees awarded, and the need for stronger program coordination and student advising.

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.

ADM supports RCC’s equity goals by serving a diverse student population and producing strong outcomes for Hispanic students. In 2023–24, 45 of 78 ADM awards were earned by Hispanic students, representing 57.7% of awards. The program has also seen improved gender balance among award earners. ADM contributes to equity by offering multiple entry points into CTE pathways, supporting hands-on learning, providing career-focused instruction, and helping students develop job-ready skills in graphic design, printing, digital media, and production. Additional full-time faculty would strengthen equity work by increasing student advising, mentoring, pathway support, and discipline-specific academic support.

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?

ADM course offerings align strongly with college strategic goals related to student access, student success, workforce preparation, community engagement, and completion. The program supports Guided Pathways by offering sequenced coursework leading to certificates, degrees, portfolio development, and employment skills. A third full-time faculty member will help streamline guided pathways, increase certificates and degrees awarded, support dual enrollment and concurrent enrollment with K–12 districts, strengthen university articulation, and build stronger partnerships with industry and businesses. ADM has pathway-focused courses in design, digital media, printing, screen printing, motion graphics, web design, and portfolio production. These offerings support both academic completion and career preparation and includes articulation agreements with multiple area school district CTE programs.

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?

ADM faculty regularly adapt curriculum and instruction to support student success, industry alignment, and changing technology in graphic design and communication fields. Training and professional development in equity, CTE pedagogy, online instruction, Adobe software, printing technologies, and workforce education directly support the program’s goals. Information learned through professional development is implemented through updated course content, improved student support, stronger project-based learning, expanded online and hybrid offerings, and career-focused assignments.

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

ADM full-time faculty are actively engaged in significant leadership roles across the college. These roles include serving as an Academic Senator, Academic Senate President, Faculty Chair for RDAS (Resource Development and Administrative Services), EPOC, and participation on key committees such as the Technology Resources Committee and Marketing Resources Committee, in addition to serving as Assistant Department Chair. Beyond these responsibilities, ADM full-time faculty also manage curriculum development, program review, scheduling, adjunct coordination, student advising, industry engagement, pathway development, and support for certificates and degrees. With only two full-time faculty, these extensive leadership and service commitments are concentrated among a very small group. The addition of a third full-time faculty member would help distribute these responsibilities more sustainably and allow ADM to more effectively contribute to college governance, committee work, advisory initiatives, and strategic planning efforts.

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?

ADM continues to participate in the college’s assessment process through regular review of course SLOs and program PLOs. Assessment results are used to improve curriculum, update assignments, strengthen technical skill development, and align course outcomes with current industry expectations. Because ADM is a CTE program with rapidly changing software, equipment, and production standards, assessment is especially important for maintaining relevant student learning outcomes. Additional full-time faculty support would improve the department’s capacity to complete scheduled assessments, analyze results, and implement improvements across the program.

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.)

ADM is a high-growth CTE program that requires specialized faculty expertise in graphic design, digital media, printing, production workflows, Adobe software, screen printing, commercial printing, and emerging creative technologies. The program has grown substantially in enrollment, section offerings, FTES, efficiency, and awards, but staffing has not kept pace. ADM awards increased from 16 in 2014–15 to 78 in 2023–24, a 387.5% increase, and the program supports RCC’s Hispanic-Serving Institution goals, with Hispanic students earning 57.7% of awards. In addition to instructional responsibilities, current full-time faculty carry significant leadership roles and release time assignments, which further limit their availability for teaching, program development, and student support. With only two full-time faculty, these combined teaching, leadership, and service obligations are concentrated among a very small group. A third full-time hire would help distribute workload and leadership responsibilities more effectively, reduce overload, strengthen student advising, improve the FT/PT balance, support ongoing curriculum updates, expand industry partnerships, and sustain long-term program growth.