

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_DE...

Applied Technology

Art

Arts, Hum, & World ...

Behavioral Sciences

Bus, Engineering, & ...

XCSS_SUBJECT

ADM

AIR

AUB

AUT

BAK

- 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	97.79	5.10	3.83	1.08		10.01	0.51	0.89	0.11	8.31	511	107	35	3,088.34	308.57
2021-2022	107.72	4.28	2.38	2.17		8.83	0.49	0.75	0.25	3.07	519	86	31	3,415.13	386.87
2022-2023	164.39	3.50	3.55	3.54		10.59	0.33	0.67	0.33	1.99	831	98	39	5,263.46	496.93
2023-2024	182.67	4.28	2.64	3.32		10.24	0.42	0.68	0.32	2.09	849	262	35	5,843.01	570.50
2024-2025	221.73	6.07	2.93	4.33	0.00	13.32	0.46	0.68	0.32	2.08	1,015	253	43	926.35	69.56
Grand Total	774.30	23.24	15.33	14.42	0.00	52.99	0.44	0.73	0.27	2.67	3,725	806	183	18,536.29	349.82

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 data shows a ratio of 2 to 1 for full time compared to part time instructors. The data is old and the chancellor has asked that we increase the number of courses offered. We have 22 sections offered for the Fall 2026 semester and the ratio will be 1 to 1 with 11 sections taught by full time and 11 sections taught by part time.

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

We have very large waitlists for most of the courses we offer. The data is showing 806 but it much higher if we include 2025-2026. We are aggressively adding new part time instructors to meet the demand. We have 3 new part time instructors set to start Fall 26 which increase our total to 8 part time instructors.

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 efficiency has risen from 308 to 570 nearly meeting the district goal that is based on a course cap of 35. We teach many courses that require much lower course caps due to safety concerns (Hybrid/EV) and are still able to achieve such high numbers by offering courses that are in high demand at times that are beneficial to our students.

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.

We have had to hire many new part time faculty over the past few years to meet the demand of our students. We currently are utilizing eight part time faculty to provide courses to our students and it is still not enough.

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.

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?

We listen to our industry partners and our advisory committee to help us make sure that our offerings are aligned with industry needs. We have the largest automotive apprenticeship program in the state which we were able to achieve by meeting the demands of our industry.

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?

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

Our faculty are members of RDAS and FRC and department chairs of CTE.

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?

We have assessed all SLO's. We do not currently have a faculty member 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.)

The chancellor has asked that we grow our department by 50%. This is to meet the demand that he was shown by industry partners. We need an additional full time faculty member to achieve this goal.