

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
English & Media Studi...
History/Humanities/P...
Applied Technology
Art
Arts, Hum, & World L...
Behavioral Sciences

XCSS_SUBJECT
ETS
HIS
HUM
MIL
PHI
ACC

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	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
2021-2022	44.88	1.20	0.00	0.80		2.00	0.60	0.60	0.40	1.50	439	83	20	1,381.32	690.66
2022-2023	148.49	4.60	1.40	1.40		7.40	0.62	0.81	0.19	4.29	1,461	339	42	4,537.00	613.11
2023-2024	189.33	3.88	2.60	2.20		8.68	0.45	0.75	0.25	2.94	1,866	354	50	5,769.00	664.88
2024-2025	262.18	8.00	3.40	1.20	0.00	12.60	0.63	0.90	0.10	9.50	2,598	778	69	2,857.12	226.76
Grand Total	644.88	17.68	7.40	5.60	0.00	30.68	0.58	0.82	0.18	4.48	6,364	1,554	181	14,544.44	474.12

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.

Currently, the History, Philosophy, Humanities, and Ethnic Studies department (HPHES) has two tenured, one contract, and three temporary one-year faculty hires in Ethnic Studies (ETS). Additionally, the department has hired or is in the process of finalizing the on-boarding of five new associate faculty in ETS, which brings the total of associate faculty to six. Even through the hiring process for this new group of associate faculty, we lost candidates to other institutions as we were we were trying to on-board them. The statewide demand for ETS faculty is high. There is also one tenured faculty member in our department with a secondary FSA in ETS. Student demand has been consistent, with just under 1500 students enrolled in ETS courses in Fall 2026, with 400 waitlisted students. While the CalGETC's Area 6 has been implemented for new students , the discipline's workload to maintain that articulation to the CSUs has grown. Between this discipline service work and the student demand for ETS courses that has far outpaced our ability to add courses to the schedule, we would benefit from additional full-time faculty support. For AY 25-26, our total FTEF for ETS was 16.6, with a FT (including OT) to PT ratio of 15.6, but this is with only 1 associate faculty member and several FT faculty teaching multiple overloads. The waitlist numbers show that we could easily add more sections of ETS courses if we just had the faculty to teach them - even with the addition of the 2 FT faculty we'll hire following our failed search in Spring 26 and the new associate faculty we've added for AY 26-27. Demand has continued to grow each year For AY 25-26, ETS had a total of 3,252 enrollmenttw (an increase from the prior year of roughly 2600) for a total of 10,643 WSCH (an increase of roughly 36% from AY 25-26). During this same period, efficiency was 641.14, which is an increase from the previous academic year. The demand for CCAP courses has grown, and we are attempting to meet this demand while still meeting the needs of other RCC students. Many FT faculty carry overload in order to meet this student demand, with some teaching overload in every semester and intersession. An additional full-time faculty member would help take some of the burden off full-time faculty in relation to teaching load, student advising, curriculum updating, assessment, and involvement in the development of ETS at the state level.

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.

For AY 25-26, ETS generated waitlists totaling 1,240 for all courses with primary sections in the department of HPHEs (this excludes sections primarily scheduled by other departments). Across 81 sections offered during this time, the fill rate was at 94% (excluding CCAP courses bring this to 96%). These courses meet at least one of the following GE requirments: CalGETC Areas 3, 4, and/or 6. Additionally, some of these courses meet CSU's graduation requirements for U.S. History.

Using the efficieney 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.

The department as a whole is experimenting with short term courses in different modalities in order to try meeting the diversity of student needs. ETS courses are offered during all times of day and in all modalities. The WSCH/FTEF efficiency number for ETS for AY 25-26 was 641.14, as stated above, which works to contribute to District goals of efficiency. Our efficiency increased by 4% between AY 24-25 and AY 25-26.

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.

Demand for ETS courses keeps rising with its inclusion by the CSUs and UCs in Cal-GETC. It's also in RCCD's local GE pathway. We are still trying to attract FT faculty in sub-fields of ETS that are not covered by current FT faculty as well as expand the discipline as a whole.

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.

HPHES department members have been active participants in the Student Equity Committee, Global Learning and Study Abroad Committee, as well as elected members of RDAS, GEMQ, and TLLC (the chair of TLLC is an ETS faculty member). Additionally, multiple faculty hold office hours in the LHSS Engagement Center, La Casa, Umoja, and Rainbow Engagement Centers. ETS faculty have led Flex sessions on ethnic studies, actively participate in Community of Practice Flex events, and regularly attend professional conferences for their disciplines. One of our ETS faculty was invited to give the keynote session of Fall 2026's Flex days. Some faculty have completed ally training, and multiple faculty have completed EMLI or are currently going through EMLI. ETS faculty have been tireless at attempting to make all required curriculum updates to maintain articulation for ethnic studies transfer credit, despite obstacles from the CSUs, and the department centers questions of student equity when making curricular updates, with an eye toward both culturally responsive teaching and student-centered approaches to learning. ETS faculty launched the Ethnic Studies Student Club, and had a very successful launch event in Spring 2025 with great attendance and response from students.

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?

Our department has been instrumental in adopting 7 Social Justice Studies ADTs into the catalog since 2021 to offer students multiple pathways to transfer with a degree, which brings the department total of ADTs to 9. As mentioned above, several of the crosslisted History/ETS courses have qualified for Area 6 Cal-GETC credit, and coupled with the other ETS courses, students have several options to meet this GE requirement. Because the CSUs have become more stringent on what is earning articulation as ethnic studies credit, ETS faculty have had to update all their CORs for the third year in a row, primarily due to a failed appeal for continued articulation for courses previously accepted as ETS transfer credit. This has been a large undertaking among all FT ETS faculty. New program maps for these degrees were created in Fall 25.

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?

Department members have participated in numerous trainings, including AVID, CUE, and extended trainings on creating student-centered and culturally responsive online classrooms. One faculty member has completed La Escala training, multiple faculty members have already completed or are currently completing EMLI training. It is commonly recommended to each faculty member in the department to ask for their equity data roughly once every two years of review. Multiple department representatives regularly attend FLEX activities centered student-centered pedagogy and engaged classrooms. Information learned is frequently shared with all faculty members at department meetings formally and across both formal and informal discipline meetings. Multiple faculty members are also experimenting with alternative grading methods based on these departmental conversations.

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

HPHES has faculty representatives active on Senate, Curriculum, TLLC, Honors Council, DLC, DEMC, GLSAC, Program Review, DE, and LASSE. We are still attempting to find an Assessment Committee representative.

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?

Our ETS faculty have been spread thin with curricular updates and program development. All ETS faculty participate in the department's Comprehensive PRaP and updates each year, which allowed them the space to look at their growth and set goals as a discipline within our department. In the past, the struggle has been that the SLOs and PLOs weren't in Nuventive for ETS faculty to complete assessment.

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.)

Given that the California-designated areas of ETS are African American, Asian American, Latinx/Chicanx American, and Native American and Indigenous Studies, the department will need to provide discipline experts in each of those or related fields in order to build a robust ETS program and successfully administer the ADTs housed in the department.