

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 FTEF	PT FTEF /Total FTEF	FT to PT Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2019-2020	507.38	10.40	2.30	24.67		37.37	0.28	0.34	0.66	0.51	5,026	1,076	192	16,242.56	434.68
2020-2021	596.41	10.45	2.70	29.27		42.42	0.25	0.31	0.69	0.45	6,271	1,308	214	18,207.06	429.24
2021-2022	622.88	11.20	6.00	30.00		47.20	0.24	0.36	0.64	0.57	6,194	741	237	18,842.76	399.21
2022-2023	616.04	11.40	6.80	27.40		45.60	0.25	0.40	0.60	0.66	6,148	622	229	18,732.98	410.81
2023-2024	646.05	10.22	7.15	29.23		46.60	0.22	0.37	0.63	0.59	6,434	810	234	19,632.79	421.30
Grand Total	2,988.76	53.67	24.95	140.56		219.18	0.24	0.36	0.64	0.56	30,073	4,557	1,106	91,658.15	418.18

Data from EMD Current as of August 30, 2024

*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.

25% FT and 75% PT currently and COM will grow as a result of AB928 (CalGETC) and the oral communication requirement for all transfer students. Based on this ratio alone, we are in desperate need for additional full-time faculty. We have tapped into our part time pool as deeply as possible. Our part-timers are maxed out and we are forced to bring on PT faculty that we would not otherwise, based on their qualifications. This is after recruiting and building pipelines with our local universities that have Masters programs in COM. In addition, as is shown above, COM is growing even through the Pandemic when many other disciplines struggled to maintain.

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.

Our waitlist numbers are still high despite opening more sections and serving more students. Without more faculty and with the estimated predictions by Brandon Owashi of growth due to AB 928, we will max out waitlists and not meet student need.

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.

Over the last 5 full years, COM's WSCH/FTEF has averaged at 423.96 We work diligently to be efficient within the parameters we have. When possible, faculty add students beyond cap. Our chair works with all faculty and mentors with strategies to keep census numbers up while focusing on retention, success, and reducing equity gaps. Since all of our sections have continued to fill with waitlists, we have added as many sections as we have faculty for in order to help the college chase as many FTE as possible. While adding many new Associate faculty, that comes with orienting them, mentoring them, and evaluating them which creates a heavy burden on our limited FT faculty. Brandon Owashi's research estimates and additional 1000 FTCS taking COM once CalGETC is implemented in fall of 2025. This is more than 30 additional sections annually.

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.

In addition to the aforementioned challenges in hiring PT faculty, COM faculty are active in leadership positions that result in further constraints on teaching. As of spring 2024, Com faculty are reassigned due to these roles: Department Chair, Coordination of the Center for Communication Excellence, Study Abroad Lead, and Assessment Lead. This adds up to 2.1 of reassign time in our department. With the implementation of AB 928 across the state, there will be many FT Com positions opening up. This could deplete our associate faculty pool as more than half of them seek full-time employment.

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.

Com faculty take reducing the student equity gap very seriously. Every FT faculty member and many PT faculty members have worked with Brandon Owashi to get and analyze our equity data. We spend time at every department meeting discussing equity minded pedagogy. We share successes and struggles and brainstorm ways to eliminate the gaps. We hold special meetings every semester to focus on this activity. We study academic research looking for what is working. Com faculty attend anti-racism flex workshops on campus as well as off campus. We have active faculty members in Umoja, A2MEND, Puente, etc. We have two faculty members that are data coaches, two that have completed EMLI, and one that has completed ESCALA. We use techniques from CUE's Diversity in Faculty hiring that has shaped our hiring practices (job descriptions, screening, interviewing, etc.) for both full-time and associate faculty. COM has shared ideas at Senate and DLC of how departments can work collaboratively to reduce these gaps. Simply put, despite being one of the smallest departments, our presence is among the strongest from any department when it comes to reducing equity gaps.

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?

Com has developed and has made program/pathways maps available for students, consistent with the Guided Pathways paradigm. Com remains one of the most chosen pathways for incoming RCC students. In addition, Com participates in: Learning Communities/Cohorts, Dual Enrollment/CCAP Programs, Global Exchange Programs. Further, Com faculty advise students about Com pathways through monthly workshops for Com majors and their work in the Center for Communication Excellence which is integrated academic support.

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?

CUE and A2MEND draw regular faculty participation from our department. Again, in every department meeting we share the information gained by faculty that attend. We discuss the equity minded pedagogy that is learned during these workshops, webinars, etc. We also hold one special meeting each semester to share the information. The big advantage that our department has is that almost every FT faculty member attends so we do not spend a lot of time on simply sharing what was covered, we search for the equity minded and anti-racist practices and strategies that we can implement. This shows in our syllabi, our pedagogy and practices. One quick concrete example that has shown to reduce gaps is eliminating "No late work" policies.

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

Despite being one of the smallest departments, we are dedicated to being present and active. We have active participation and leadership positions (on some) in Senate, Curriculum, Assessment, and leadership councils. In addition, we are present and active in Umoja, Honors, CARES, IEPI, CID, Scholarship, Guided Pathways, Club Advising, Student Equity, various college hiring committees, Athletics and more. Again, this is with only 8 FT faculty.

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 value meaningful assessment and subsequent discussions based on our findings. COM continues to achieve participation by all full-time and some associate faculty in the SLO assessment process. Since COM offers 17 different course types, all course assessments occur yearly. Assessment matters to our department because it directly impacts our instruction and conversations around curriculum. In the past two academic years, we have achieved 100% assessment of our SLOS; however, assessment significantly burdens the 8 existing FT faculty. We are proud to note that we have some associate faculty members participate, but it is not at the level that can aid in the goal of ongoing assessment of our courses. A faculty member co-chairs the assessment committee, guiding the department in assessment efforts. Finally, as the department prepares to adopt new CORS, consider and implement equitable assessment, and integrate the new CALGETC standards, we would benefit from additional full-time faculty members to assist in this process.

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 combination of the college's dedication to strategic planning, the need of data-driven decisions, and the huge impact AB 928 will have on Com's offerings and curriculum will hopefully make our need clear.