

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**

- Chemistry
- Communication Studies
- Communications
- Cosmetology
- Counseling
- ...

**XCSS\_SUBJECT**

- ETS
- HIS
- HUM
- MIL
- PHI
- ...

**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
2021-2022	44.88	1.20	0.00	0.80	2.00	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	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	8.68	0.45	0.75	0.25	2.94	1,866	354	50	5,769.00	664.88
<b>Grand Total</b>	<b>382.70</b>	<b>9.68</b>	<b>4.00</b>	<b>4.40</b>	<b>18.08</b>	<b>18.08</b>	<b>0.54</b>	<b>0.76</b>	<b>0.24</b>	<b>3.11</b>	<b>3,766</b>	<b>776</b>	<b>112</b>	<b>11,687.32</b>	<b>646.54</b>

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.

Currently, the History, Philosophy, Humanities, and Ethnic Studies department (HPHES) has four contract faculty hires in Ethnic Studies (ETS), two of which began in Fall 2024, and two newer dedicated associate faculty in ETS. We have lost two associate faculty in ETS due to full-time elsewhere, so these are newer faculty in RCCD. Turnover for associate faculty is high because demand for ETS faculty is high in the state. There is one tenured faculty member with a secondary FSA in ETS. Student demand has been consistent through Fall 2024, as the implementation of the Area F requirement for CSU transfers and IGETC Area 7 requirement is being rolled into CalGETC Area 7. We anticipate demand continuing to grow through the next few years. For 2023-2024, ETS had a total of 1,866 students enrolled for a total of 5,769 WSCH (quadrupled from 2021-22 as new faculty have allowed us to expand to meet student demand). During this same period, total FTEF was 8.68, producing an efficiency of 664.88. Even with WSCH numbers that are affected by inaccurate fill rates due to crosslisted courses, this is in line with the college's targets. The department continues to roll out new ETS curriculum and have added five ADTs in ETS to the college catalog beginning Fall 24 (SJS-Ethnic Studies SJS-Asian American Studies; SJS-Black Studies; SJS-Chicano/Latinx Studies; SJS-Native American Studies). Additionally, we added one CCAP ETS course due to the demand from the high schools that partner with RCC, which is an expansion of HPHES's offerings. In the past, we have turned the request for CCAP down for lack of faculty, but we anticipate the demand from the high schools will continue to grow, as has the push from the Chancellor to offer more CCAP courses. An additional full-time faculty member would help take some of the burden off full-time faculty in relation to 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 Fall 2023 through Fall 2024, ETS has generated waitlists for all its courses in all modalities. Across 77 sections offered during this time, the fill rate was at 84% with waitlists totalling 566. The fill rate number is not quite accurate because of the way crosslisted courses' numbers are accounted. These courses meet CSU's Area F requirement and IGETC's Area 7 requirement, CSU's Area C and IGETC's Area 3, and/or CSU's Area D and IGETC's Area 4 requirements. Additionally, some of these courses meet CSU's graduation requirements for U.S. History and U.S. government.

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.

With the addition of new full-time ETS faculty, the department continues to expand the modality and number of courses being offered to students, including hybrid, online, and evening classes. The WSCH/FTEF efficiency number for ETS between 2023 and 2024 is 664.88, as stated above, well above the district stated goal of 595. Our efficiency dipped a bit in 2022-2023 as we hired new faculty and doubled the number of courses being offered, but it remained above campus targets. In the past year, efficiency increased again as we were able to accommodate more student demand.

**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.**

Summarizing from the response above regarding the ratio of full-time to part-time faculty: the adoption of the Area F requirement by the CSUs created an immediate demand for ETS courses, and it has steadily risen with the adoption of the Area 7 requirement by the UCs. With CalGETC's implementation next year, we anticipate the need continuing to rise. There is also a growing need for faculty to teach the breadth of the current ETS curriculum and to assess develop new curriculum to build out the ADTs we have already adopted that reflect the 4 core disciplines as defined by CSU: African American Studies, Asian American and Pacific Islander Studies, Native American Studies, and Latinx/Chicanx Studies. Our current faculty were hired under job postings that did not specify area of expertise because the need has been so great for additional faculty. However, Fall 2024's introduction of 5 new ETS ADTs (under the Social Justice Studies umbrella) added to our catalog has especially created a need for courses in Asian American Studies and Native American/Indigenous Studies to have parity with our current offerings in African American Studies and Chicana/o/x Studies. We lack faculty with the requisite expertise in Asian American Studies or Native American/Indigenous Studies, or with expertise as a Generalist (which is comparatively uncommon in the discipline of ETS because there are few graduate programs designated as such), who would be able to create those courses and contribute to the maintenance of our current course offerings.

**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.**

Multiple HPHES department members have been active participants in the student equity committee, and 3 faculty are serving in elected positions on SAS, RDAS, and GEMQ. Additionally, multiple faculty hold office hours in the LHSS Engagement Center, La Casa, Umoja, and Rainbow Engagement Centers. Additionally, faculty have led Flex sessions on ethnic studies, actively participate in Community of Practice Flex events, and regularly attend professional conferences for their disciplines. Faculty have completed ally training, and curriculum updates and additions are intentionally created with student equity in mind, with an eye toward both culturally responsive teaching and student-centered approaches to learning. ETS faculty received a grant with earmarked funds, part of which is going to the creation of an Ethnic Studies center and a Student Ethnic Studies club.

**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 the college adopting a total of 7 new ADTs to the college 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 F CSU/Area 7 UC transfer credit, and coupled with the other ETS courses, students have several options to meet this new GE requirement when most other CCCs struggled to get even one course approved. This fall, ETS faculty have worked hard to update the CORs for their classes based on feedback from CSU reviewers in order to maintain the status of these courses as fulfilling CSU's Area F requirement. Program maps for the new degrees have been drafted, but they're in the process of being refined--something that would be easier to do with more full-time faculty to share the workload. History and philosophy ADTs have a program map, and both have been updated as of Fall 2024.

**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, and one faculty member has completed EMLI training. 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, Assessment, SAS, RDAS, GEMQ, Honors Council, DLC, District Enrollment Management Committee, and LASSE.

**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?**

ETS courses were added to Nuventive by 2023, though none of the ADTs in SJS have yet been added. Our ETS faculty (which from Fall 2022 until now has only been 2 people) have been spread thin as brand-new faculty, and they have been working on updating curriculum to maintain transferability to the CSUs to fulfill the Area F requirement. With 2 additional faculty added this year as well as the project of Comprehensive Program Review in the department, they are better situated to make sure all SLOs and PLOs to which they have access and for which courses have been able to be taught are assessed. Currently, no ETS faculty is on Assessment, though we have department representation on that 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.)**

Given that the California-designated areas of ETS are African American, Asian American, Latinx/Chicanx American, and Native American/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. It is likely that the program will need at least 1 or 2 more full-time faculty to cover these expertises.