

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**

- Business & CIS
- Business Admin/Info ...
- Chemistry
- Communication Studi...
- Communications

**XCSS\_SUBJECT**

- ALR
- ENG
- ESL
- ETS
- FST

**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	1,700.32	41.31	12.32	63.05		116.68	0.35	0.46	0.54	0.85	10,584	1,168	405	54,431.60	466.50
2020-2021	1,729.62	44.52	12.25	69.86		126.64	0.35	0.45	0.55	0.81	11,374	937	445	53,294.06	420.84
2021-2022	1,537.17	45.32	10.13	59.51		114.97	0.39	0.48	0.52	0.93	9,680	808	404	47,140.51	410.03
2022-2023	1,675.70	47.32	10.03	57.48		114.84	0.41	0.50	0.50	1.00	10,501	863	405	51,107.34	445.04
2023-2024	1,768.68	49.77	13.42	58.43		121.63	0.41	0.52	0.48	1.08	10,966	1,039	421	54,006.89	444.04
<b>Grand Total</b>	<b>8,411.49</b>	<b>228.24</b>	<b>58.16</b>	<b>308.34</b>		<b>594.75</b>	<b>0.38</b>	<b>0.48</b>	<b>0.52</b>	<b>0.93</b>	<b>53,105</b>	<b>4,815</b>	<b>2,080</b>	<b>259,980.40</b>	<b>437.12</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.

The ration of f-t to p-t faculty in the discipline has improved steadily. A couple of items to contextualize this, though. The department has experienced a contraction in ALR offerings and two of those faculty members are now teaching exclusively in English though this is not their primary service area. One who has taught exclusively English classes since the Spring of 2021 is retiring and so this will be the equivalent of losing a full-time position. In addition, our ESL faculty--though ESL enrollments have rebounded--all each teach 1-2 English classes each term. One of these faculty is also retiring. So with these retirements of individuals whose service load has been exclusively or partly in English will impact these numbers and we believe that the loss of the ALR faculty member, in particular, whose teaching has been exclusively in English for the last several years, should be viewed more as a replacement/ reshuffling within the department rather than a truly brand new position so that we can keep our ratio of f-t to p-t strong. We should also note that the F-T overload has also been steadily going up which is another factor in the improvement in the f-t to p-t ratio.

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.

Waitlists, particularly for English 1A, remain strong even when we try to add sections to be responsive. This is easier in the spring term when the schedule is smaller and thus more p-t faculty have room to pick up additional sections. In the fall, the staffing is stretched much more thinly with little wiggle room for p-t faculty to pick up additional sections. This is going to be especially challenging with the significant hit retirements will have in the dept (we are losing 4, I'd argue 5--see above, full-time faculty in English. This is going to create a significant burden in terms of l o l, program review, assessment, curriculum work etc in the department as we work to replace these positions.

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.

The numbers show that afater the hits in 2020-2021 and 2021-2022 to efficiency, the numbers are beginning to rebound and are moving in the right direction. Our course caps for English 1A--which represents by far the largest number of sections offered in our department--are 30 so we are not going to hit 525/595 but the numbers are moving in the right direction. That said, though there has been some equalization in funding for online/ hybrid, the funding is still not fully equivalent to f2f and we are--and need to be--still offering a significantly higher number of online and hybrid sections in order to meet student demand for online instruction and better utilize our physical space. In addition, we have added a limited number of short-term offerings in primary terms--1st 8/ 2nd 8 to offer students additional options, and in the case of 2nd 8 week classes, a chance to re-boot and try again in the same term. These shorter term sections are also accounted for differently. Overall, the numbers are solid and moving back up within the constraints with which the discipline operates (course caps) and more flexible student offerings.

**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.**

As stated above, the department has experienced a contraction in ALR offerings and two of those faculty members are now teaching exclusively in English though this is not their primary service area. One who has taught exclusively English classes since the Spring of 2021 is retiring and so this will be the equivalent of losing a full-time position. In addition, our ESL faculty--though ESL enrollments have rebounded--all each teach 1-2 English classes each term. One of these faculty is also retiring. So with these retirements of individuals whose service load has been exclusively or partly in English will impact these numbers and we believe that the loss of the ALR faculty member, in particular, whose teaching has been exclusively in English for the last several years, should be viewed more as a replacement/ reshuffling within the department rather than a truly brand new position so that we can keep our ratio of f-t to p-t strong. We should also note that the F-T overload has also been steadily going up which is another factor in the improvement in the f-t to p-t ratio.

**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.**

Faculty in English are at the forefront of training, experimenting and actively working to improve our pedagogy. AB 705, of course, has been a part of this with many having attended trainings before the full implementation of AB 705. But the work has gone well beyond just the exigencies of implementing AB 705 reforms. Several of our faculty have participated in CUE trainings, whether the pre-pandemic in person intensive training (two of the chairs participated in this in the Fall of 19) or other online trainings that unfolded over the course of the pandemic such as the CUE equity Now series in Fall 20 (5 department members and our IDS participated in this training). Our community of practice work, revisions to CORs for 1A and 1B, small working groups supporting each other in implementing more equitable grading practices in literature courses, discipline members participating in the gradebook analysis work this year, discipline members requesting and reflecting on individualized equity data--the discipline members have been generous in bringing back and sharing what they glean from trainings, from their own research, and more and these are an important part of the discipline's collective, ongoing work to support students and improve outcomes. This year--2024-2025--the discipline is doing a series of retreats for all full and part-time faculty with AB 1705 support: Equity Focused Grading (Oct); Everyday inclusive teaching practices (January); and Servingness in the Composition Classroom in the spring--in line with the theme/ focus this year.

**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?**

The discipline has continued community of practice work to collaborate together on better understanding equitable and effective androgogy for our students. This year--23-24--with the help of AB 1705 funds, we've offered professional development sessions to reach many more of our part-time faculty as we work to improve equitable outcomes for English 1A. We have continued to evaluate the effectiveness of our support courses, shifting from the credit bearing 91 to a more flexible non-credit option with 802 in addition to the support that the Writing Center offers. This is ongoing and intensive work that requires full-time faculty dedicated to overseeing communication as we shift and change the approach in response to what is/ isn't working for students. AND the discipline offers not only gen-ed courses (in huge numbers with 1A and 1B), but also serves English majors. We have a pathways map and an ADT, both of which have been updated, and faculty serve in the engagement center with both office hours and on the spot Writing Center services in engagement centers. The discipline is in alignment with GP efforts. Acceleration (e.g. the old Eng 80) is something we are well beyond but we are also clearly invested in the larger project of moving more students successfully through English 1A with fewer barriers, we partner with academic support--with a Center of our own as well as through support of our engagement center.

**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?**

Our faculty continue to participate in more up to date versions of these trainings (e.g. Escala) with outside entities as well as activities provided by the college (Flex but also EMLI, etc) and to bring that learning back to the department. Our faculty who have previously participated in CUE or CAP or other trainings have continued to stay up to date and bring that learning back to the department. Individual faculty who have completed PhD work in a number of areas that impact teaching in our department have also brought that learning back for all of us, facilitating community of practice and other professional development work.

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

Our department remains active in college-wide leadership work as well as deep engagement with learning centers, grant work, etc, with a Senate president and several members of leadership councils, distance learning, faculty development along with members of LASSE/SAGA/ Rainbow, Puente, Umoja and more.

**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?**

Assessment efforts in the department are ongoing. 1A and 1B assessments were complete last year (Spring 23) and will serve as a sprinboard for upcoming COR revisions as well as the next comprehensive program review. Creative Writing has completed an assessment. The PLOs/SLOs for the literature classes / English ADTs is up to date and the next round is already underway with faculty collecting student artifacts beginning this spring (this takes a couple of years as we offer our majors classes on rotation).

**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.)**