

Faculty Prioritization Worksheet

Data from EMD

XCSS_LOCAT...

- RIV
- MOV
- NOR
- (blank)

XCSS_DEPT...

- Communicatio...
- Applied Techn...
- Art
- Arts, Hum, & ...
- Behavioral Sci...

XCSS_SUBJECT

- COM
- ILA
- ACC
- ADJ
- ADM
- ADP

Data to use for when developing the faculty request justification

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	Total Students (Census)	Total Waitlist	# Secdtions	Total WSCH	WSCH/ FTEF
2015-2016	444.8	8.4	5.7	17.5	0.0	31.6	0.3	0.4	0.6	4,417.0	571.0	164.0	14,236.6	451.0
2016-2017	470.2	8.9	5.9	18.3	0.0	33.2	0.3	0.4	0.6	4,715.0	619.0	172.0	15,049.0	453.7
2017-2018	471.3	8.5	5.0	19.7	0.0	33.2	0.3	0.4	0.6	4,681.0	597.0	173.0	15,088.8	454.8
2018-2019	487.9	10.0	5.3	19.5	0.0	34.8	0.3	0.4	0.6	4,851.0	642.0	182.0	15,617.6	449.2
2019-2020	507.4	10.4	2.3	24.7		37.4	0.3	0.3	0.7	5,027.0	1,082.0	192.0	16,242.6	434.7
Grand Total	2,381.6	46.2	24.1	99.7	0.0	170.0	0.3	0.4	0.6	23,691.0	3,511.0	883.0	76,234.6	448.3

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

27% FT and 73% PT. Based on this ratio alone, we are in desparate 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 piplines with our local universities that have Masters programs in COM.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements

Our waitlist sections exploded in 19/20. Com 9 (Interpersonal Communication) is the main course with high waitlists. It fits into the CSU General Ed requirement of oral communication.

Using the efficeney 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

Over the last 5 years, COM's WSCH/FTEF has averaged at 448.3. We work diligently to be efficient within the parameters we have. When possible, faculty add a few students beyond cap. However, COM was 'given' classrooms in the quad that seat 30 or less students, prohibiting us from adding beyond cap in some classes and from even meeting our cap in other classes. COM maximizes the 3 classrooms we have been 'given' from 8 am - 10pm Monday - Thursday and we have offerings most of the day on Friday and Saturday. Due to classroom constraints and student demand, we have grown modestly in online and hybrid courses but still offer far fewer than most other departments. We have seen improvements in retention and success over the last few years. COVID has demonstrated the ability to teach almost all of our classes in hybrid or online deliveries. This should help to increse our discipline efficiency.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

In addition to the aforementioned challenges in hiring PT faculty (see the first field above), COM faculty are active in leadership positions that result in further constraints on teaching (see fields below). As of fall 2020, com faculty are reassigned due to these roles: Department Chair, Coordination of the Center for Communication Excellence and Assessment Lead.

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

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 discussion 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, CUE at USC, Puente, etc. We have four faculty members currently attending the Equity Now workshop series. Simply put, despite being one of the smallest departments, our presence is among the strongest from any department.

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,

COM has developed and is actively sharing our program map with students. In fact, COM was chosen to be a pilot discipline for EduNav. COM was one of the first disciplines at RCC to develop an Associate Degree for Transfer and it remains one of the most chosen Pathways for incoming RCC students. In addition, COM has participated in: Learning Communities/Cohorts with Business Education, Dual Enrollment with Rubidoux HS, North HS, Martin Luther King HS. For 2020/2021, we are offering 9 classes at local high schools as part of the CCAP agreements. Finding faculty willing to teach courses at the local high schools, per the CCAP agreement, has already proven to be a serious challenge. Also, the additional time required to facilitate Improvement of Instruction for any/all faculty teaching at the high schools is of great concern for the FT faculty. This is putting a serious strain on the already stretched thin FT COM faculty.

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 6 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

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, the assessment of all courses over the year is a significant burden on the 6 existing FT faculty. Based on the discipline's PLO assessment, the district discipline in COM modified the CORs; COM at RCC is scheduled to reassess their PLOs in 2021-2022. We have a faculty member active on the assessment committee, guiding the department in assessment efforts.

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

Just like the accreditation team constantly reminded us, we are in need of data-driven decisions.