

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 |
|--------------------|---------------|-------------|---------------|-------------|-------------|-------------|---------------------|--------------------------------|---------------------|-----------------|-------------------------|-------------------------|------------|-----------------|---------------|
| 2021-2022 | 44.98 | 1.20 | 0.00 | 0.80 | | 2.00 | 0.60 | 0.60 | 0.40 | 1.50 | 440 | 83 | 21 | 1,384.32 | 692.16 |
| 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 |
| Grand Total | 193.47 | 5.80 | 1.40 | 2.20 | | 9.40 | 0.62 | 0.77 | 0.23 | 3.27 | 1,901 | 422 | 63 | 5,921.32 | 629.93 |

Data from EMD Current as of August 7, 2023
*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 new tenure-track hires in Ethnic Studies (ETS) and two new dedicated associate faculty in ETS. Prior to this year, there were two tenure-track members of the History discipline in HPHES with FSAs that allowed them to teach ETS courses in addition to History courses, but both individuals moved on from RCC. HPHES now has a total of five dedicated ETS faculty, which includes two tenure-track and three associate faculty in ETS; and one tenure-track in HIS with an FSA in ETS. The department is in the process of hiring a third dedicated full-time faculty in ETS. Student demand has been consistent through 2022-23, the second year of the ETS curricular rollout, given the implementation of the Area F requirement for CSU transfers and the adoption of the requirement by California Community Colleges. From Summer 2022 through Spring 2023, ETS had a total of 1,901 students enrolled for a total of 5,921.32 WSCH. During this same period, total FTEF was 9.4, producing an efficiency of 629.93. Even with WSCH numbers that are affected by inaccurate fill rates due to crosslisted courses, this is in line with the college's targets. As the department continues to roll out new ETS curriculum, and will have added five ADTs in ETS to the college by Fall 24 (SJS-Ethnic Studies SJS-Asian American Studies; SJS-Black Studies; SJS-Chicano/Latinx Studies; SJS-Native American Studies), they anticipate the student demand for these courses will continue to rise. Additionally, the high schools that partner with RCC for CCAP and RECHS courses have already requested an expansion of HPHES's offerings to include Ethnic Studies courses, but the department has had to turn them down due to lack of faculty to teach them. 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.

From Summer 2022 through Fall 2023, ETS has generated waitlists mostly for Ets-1, including both face-to-face and online modalities. Across 50 sections of Ets-1, enrollment was at 95.3% with waitlists totalling 466. This course meets CSU's Area F requirement.

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 is expanding the modality and number of courses being offered to students, including hybrid, online, and evening classes. The WSCH/FTEF efficiency number for ETS between 2022 and 2023 is 629.93 as stated above.

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 created an immediate demand for ETS courses, and it has continued to rise. There is a growing need for faculty to teach the breadth of the current ETS curriculum and continue to assess and develop new curriculum to build a strong ETS program that reflects the discipline as defined by CSU in 4 areas: African American Studies, Asian American and Pacific Islander Studies, Native American Studies, and Latinx/Chicanx Studies. By Fall 2024, there will be five new ETS ADTs (under the Social Justice Studies umbrella) added to our catalog. Due to lack of staffing, our department almost had to cancel one fully enrolled ETS/HIS course in Fall 2023, but a full-time colleague at Moreno Valley was able to pick up the class as an overload to prevent the students from being able to progress toward their education goals.

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 are active participants in the equity committee and hold office hours in the LHSS Engagement Center, La Casa, Umoja, and LASSE centers. Additionally, faculty have led professional development sessions on equitable grading practices and actively participate in English's Community of Practice focused on equity in teaching. 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 decolonizing the content. Before the pandemic, faculty also participated in equity summits and attended an AAC&U equity conference.

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 two new ADTs in 2021-22 and six new ADTs in SJS (the five mentioned above plus another in LGBTQIA+ Studies) to offer students multiple pathways to transfer with a degree, with all but one of those programs finding a home in this department. As mentioned, several of the crosslisted History/ETS courses have qualified for Area F 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 for Area F. History and philosophy ADTs have a program map, and both have been updated as of spring 2023. An SJS-ETS program map is currently being drafted.

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. 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 department representatives active on RCCAS, Curriculum, and Assessment, and several faculty members participate in the Student Equity Committee, LASSE, and the Professional Development Committee.

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 in 2022-23, and as we now have full-time faculty in the discipline in their second year, they will be able to spearhead assessment of ETS courses.

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 studies, the department will need to provide discipline experts in 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 more than the three full-time faculty it will have hired by Spring 2024 to cover these expertises.