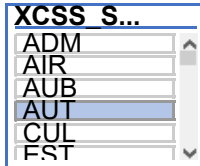
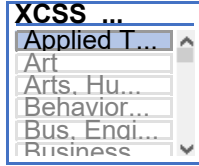
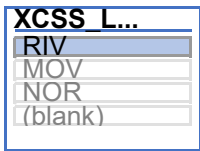


Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.



**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	PT FTEF /Total FTEF	FT to PT Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2018-2019	180.89	5.13	4.02	1.93	0.00	11.08	0.46	0.83	0.17	4.75	849	174	38	5,790.75	522.85
2019-2020	183.21	5.59	4.03	1.56		11.18	0.50	0.86	0.14	6.18	855	209	38	5,865.82	524.50
2020-2021	97.79	5.10	3.83	1.08		10.01	0.51	0.89	0.11	8.31	511	107	35	3,088.34	308.57
2021-2022	107.72	4.28	2.38	2.17		8.83	0.49	0.75	0.25	3.07	519	86	31	3,415.13	386.87
2022-2023	164.39	3.50	3.55	3.54		10.59	0.33	0.67	0.33	1.99	831	98	39	5,263.46	496.93
<b>Grand Total</b>	<b>734.00</b>	<b>23.61</b>	<b>17.81</b>	<b>10.27</b>	<b>0.00</b>	<b>51.69</b>	<b>0.46</b>	<b>0.80</b>	<b>0.20</b>	<b>4.03</b>	<b>3,565</b>	<b>674</b>	<b>181</b>	<b>23,423.50</b>	<b>453.18</b>

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.

The FT/PT ratio in Automotive is skewed due to the fact that most of the FT faculty carry large overloads. This is not a desire, it has been a necessity due to the fact that finding qualified PT faculty is extremely challenging. The automotive industry is high skill/high wage and most ASE Master Technicians make as much or more than the college pays PT faculty. In the last two years, exceptions have been made 3 times to allow FT faculty to exceed 1.6 due to an inability to staff fully enrolled classes. This approach is not sustainable. Additionally, the lead Automotive faculty (who historically teaches in excess of 1.4 each term) will be retiring in a few years and bringing on an additional faculty member now will allow for a smoother transition.

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.

Automotive has large waitlists for roughly 50% of our course offerings. In many cases waitlists are full and the true need cannot be measured due to the fact that the waitlists close. Students are on very clear pathways and our inability to serve student need delays the students ability to complete on-time.

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.

Efficiency in automotive has recovered from the Covid Pandemic. Automotive has a fill ratio over 100% as of today. Looking at historic efficiency numbers paints an inaccurate picture without some background. Changes in technology, recommendations from industry partners (employers on our advisory board), the development of an Automotive Apprenticeship Program and new course structure has impacted efficiency. What does not show up on the spreadsheet is the fact that RCC's Automotive Program has gone from not having an Apprenticeship program a year and a half ago, to being the largest Automotive Apprenticeship Program in the State. In addition to 100% fill rates, waitlists far exceed current capacity which is limited by available faculty.

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.

Recent changes to certificate patterns have resulted in more certificate options, allowing students to specialize in specific areas of automotive service and repair. These new certificate patterns are in response to industry input and recommendations. The new patterns are designed to reduce time to completion for students, but due to the inability to find qualified PT faculty, waitlists have grown to unmanageable numbers. In addition the automotive industry has an aging workforce. This coupled with the introduction of new technologies has lead to great opportunities for students to enter a high skill/high wage labor market.

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.

The Automotive Apprenticeship Program works to reduce equity gaps by placing marginalized and underrepresented students in automotive technician jobs that provide students an opportunity to begin a high skill/high wage profession that will allow them upward mobility. The Apprenticeship Program works with students on multiple levels. In addition to receiving technical knowledge, students receive assistance with resume writing, interview skills, and industry connections that have historically not been available to many of our marginalized and underrepresented students.

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?

Automotive is one of the first departments to build pathways and course rotation schedules so that students have a clear path and schedule to follow as they navigate their course of study. Students entering automotive know exactly which classes they need to take and exactly when they will be offered. Class schedules are built with two distinct rotations (day rotation and evening rotation). We understand many of our students work during the day and all FT faculty teach at least one night class in order to serve students needs. In addition, contextualized learning is the cornerstone of everything we do in Automotive. When students leave our program, they have hands-on experience that allows them to seamlessly transition into the workforce. Our Apprenticeship program further develops student skillsets to ensure students compete for higher paying jobs. Supplemental Instruction (SI) is use in Automotive as well. On the non-credit side, Automotive offers short-term CDCP courses to prepare students to pass the national ASE tests.

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?

Various Automotive faculty have been involved in AB 705 and CUE conferences/meetings. Information received at the meetings is disseminated and discussed at the department and discipline level. Equity plays a big role in our decision making, and faculty often discuss how department structure, course offerings (including mode of delivery), assignments, grading policies, and lab activities impact or marginalized populations.

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

Automotive faculty have been deeply involved with Strategic Planning and Academic Senate over the years. A few examples of service are: EPOC Chair, EPOC voting member, RDAS Chair, RDAS voting member, Financial Resources chair, Human Resources Committee member, Academic Senate voting member, Physical Resources Committee member.

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?

The complete overhaul of the automotive curriculum including new course numbers and updated SLO's/PLO's for all but one course has required us to begin a new assessment cycle. Assessment of SLO's and PLO's is ongoing. Applied technology does have an Assessment Committee representative and assessment is on the agenda at every department meeting.

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.)

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