

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
2017-2016	468.33	9.00	1.20	9.80	0.18	20.18	0.45	0.51	0.49	1.06	4,454	613	100	14,989.91	742.99
2018-2019	452.50	6.00	1.20	12.80	0.10	20.10	0.30	0.36	0.64	0.57	4,313	540	100	14,483.09	720.55
2019-2020	505.42	9.60	1.40	11.20		22.20	0.43	0.50	0.50	0.98	4,817	624	112	16,177.38	728.71
2020-2021	487.37	6.80	1.60	15.40		23.80	0.29	0.35	0.65	0.55	4,919	960	119	14,943.20	627.87
2021-2022	437.27	8.30	2.90	13.20		24.40	0.34	0.46	0.54	0.85	4,290	461	122	13,409.10	549.55
2022-2023	441.72	7.80	1.60	12.64		22.04	0.35	0.43	0.57	0.74	4,317	569	116	13,609.37	617.44
Grand Total	2,792.61	47.50	9.90	75.04	0.28	132.72	0.36	0.43	0.57	0.77	27,110	3,767	669	87,612.05	660.14

*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.

Because almost half the full-time faculty in the department currently teach in two different disciplines (not just crosslisted classes), this has increased the pressure on disciplines like History, whose student demand remains high. Thus, the departmental ratio of full-time to part-time faculty remains higher than the college average (52% of courses taught by part-timers for the department vs. 44% for the college). In the discipline of History itself, that number jumps to 57% of courses taught by associate faculty. Adding another full-time faculty member would also share the service load of student advising, curriculum updating, and assessment, which the department already struggles to complete because its full-time faculty are pulled in multiple disciplinary directions.

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.

The discipline of History generates large waitlists for most classes. Between 2017-2021, the number of waitlisted students totaled 2,737, which includes an increase during the pandemic. This is attributed to the demand for more online courses and the contractual limit on the number of online courses that full-time faculty can teach as well as the number of courses overall that associate faculty can teach. This means that the majority of online courses for the discipline are taught by multiple associate faculty.

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.

According to the WSCH/FTEF metric above, History has the third highest efficiency of the over 70 disciplines at the college with a four-year mean of 660.14, behind Health Science (797.80) and Anthropology (677.33). However, History also includes a high number of cross-listed courses, which brings down its overall efficiency, and Health Science is only one general education course as opposed to a discipline with multiple GEs and major courses, which would also bring down efficiency. Discipline efficiency dipped in 2020-2022, as it did across the college, but at its lowest, it is still almost 28% higher than the college average and 5% higher than the college's target efficiency. The discipline has increased the number of courses being taught online, including short-term and late-start online courses. The discipline began offering a few hybrid courses to continue to try to fill all sections, as the efficiency of face-to-face classes in 2021-2022 has brought down the discipline's overall efficiency (which was still close to the college's target efficiency despite the widespread challenge of meeting target FTES in 2021-2022).

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.

With the increased demand for ETS courses on account of the newly implemented Area F GE requirement, some of the discipline's part-time faculty have been hired in other districts as full-time, while others have retired. This has contributed to the need to hire more associate faculty to cover the courses. Additionally, on account of changeover in full-time faculty makeup in the department over the past five years, there is a need for additional expertise for certain courses (such as in Native American history).

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 HPHE department members are active participants in the Student 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 during 2021-22 and six new ADTs for 2024-25 to offer students multiple pathways to transfer with a degree. Several of the crosslisted History/ETS courses were also granted Area F qualifications, 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. Program maps for new ADTs are 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 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.

HPHE has department representatives active on RCCAS, Curriculum, and Assessment, and other faculty members participate in the Professional Development Committee and are just beginning to attend TLLC.

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?

History is up-to-date with assessment of all discipline SLOs with the exception of two courses in an area of specialty for which the department hired a new faculty member in 2022-2023 to replace retired faculty. The discipline is currently mapping SLOs to PLOs and assessing PLOs. The department has a faculty representative active on the Assessment 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.)

An area of specialized faculty expertise needed in History is in Native American/Indigenous history. Currently, those courses are taught by associate faculty with that expertise, as it has been several years since the department has had a full-time faculty member with this expertise. Updating those courses' content should be done by experts, and considering the demographics of RCC's students and surrounding community, as well as the burgeoning Ethnic Studies program, this is a curricular need that should be filled. Since we cannot require associate faculty to contribute in these ways to the community, a full-time faculty member is requested.