

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)

Table with 15 columns: 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. Rows include years 2020-2021 to 2024-2025 and Grand Total.

WSCH is NOT CORRECT for 2024-2025!

Data from EMD Current as of August 28, 2025
\*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.

Coming out of teaching online during the Covid pandemic the Chemistry department has increased the number of FTES generated by approximately 20% between '22-'23 (586.59 FTES) and '24-'25 (706.36 FTES). This growth has been largely due to the increasing dependance on part-time faculty and full-time overload. In looking at the FT/PT ratio, there has been a steady decrease from 3.86 in '22-'23 to 2.36 in the most recent year ('24-'25) and the upcoming year is expected to continue this trend. Our most recent department full-time hire was in '22-'23 leading to a temporary increase in the ratio, however it has been steadily decreasing since as department FTES have increased. Previous full-time hires had been replacements for turnover (transfers and retirement). Therefore, we have maintained a consistent number of full-time faculty, but have not significantly added to the much needed full-time growth positions. It is also increasingly challenging to find quality part-time faculty since most chemists that are qualified to teach go into the industry sector. In addition, when we acquire a part-time faculty that excels at their job, they often do not spend much time as an adjunct before being swept up by a full-time position elsewhere. Additionally, reliance on FT overload has seen overload FTEF (12.68 in '24-'25) exceed PT FTEF (11.96 in '24-'25) and nearly double the FTES taught by our full time faculty (FT FTEF 15.56 and Overload 12.68 in '24-'25). It is also apparent from educational research that students have greater persistence and long-term success when their courses are taught by full time faculty. As we attempt to close achievement gaps for disproportionately impacted groups, it is vital the college make a concerted effort to increase the number of full-time, tenure-track, faculty.

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.

Overall the waitlists for our courses have consistently increased each of the past three years. The courses within the department with the most substantial waitlists are CHE-2A, CHE-3, and CHE-1A. These classes are essential for progress in the Chemistry sequence, transfer to four-year universities, and for those working towards careers in the allied health care professions. As a result, we are asking for growth positions in order to help meet the demand for these courses. These courses in particular account for approximately 2/3 of our FTES and the majority of the FTES generated by these courses are by PT faculty. With the implementation of hybrid Introductory Chemistry courses, we can now further optimize our lab space and can grow our program.

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 efficiency of the department has increased each year for the past four years from 514 in '21-'22 to 611 in '24-'25. This is notably high because the majority of our courses are capped at fewer than 35 students. The department is unable to significantly alter course modality as lab space and time is required, however we have introduced a few hybrid course offerings for CHE-2A, CHE-2B, and CHE-3 and made schedule alterations in an effort to maximize efficiency. We have also increased offerings of our non-lab general education CHE-10 and CHE-17 courses which are fully online. Adding additional full-time faculty would allow the department to offer hybrid courses to DE certified faculty which is a limitation we currently have with our part-time faculty as well as potentially increase our offerings of CHE-10 and CHE-17.

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, our department has grown increasingly reliant on overload to fill in the gaps of scheduling. Recruiting and hiring qualified part-time faculty is a challenge and in order to avoid cancelling sections, FT faculty will pick up the additional courses when possible.

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.

As a department, success data has trended positively over period 2020-21 to 2024-25 in CHE 2A, 2B, 3, 1B, 12A, and 12B and has held relatively constant in CHE 1A. Focusing specifically on equity gaps, the most noticeable disparity across the department is with our Hispanic students. However, the overall success rate of Hispanic students has improved when comparing AY 20/21 to AY 24/25 increasing from 55% to 61.5%. Several faculty in the department have participated in ESCALA training, Equity Minded Learning Institute, Faculty Learning Communities, and hold regular office hours in engagement centers. As a result, they have adopted more student-centered teaching methods and taken proactive measures to enhance student success and reduce equity gaps.

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?

Several years ago, the Chemistry department developed a Chemistry Pathways Map and a state-approved ADT in Chemistry. This helped align us with Pillar 1 of the Guided Pathways framework. The department participates in various learning communities, dual enrollment/CCAP, and had one faculty member participate in study abroad. Recently we have also developed our SGL program to have previous students who can provide study assistance to students in CHE-2A, 3, and 1A.

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?

Members of the department have participated in several learning communities, ESCALA, EMLU, and have attended or hosted several workshops on equity minded andragogy. Faculty have different methods of implementation ranging from allowing late assignments to incorporating student-centered teaching practices within the classroom.

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

The faculty within the department serve on/are involved with: EPOC, Academic Senate, GEMQ, Faculty development, Curriculum, Assessment, STEM Engagement center coordinator, SAS, TLLC, Distance ed, CMAC, parking, methods and metrics, scholarship, and student equity

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 Chemistry department has active faculty representation on the Assessment Committee. We have assessed 100% of our SLOS for our classes for a total of 16 SLOs. We have not yet assessed PLO but we are planning to this semester.

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.)

Our department has many faculty that are heavily involved in committee, strategic planning and grant work. Dr. Harman continues to serve Chemistry students with the S-STEM Grant, which awards students, not only a stipend, but internship opportunities. Chemistry faculty also participate in CCAP agreements and obligations. The department has a member on 3 of the 4 Leadership Councils. Wendy McKeen is currently serving as the EPOC Faculty Co-Chair. Paul Richardson is the STEM Engagement Center Coordinator. Since many of our faculty are deeply involved in these and other activities, there will be a need to rely more on part-time faculty. Part-time faculty in our discipline are hard to find. Often FT faculty take on overload in order to not cancel unstaffed courses. This, combined with the justifications mentioned above, there is a growing need for an additional full-time faculty in the Chemistry department.