

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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XCSS_DEPT_DESC

English & Media Stu...

History/Humanities/P...

Applied Technology

Art

Arts, Hum, & World ...

XCSS_SUBJECT

ETS

HIS

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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 - Dailly 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
2021-2022	44.88	1.20	0.00	0.80		2.00	0.60	0.60	0.40	1.50	439	83	20	1,381.32	690.66
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
2023-2024	189.33	3.88	2.60	2.20		8.68	0.45	0.75	0.25	2.94	1,866	354	50	5,769.00	664.88
2024-2025	262.18	8.00	3.40	1.20	0.00	12.60	0.63	0.90	0.10	9.50	2,598	778	69	2,857.12	226.76
Grand Total	644.88	17.68	7.40	5.60	0.00	30.68	0.58	0.82	0.18	4.48	6,364	1,554	181	14,544.44	474.12

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.

Currently, the History, Philosophy, Humanities, and Ethnic Studies department (HPHES) has four contract faculty hires in Ethnic Studies (ETS), two of which began in Fall 2024, and one dedicated associate faculty in ETS that began in Spring 2025. In the last two years, we have lost three associate faculty in ETS due to full-time hire elsewhere. Turnover for associate faculty is high because demand for ETS faculty is high in the state. There is one tenured faculty member in our department with a secondary FSA in ETS. Student demand continues to be consistent through Fall 2025 as the new GE pathway CalGETC's Area 6 is implemented for new students and the ethnic studies requirement remains for the local GE pathway. Demand has far outpaced our ability to add courses to the schedule, which means that while the FT to PT ratio for 24-25 is 9.5, that's because we only have one PT instructor and several FT faculty teaching multiple overloads. The waitlist numbers show that we could easily add more sections of ETS courses if we just had the faculty to teach them. Demand will continue to grow through the next few years. For 2024-25, ETS had a total of 2,598 students enrolled (an increase from the prior year of 632) for a total of 7,794 WSCH (an increase of roughly 35% from 2023-24). During this same period, total FTEF was 12.6, producing an efficiency of 618.57. Even with WSCH numbers that are affected by inaccurate fill rates due to crosslisted courses, this is in line with the college's targets. The department continues to roll out new ETS curriculum and build the programs for the five ADTs in ETS that officially rolled out in Fall 24. We are also growing our CCAP offerings to meet the demand from area high schools. All full-time faculty carry overload in order to meet student demand, with some teaching overload in every semester and intersession. An additional full-time faculty member would help take some of the burden off full-time faculty in relation to teaching load, 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.

For Fall 2024 through Fall 2025, ETS has generated waitlists for all its courses in all modalities. Across 102 sections offered during this time, the fill rate was at 95.2% with waitlists totalling 1,438. The fill rate number is not quite accurate because of the way cross-listed courses' numbers are accounted. These courses meet at least one of the following GE requirements: CalGETC Areas 3, 4, and/or 6. Additionally, some of these courses meet CSU's graduation requirements for U.S. History. ETS-1 has had very long waitlists, probably because most students are advised to take it through counselors or program maps, despite the fact that none of our courses have prerequisites or are sequential. We'd be happy to add more sections, but we can't hire people fast enough to meet demand.

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 continues to expand the modality and number of courses being offered to students, including hybrid, online, and evening classes. The WSCH/FTEF efficiency number for ETS between 2024 and 2025 is 618.57, as stated above, well above the district stated goal of 595. Our efficiency has gone down a bit in 2024-25, as we onboarded new faculty and increased the number of courses being offered, but it remained above campus targets.

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.

Demand for ethnic studies courses has steadily risen since the original adoption of the Area F requirement by the CSUs and the Area 7 requirement by the UCs, and it continues under CalGETC's implementation for Area 6. We are still also attempting to grow faculty in the breadth areas of current ETS curriculum and Social Justice Studies ADTs in order to best serve students in reflecting the 4 core disciplines as defined by CSU: African American Studies, Asian American and Pacific Islander Studies, Native American Studies, and Latinx/Chicanx Studies. All current full-time faculty were hired under job postings that did not specify area of expertise because the need has been so great for additional faculty. However, Fall 2024's introduction of 5 new ETS ADTs (under the Social Justice Studies umbrella) has especially created a need for courses in Asian American Studies and Native American/Indigenous Studies to have parity with our current offerings in African American Studies and Chicana/o/x Studies. We are currently in a search for one position to fill this need from last year's prioritization, but we will need faculty with expertise in the other as well, or at least another faculty member with expertise as a Generalist (which is comparatively uncommon in the discipline of ETS because there are few graduate programs designated as such), given the high demand for ETS courses.

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.

HPHES department members have been active participants in the Student Equity Committee, Global Learning and Study Abroad Committee, as well as elected members of RDAS, GEMQ, and TLLC (the chair of TLLC is an ETS faculty member). Additionally, multiple faculty hold office hours in the LHSS Engagement Center, La Casa, Umoja, and Rainbow Engagement Centers. ETS faculty have led Flex sessions on ethnic studies, actively participate in Community of Practice Flex events, and regularly attend professional conferences for their disciplines. Some faculty have completed ally training, and 1 faculty is a graduate of the second cohort of EMLI with another faculty member in the current cohort of EMLI. ETS faculty have been tireless at attempting to make all required curriculum updates to maintain articulation for ethnic studies transfer credit, despite obstacles from the CSUs, and the department centers questions of student equity when making curricular updates, with an eye toward both culturally responsive teaching and student-centered approaches to learning. ETS faculty launched the Ethnic Studies Student Club, and had a very successful launch event in Spring 2025 with great attendance and response from students. They are currently planning on traveling to at least one academic conference this year.

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 adopting 7 Social Justice Studies ADTs into the catalog since 2021 to offer students multiple pathways to transfer with a degree, which brings the department total of ADTs to 9. As mentioned above, several of the crosslisted History/ETS courses have qualified for Area 6 CalGETC credit, and coupled with the other ETS courses, students have several options to meet this GE requirement. Because the CSUs have become more stringent on what is earning articulation as ethnic studies credit, and because ETS faculty received faulty information provided by a state-provided curriculum mentor from outside the district, ETS faculty have had to update all their CORs for the second year in a row. This has been a large undertaking among very new faculty. This has meant that program maps for the new degrees took a backseat to more pressing curricular issues, but we are actively working to utilize the new Program Mapper to make sure they are completed this fall. For the record, this is something that would be easier to complete with more full-time faculty to share the workload.

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. One faculty member has completed La Escala training, one faculty member has completed EMLI training, and another is currently enrolled in EMLI. 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 faculty representatives active on Senate, Curriculum, SAS, GEMQ, Honors Council, DLC, DEMC, GLSAC, and LASSE. One faculty member is currently running for a position on RDAS. We are replacing our Assessment representative this fall, as we had a failed search in the spring.

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?

Our ETS faculty (which from Fall 2022-24 was 2 new faculty and from Fall 24-now is up to 4 people) have been spread thin as brand-new faculty, and they have been working on updating curriculum to maintain transferability to the CSUs to fulfill the ethnic studies requirement. All ETS faculty participated in the department's Comprehensive Program Review this spring, which allowed them the space to look at their growth and set goals as a discipline within our department. Once we're through the curriculum deadline this fall, ETS faculty will turn their attention to ensuring all SLOs and PLOs to which they have access and for which courses have been able to be taught thus far are assessed. Currently, no ETS faculty is on Assessment.

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/Indigenous Studies, the department will need to provide discipline experts in each of 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 at least 1 more full-time faculty to cover these expertises after we complete a successful search that is currently ongoing.