

COLLEGE GROWTH & INSTRUCTIONAL PATHWAY COMPLETION

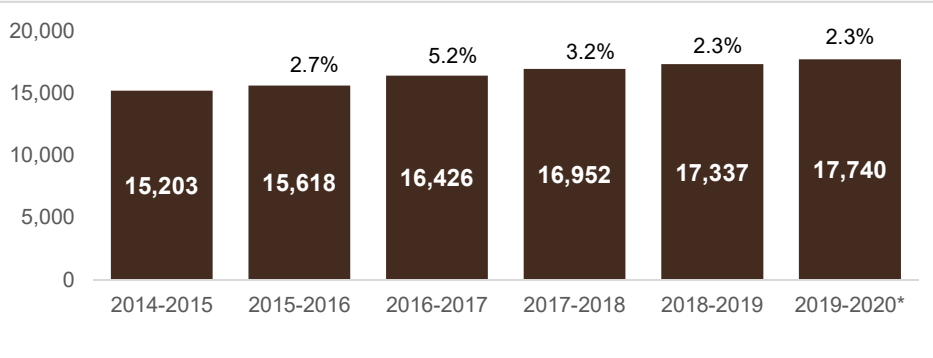
PREPARED FOR RIVERSIDE CITY COLLEGE STRATEGIC PLANNING COMMITTEES & COUNCILS

The need for additional capacity does not necessarily correlate exactly with the need for additional new faculty. Additional capacity possibly may be met with existing staffing. Conversely, additional faculty may be needed in a discipline that does not currently have sufficient faculty to meet existing demand or in areas of needed expansion into new areas of instruction.

Each discipline program review identifies the need for additional faculty and completes an analysis via the Faculty Prioritization Worksheet. Careful review and analysis of the Faculty Prioritization Worksheets along with the understanding of college need described here in and understanding of areas of program growth can inform the faculty prioritization process.

1. continued planned college growth

RCC has consistently grown in FTES over the last several years. Based upon regional growth expectations, the college should be able to sustain additional growth for several years to come. Thereafter growth in special admits (ex: dual enrollment) and expansion of adult-learners (CDCP noncredit) is projected to sustain enrollment growth. *District/college aspirational growth is 3% annual growth in FTES. Exact enrollment targets are determined through District Enrollment Management.*



Final Total FTES (includes credit Res, credit nonRes, and noncredit FTES)

Source: EMD – September 2019

(note: values may differ from 320 Report and values retrieved from system at different times or with different criteria)

* 2019-2020 values are targets

2. growth in dual enrollment

In support of the guided pathways framework, the college is growing efforts in dual enrollment, both CCAP and non-CCAP efforts. This initiative will grow college FTES in the category of special admit enrollments. In addition, the program may increase the college capture rate of high school students on pathway to complete certificates, degrees, and transfer goals.

For the Transfer-focused pathway, this initiative will require additional sections in Arts appreciation courses (THE-3 and MUS-19), Communication Studies (COM-1 and COM-9), Life Sciences (BIO-18), Social Sciences (PSY-1, SOC-1, ANT-2 and possibly HIS, and POL-1). In addition, sections in ENG-1A, college level STEM math, and non-STEM math (MAT-12).

Growth will also be needed in CTE programs to be identified based upon need and best fit. Current high demand areas are related to computer sciences and cyber security.

3. review of capacity and demand

CTE has a long history of scheduling courses to meet student academic pathway needs. The remainder of the college must also balance course offerings to support successful transfer and degree completion. However, due to differences in unit values evaluating schedule development solely based on FTES is problematic. Evaluation of student enrollment by headcount ensures that the college is making sufficient "seats" available for students to complete their academic pathway.

The rate limiting-course for completion for all certificates and degrees is ENG-1A; the area A2 (Written Communication) in the CSU General Education requirements.

Census headcount

CSU GE Requirement	2014-15	2015-16	% change	2016-17	% change	2017-18	% change	2018-19	% change
A1: Oral Communication	3536	3743	5.9	3874	3.5	3791	-2.1	3889	2.6
A2: Written Communication	2862	2992	4.5	3102	3.7	4183	34.8	5478	31.0
A3: Critical Thinking	2817	2924	3.8	3066	4.9	3433	12.0	3694	7.6
B1: Physical Science	5291	5576	5.4	5928	6.3	6556	10.6	6925	5.6
B2: Life Science	4227	4334	2.5	5104	17.8	5354	4.9	6258	16.9
B4: Mathematics/Quantitative Reasoning	4692	4985	6.2	5212	4.6	6922	32.8	7702	11.3
C1: Arts	6095	6667	9.4	7219	8.3	7682	6.4	8407	9.4
C2: Humanities	9585	9868	3.0	10481	6.2	10837	3.4	10863	0.2
D: Social Sciences	11744	12486	6.3	13541	8.4	14109	4.2	15448	9.5
E: Lifelong Learning & Self Development	7206	7413	2.9	8335	12.4	9755	17.0	10834	11.1

- The chart above shows that the maximum number of students moving through RCC completion of ENG annually is 5478 and shows how the capacity for the college to offer ENG-1A has shifted over the past few years.
- The trend in course offerings has resulted in a slight decline in overall enrollments in all levels of English Composition. However, this is accompanied by an amazing increase in **college-level** English Composition enrollments. Within the last five years enrollments in college-level English Composition shifted from 38% to 84% of enrollments in all levels of English composition courses.
- Never the less, the college still does not have the capacity in ENG-1A to meet the need indicated by waitlist data. The college could have supported about 650 additional students in ENG-1A last fall for an additional 106 FTES.
- Overall, though there are some challenges with interpreting waitlist data, the college appears to have almost sufficient seats allocated across the CSU GE areas. However, demand for specific courses remains consistently high from term to term. Indicating an unmet need in the course listed below.
- The need is likely driven in some areas by the need to complete coursework in the area of major study.

19FAL	# of Sections	First Day	Waitlist	additional sections	additional FTES
ENG-1A	115	3056	653	22	106
BIO-1	33	1050	469	15	99
SOC-1	29	1200	323	7	30
POL-1	21	904	352	7	30
MAT-12	39	1582	351	8	46
COM-9	27	749	281	9	28
COM-1	30	737	203	7	19
ENG-1B	30	886	146	5	26
HIS-6	14	667	253	5	25
PSY-1	20	879	224	5	21
CHE-2A	12	358	203	7	45
ANT-1	10	460	197	4	18
PSY-9	16	764	170	3	15

103 508

4. full-time faculty recruitment and hiring recent history

in the last prioritization cycle six (6) new positions were funded and one carry-over position (not rehired from 15-16) for a total of seven (7) positions. During that same hiring period the replacement positions noted below were also recruited.

	Discipline	Replacement or New	Hired
	Accounting	replacement	Failed search
	American Sign Language	replacement	Committee unable to meet – defer to 19FAL
1	Anatomy & Physiology	new	Gregory Russell
	Automotive Collision/Technology	replacement	Skyler Murdock
2	Biology	new	Mona Jazayeri
	Biology – OYT (one-time hire)	new	Katherine Johnson
	Business	replacement	Kinnari Bhavsar
	Communication Studies	replacement for OYT	Juan Ahumada
	Communication Studies	replacement	Lucretia Wright
3	Counseling	new	Christopher Williams
	Counseling	replacement	Lisa Contreras
	Counseling (LTT Categorical)	replacement	Michael McCracken
	Counseling - CTE (LTT Categorical)	new	Jacqueline Urena
	English	replacement	Audrey Holod
4	English	new	Wendy Silva
	History (African American Emphasis)	replacement	Jessica Hamilton
	History (Women's /Gender Emphasis)	replacement	Deborah Brown
5	Nursing (CNA)	new	Jill Smithen
6	Nursing (CNA)	new	Mary Fehn
	Physics/Astronomy	replacement	Katie Kern
7	Psychology	new	David Lee
	Theater Arts (Design/Technical Theater)	replacement	Failed search
	Theater Arts (Acting/Directing) - OYT	replacement	Jason Buuck