

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	Full Time (Contract) FTEF	Overload (taught by Full Time) FTEF	Part Time (Assoc. Faculty) FTEF	Large Lecture FTEF	Total FTEF (sum of 4 colums)	Full Time FTEF /Total FTEF	Full Time + Overload FTEF /Total FTEF	Part Time (Assoc. Faculty) FTEF /Total FTEF	Full Time to Part Time Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2017-2018	144.48	2.40	4.87	3.87	0.00	11.13	0.22	0.65	0.35	1.88	2,608	133	96	4,625.74	415.45
2018-2019	153.22	3.36	4.60	3.71	0.00	11.67	0.29	0.68	0.32	2.14	2,595	184	95	4,906.30	420.52
2019-2020	182.02	3.13	5.80	5.60	0.00	14.53	0.22	0.61	0.39	1.60	2,517	225	100	5,826.10	400.84
2020-2021	190.97	2.93	6.80	2.72	0.00	12.45	0.24	0.78	0.22	3.58	2,347	271	82	5,781.49	464.48
2021-2022	186.98	3.47	7.80	2.20	0.00	13.47	0.26	0.84	0.16	5.12	2,285	129	85	5,628.01	417.90
Grand Total	857.67	15.29	29.86	18.10	0.00	63.25	0.24	0.71	0.29	2.50	12,352	942	458	26,767.64	423.20

Data from EMD Current as of August 8, 2022

*Full Time total for this ratio includes Overload and Large Load FTEF

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 Puente Project is a cohort program that has been on the Riverside City College campus for over 35 plus years. The program currently identifies one full-time counselors/coordinator however requires two full-time counselors to share a three-year rotation to support new cohorts each year including the follow-up for each Phase III student preparing to transfer to four-year institutions. As Puente falls under counseling it is important to note that FTEF data does not tell the whole picture. The majority of counseling load is with counseling appointments and follow up with students rather than teaching load. The Puente Program serves 35 new students each year and provides follow up for those Puente students still at RCC.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements 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.

As mentioned above, the teaching part of counseling is a small percentage of what we do in counseling. The majority of the counselor load is based upon appointments with students - serving them, providing them with a student educational plan, career counseling, general counseling, and the list goes on. Our teaching assignments are minimal in relation to our student contact through appointments and workshops. However, even knowing that we can still see there is a need to offer additional sections of courses. During 20-21 year, we offered 80 sections with 272 students on the waitlist which would be the equivalent of 8 additional sections. There is a dire need at RCC to improve the counselor to student ratio as well as increasing guidance course offerings.

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.

In counseling, FTEF data does not tell the whole picture. We serve 30,000 students in counseling at RCC. We have embraced the Guided Pathways with a "Caseload Model" and are seeking to improve the counselor to student ratio. Within the Guided Pathways, it is detrimental to get students on their path and to understand the courses needed to complete educational goal - counseling is required for all students at RCC. The Counseling Discipline at RCC is very

active on a variety of college strategic committees as well as many counselors serving in leadership positions. Counseling understands the importance of serving our students through active participation on various committees and workgroups and continues to work hard as a team to support college goals. Counseling has embraced the opportunity to serve students remotely and expanding services to include more evening and weekend opportunities for students to access counseling services. We are constantly evaluating services and tweaking offerings to meet student need. Course offerings are scheduled according to student need as well as providing various times/days and format of offerings to include Face to face, online, hybrid, etc. We are seeking to serve our students in the most effective and efficient manner. During the 20-21 year we increase our WSCH/FTEF by 64.

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.

Riverside City College serves a student population of over 60%. The mission of the Puente Project in conjunction with Guided Pathways and RCC Strategic Planning is to increase the number of educationally underrepresented students who enroll in four-year colleges and fulfill higher-level degrees. Puente is interdisciplinary with writing, counseling, and mentoring. Statewide faculty rotation is a three-year process which was not been fulfilled at RCC. The current faculty member will be serving six years in a row, Puente requires two faculty rotations and must identify the next faculty member for 2026-2027.

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.

RCC Puente Project has remained active and participated in multiple college experiences in the midst of the Pandemic to include a People of Color Tour with UCLA. In addition, students have been able to visit and learn about the transfer process to Cal Poly Pomona, Cal State San Bernardino and the University of California, Riverside. In addition, students have experienced leadership academies offered by local community supporters such as Riverside Latino Network.

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?

Riverside City College Puente Project is interdisciplinary with writing, counseling and mentoring. Puente counselor works closely with Puente English faculty over one academic year which creates a supportive environment for students through the curriculums offered through Guidance and English courses. Both courses integrate Latino and other multicultural literature in combination with skill-appropriate texts. Students are provided with an opportunity to use mentors and their communities as a resource for writing and to develop a professional relationship with their community mentors. The courses offer an environment that provide students with the support and motivation likely to enable them to transfer.

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?

Puente Counselor has worked in partnership with English faculty to implement course offerings and to ensure that students are clear of AB705 requirements and placement through completion of ENG 1A and 1B. Pertinent information is currently in progress to ensure information is accessible on the RCC website, literature, and face-to-face outreach. Faculty training has included RCC Professional Development and Puente Statewide Office training sessions related to culturally relevance, teaching pedagogies, and Equity minded practices.

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

The current Puente Counselor Coordinator is an active participant on the Student Equity Committee, Student Equity Planning Institute, the Association of Latinx Advocating for Student Success and ASRCC, student government/leadership through student leadership and advocacy.

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 Counseling Department is active in the the assessment process. There are four Guidance classes and fifteen SLO's were assessed over the last two years. This was 100% of those scheduled. The courses are not part of a program directly and so PLO's haven't been assessed. The counselor assigned to the Assessment Committee is an active member and reports out regularly at each counseling 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.)

Currently, the RCC Puente Project faculty is supported by the Counseling discipline. The program objectives is supported by Student Equity Funding.