

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

- FTES – Full Time Equivalent Students
- FTEF – Full Time Equivalent Faculty (15 units per semester is full time)
- 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 |
|---------------|--------|---------|---------------|---------|-------------|----------|---------------------|--------------------------------|---------------------|-----------------|-------------------------|-------------------------|------------|------------------------------------|------------|
| 2020-2021     | 87.57  | 2.01    | 1.92          | 4.02    |             | 7.94     | 0.25                | 0.49                           | 0.51                | 0.98            | 743                     | 105                     | 35         | 2,702.50                           | 340.18     |
| 2021-2022     | 96.09  | 2.45    | 1.85          | 3.27    |             | 7.57     | 0.32                | 0.57                           | 0.43                | 1.32            | 730                     | 52                      | 32         | 2,940.51                           | 388.62     |
| 2022-2023     | 97.26  | 2.00    | 2.11          | 3.62    |             | 7.72     | 0.26                | 0.53                           | 0.47                | 1.14            | 701                     | 61                      | 31         | 3,046.46                           | 394.37     |
| 2023-2024     | 120.83 | 2.00    | 1.73          | 3.92    |             | 7.65     | 0.26                | 0.49                           | 0.51                | 0.95            | 876                     | 99                      | 35         | 3,805.55                           | 497.47     |
| 2024-2025     | 122.20 | 2.00    | 2.00          | 4.17    | 0.00        | 8.17     | 0.24                | 0.49                           | 0.51                | 0.96            | 895                     | 108                     | 37         | 811.61                             | 99.38      |
| Grand Total   | 523.95 | 10.46   | 9.60          | 18.99   | 0.00        | 39.05    | 0.27                | 0.51                           | 0.49                | 1.06            | 3,945                   | 425                     | 170        | 13,306.63                          | 340.74     |
|               |        |         |               |         |             |          |                     |                                |                     |                 |                         |                         |            | 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.

The full-time to part-time faculty ratio in the FTV program has averaged 1.06 over the past five years, with the highest ratio reaching only 1.32 in 2021–2022. These figures show a reliance on part-time instructional staff and show that the program remains significantly understaffed in full-time faculty support.

The student demand, growing waitlists, and the need to expand face-to-face, online, evening, and weekend course offerings, the addition of an extra full-time faculty member needed. An additional full-time hire would strengthen program stability, improve scheduling consistency, support curriculum development and revision, enhance student advising and mentorship, and increase the program’s capacity to offer the core courses required for timely completion of degrees, certificates, and transfer pathways.

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.

Most FTV courses are transferable to California State University campuses, and many also fulfill Riverside City College General Education requirements. The program averages approximately 100 students on waitlists each semester. This unmet demand could be reduced by offering additional sections of the core FTV courses required for the Associate Degree for Transfer (ADT), thereby improving student access and timely completion.

Using the efficieney 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.

FTV is at 340.74 WSCH/FTEF. The FTV program offers both face-to-face and online instruction. To better support student completion and accelerate progress toward degrees and certificates, the program needs to expand evening and weekend course offerings. Increased scheduling flexibility would provide greater access for working students and those with other daytime commitments.

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.

Traditionally, the FTV program has maintained two full-time faculty positions and an average of seven to ten part-time instructors. During my 13 years with the program, I have remained the sole full-time faculty member. Currently, we have seven part-time instructors, each teaching two courses, and we are seeking to add two additional faculty members to meet program needs.

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.

I have done the linkedin equity training and participate in the equity committee.

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?

Yes, pathway to CSU through the FTV ADT which tranfers to any CSU.

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?

N/A

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

FTV faculty has served on PGSL, Assessment, Equity, and curriculum commitee.

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?

Yes, assesment has been done for the majority of the of FTV courses. No not currently active in 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.)

Yes, curriculum support and assistance are needed. All FTV courses must be reviewed and updated every two years to be in compliance, which presents a significant challenge for a single faculty member. Additionally, the FTV program would benefit from the development of a fourth certificate to accommodate courses that are not currently encompassed within the three existing FTV certificates.