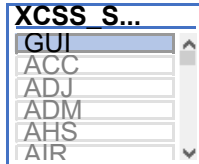
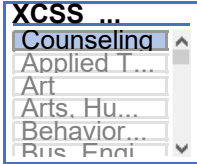
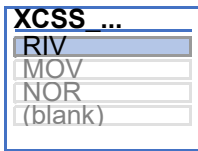


Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.



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	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
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		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		13.47	0.26	0.84	0.16	5.12	2,285	129	85	5,628.01	417.90
2022-2023	174.91	3.40	6.87	2.00		12.27	0.28	0.84	0.16	5.13	2,386	206	80	5,270.46	429.62
Grand Total	888.10	16.29	31.86	16.23	0.00	64.38	0.25	0.75	0.25	2.97	12,130	1,015	442	27,412.36	425.76

Data from EMD Current as of August 7, 2023

*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 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.

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.

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 22-23 year, we offered 80 sections with 206 students on the waitlist which would be the equivalent of 6 additional sections. Please note that many students initially on the waitlist were able to add the GUI course. There is a dire need at RCC to improve the counselor to student ratio as well as maintaining guidance course offerings with a keen eye to add course when necessary and allowed.

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 22.23 the WSCH decreased by 357.55 and we increased WSCH/FTEF by 11.72. Counseling keeps an eye on classes and low enrolled sections and makes adjustments as needed to ensure efficiency. In addition, counselors add students knowing they will lose some to attrition.

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. Puente requires two faculty rotations and must identify the next faculty member for 2025-2028. There is not a currently assigned counseling faculty member to step into the next rotation.

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. Counseling has embraced and been a strong voice to promote equity and equitable practices throughout RCC. There are currently 5 counselors actively serving on the Student Equity Committee. We have counselors that have been involved in providing FLEX workshops with an equity focus. Counselors are immersed in the various committees across campus and speak up on equity regularly. In addition, many of counselors have attended a plethora of equity sponsored professional development opportunities. The topic of equity is a standing agenda item at the counseling meetings. The entire counseling discipline participated in a counseling "equity" retreat during 2023 with a focus on reviewing GUI course data in regards to our equity groups and identifying strategies to increase student success. Counseling faculty have been on the leading edge of equity progress, holding advocacy positions of influence for Guided Pathways, Leadership and Curriculum Committees, Student Success Teams and Faculty Development.

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. Counseling has taken a leadership role in working with various disciplines to help map out pathways for various educational programs offered at RCC. Counseling offers two Guidance courses that align with CSU GE, GUI-48 & 47 (Lifelong Learning/Self Development) and the other two courses GUI-45 and 46 which are of a practical nature and address Introduction to College and the Transfer Process which are CSU and UC transferable and will meet elective coursework. Counseling also reviews data from the Guidance courses and discusses strategies to improve retention and success of our students. We only offer 4 courses so we do not have a discipline specific program map although our courses are integrated throughout other program maps and counseling representatives continue to meet with other discipline faculty to review program maps.

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. We do need to ensure that is regular and ongoing in the future. In addition, we invite AB705 leads to counseling meetings each year for updates and general information. Counselors have worked in partnership with English and Math faculty to implement course offerings and to ensure that students are clear of AB705 requirements and placement. Pertinent information is included in counseling literature, counseling practicum and curriculum and shared across the guidance course offerings. Most recently, counseling has provided information to various committees on the new legislation of AB 928 with the new CalGETC pathway. In addition, AB 1111 common course numbering is around the corner and we are keeping watch and informed.

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 past several cycles. 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. In addition, through the annual program review update counseling programs and processes are reviewed with action plans set for the year.

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.