

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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Counseling
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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		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
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.

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. In addition, many programs offer GUI courses as part of their program such as Puente, Guardian Scholars, Umoja, LASSE/Rainbow Learning community, etc.. All GUI courses support the college mission and align with the Guided Pathways framework to ensure students have a clear path as students are required to develop a comprehensive student educational plan with all the GUI courses.

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.

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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.

Implementation of Guided Pathways and embracing the "caseload Model" has been imperative in identifying the need to hire more counselors to serve our students most effectively and efficiently. We are seeking to serve our student population with the ideal community college caseload model of 500:1. We are quite a ways away from reaching this goal. Currently we have 20 general counselors serving 30,00 students. And when you take into account reassigned time that number is actually a lot smaller.

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.

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 2020. Counseling has sponsored "book Clubs" with an equity focus as well.

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?

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.

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?

Many members of the counseling discipline have participated in a variety of faculty training. In the past, we have had Conference attendance share out opportunities on the counseling agendas. 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.

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

The Counseling department is immersed in nearly every group on campus. Senate, Curriculum all of our strategic planning committees, Equity, Faculty Development, Enrollment Management, Tech Review, District Curriculum, and DLC to name a few. All counselors work on various committees many times taking on leadership roles within those committees and workgroups.

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.)

Counseling is embedded into every college initiative, program and committee on campus. It is imperative to increase the number of counselors at RCC, to adequately serve our student population and to further expand the Guided Pathways and Caseload model of counseling that is desired.