

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 | 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.

In counseling, FTEF data does not tell the whole picture. In counseling, we serve 30,000 students. Of those 30,000, approximately 600 are student-athletes. In aligning ourselves with the "Caseload Model," we seek to improve the counselor-to-student ratio and our student-athletes' services. Our student-athletes have unique circumstances that would best be served by a counselor proficient in both academic and athletic requirements. Per the California Community College Athletic Association, to be eligible for competition, counseling with developing a student educational plan is required for all student-athletes. The Counseling Discipline at RCC is very active on various college strategic committees, and many counselors serve 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.

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. The athletics-related portion is specialized knowledge of eligibility requirements for the California Community College Athletic Association and recruitment requirements for university-level athletic governing bodies – National Collegiate Athletic Association – All Divisions and National Association of Intercollegiate Athletics. 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 years, 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 increase 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 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.

For the past eight years, counseling has allocated a .3 release for an Athletic counselor. However, .3 is not enough to serve the entire student-athlete population. Each summer and winter, we have allocated additional time to serve our student athletes, and it is apparent that this is still not enough time to meet the needs of our student-athletes. In general, throughout the state of California, in Community Colleges with Athletic programs similar in size to RCCs, there is a full-time Athletics counselor assigned to serve the unique student-athlete population.

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 been a strong voice to promote equity and equitable practices throughout RCC. We have had as many as five 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 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 in 2020. 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?

Counseling is embedded into every college initiative, program, and committee on campus. It is imperative to increase the number of counselors at RCC, serve our student population adequately, and further expand the Guided Pathways and Caseload counseling model that is desired. RCC athletics is a member of the Orange Empire Conference. The conference was created to govern all aspects of intercollegiate athletics and the student-athlete experience with the goal of encouraging academic achievement with a positive experience for student-athletes. As an active member of the Orange Empire Conference, the conference's role is to ensure RCC maintains compliance with the OCE and CCCAA bylaws. As a result of OEC's recent site visit, it is their recommendation that RCC procure a full-time athletics counselor.

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. 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 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. There is a strong counseling presence across the various college committees.

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.)

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