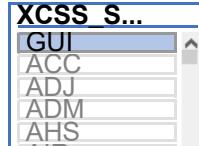
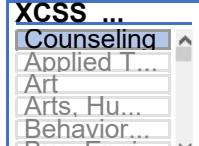
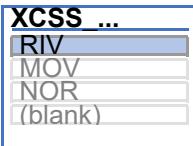


Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.



DEFINITIONS

- 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
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. 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.

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 is a Hispanic Serving Institution with 67% of the population as Latinx. There is a need to hire a full time La Casa Counselor/Coordinator to serve this population and oversee events and activities to increase success and retention of Latinx students.

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.

La Casa had a caseload of over 350 students for the 22.23 year and that number has nearly doubled at the start of the 23.24 year. There is a dire need to provide a counselor/coordinator to oversee functions of the engagement center and ongoing support to the students. La Casa provides a space and opportunities for this student population to convene, meet with their designated ed advisor and a part time counselor. All activities are conducted with reducing the equity gap at the forefront and ensuring these students have a space and the resources, support, and opportunities available to them to succeed. 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?

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?

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 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.)

La Casa and Umoja are designed to increase student success and retention with our equity populations. There is a need to provide adequate staffing to provide these services in La Casa and to be consistent with staffing of Umoja. 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. Through previous statewide studies, the importance of counseling in the community college has been highlighted. We must maintain an adequate counselor to student ratio in order to serve our students. Student forums and reports highlight the need for more counselors and more access to counseling services. Counselors are booked out one week in advance and schedules are full. We must hire more counseling faculty to serve our student population.