

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.

XCSS\_LOCATION

RIV

MOV

NOR

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XCSS\_DEPT\_DESC

Counseling

Applied Technology

Art

Arts, Hum, & World ...

Behavioral Sciences

Bus. Engineering & ...

XCSS\_SUBJECT

GUI

ACC

ADJ

ADM

AHS

AIR

- 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 - Dailly 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
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
2023-2024	189.84	3.47	8.29	2.53		14.29	0.24	0.82	0.18	4.64	2,713	258	94	5,745.07	402.07
2024-2025	212.92	3.47	8.40	3.40	0.00	15.27	0.23	0.78	0.22	3.49	2,895	199	98	4,633.67	303.49
Grand Total	955.62	16.73	38.15	12.85	0.00	67.74	0.25	0.81	0.19	4.27	12,626	1,063	439	27,058.70	399.46

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.

In counseling, FTEF data do not tell the whole story. We need to be prepared to serve 30,000 students in counseling at RCC. We have embraced Guided Pathways with a "Caseload Model" and are seeking to improve the counselor to student ratio. Within the Guided Pathways model, it is essential to get students on their path and for them to understand the courses needed to complete their educational goals; 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, IASSE/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 courses 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 24-25 year, we offered nearly 100 sections with 199 students on the waitlist, which would be the equivalent of about 7 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.

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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.

We have fully implemented counseling operations within the Guided Pathways model and are now committed to structuring our "Caseload Model" logistics. These equity-focused approaches have further elucidated an imperative 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 running at a ratio of over 900:1 students to counselors, so we continue to chase the optimal support level that RCC students expect and deserve. Our oversubscribed team of 23 full-time general counselors is supporting 30,000 students. Our actual availability for direct student contacts is significantly reduced from 24 counselors, when we account for faculty members whose campus leadership duties require release time.

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 champion equity-focused practices regularly. In addition, many counselors have attended a plethora of equity-themed professional development opportunities. The topic of equity is a standing agenda item at the counseling meetings. Counselors continually seek out training opportunities and participate in group activities that are aligned with student advocacy and transformative approaches that promote student agency in a culture of care and severigness. 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, Learning Communities, Affinity Centers 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 offerses two Guidance courses that align with CSU GE, GUI-48 & 47 (Lifelong Learning/Self Development) and the other two courses are GUI-45 and 46 which are of a pratical nature and address Inroduction to College and the Transfer Process. All 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 trainings. We make it a practice to have our conference attendees share out their learning as part of our 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. Counseling hosts the annual Program Mapping update collaboration meetings, at which we interface with discipline experts across the College. Pertinent information is included in counseling literature, counseling practicum and curriculum and we share new information with students across the guidance course offerings. Common Course Numbering and CalGetc changes (AB 928 informs CalGETC pathway and AB 1111 guides common course numbering), for instance, are examples of current initiatives that our faculty routinely discuss and share broadly. Counseling has provided information to various committees on the new legislation.

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 were 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.)

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.