

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

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XCSS_DEPT_DESC

English & Media Stud...

Health, Human, & Pu...

History/Humanities/P...

Humanities & Social ...

Kinesiology

Liberal Studies

XCSS_SUBJECT

HCA

NNA

NRN

NVN

NXN

PNP

Anesthesia Technology is under the HCA discipline but the program is housed in Nursing

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
2024-2025	17.57	0.00	0.00	2.63	0.00	2.63	0.00	0.00	1.00	0.00	95	0	7	486.17	185.01
Grand Total	17.57	0.00	0.00	2.63	0.00	2.63	0.00	0.00	1.00	0.00	95	0	7	486.17	185.01

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.

There is no data available as this is a new healthcare program option offered through the SON. The school of nursing was tasked with offering new healthcare program pathways several years ago. Using labor market data and additional community based workforce needs assessment, the SON underwent a recruitment process to retain a program director to Develop an Anesthesia Technology Program. Through the development, planning, and regulatory approvals, the first Anesthesia Technology (AT) Program was offered at the SON in the Summer of 2024, starting with 20 students, and are anticipated to graduate the Summer of 2025. On March 21, 2025, the program was evaluated and earned accreditation through the Commission on Accreditation of Allied Health Education Programs, which is good through 2030. Through this evaluative process, it was strongly recommended that a full-time faculty member be acquired to support continuous enrollment growth, accreditation standards, and day to day program oversight, which is in congruence with the college standards. Therefore, the AT Program is seeking a full-time tenured track general funded faculty position to meet the accrediting recommendations in order to grow the Anesthesia Technolgoey program, thereby meeting the needs of the labor market in our local community and surrounding areas.

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.

The AT Program does not have waitlists. We are anticipating 30 students to enter into Summer 2025.

Using the efficieney 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.

Due to clinical agency requirements, faculty-to-student ratios must be 1:10 or less which prohibits overall program efficiency. We have increased efficiency by increasing the faculty-to-student ratios for seminar, flexible classrooms, and on-campus lab offerings, when possible.

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 classess - growth.

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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.

The School of Nursing faculty have been actively focusing on reducing student equity gaps. Our current demographics for the School of Nursing reflect that 87% of our students identify as belonging to an underserved group. Our dempartment continues to serve students, faculty, and classified professional staff who attend 4 Social Justice Committee meeting each academic year. Additionally, faculty are compliant with their 8 hours of equity training.

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?

All health career pathwasy have been designed to allow students multiple entry pathways, including CNA, LVN, AND, and AT programs. Currently our LVN nurse graduates are exploring the AT pathway as a career pathway choice. The Health-Related Science Engagement Center and Coordinator continues to provide all students within the School of Nursing with integrated academic support services. Our discipline works with our Health-Science Engagement Center, Nursing Counselor, Enrollment Advisor, and our peer mentors. The program pathway maps will conitnue to be updated in alignment with common course numbering AB 1111 and CALGETC.

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?

Facutly attend continuing education courses, professional development classes, and have participated in Communities of Practice to gain additional knowledge related to innovative teaching strategies that support a student centered classroom, lab activities, and in the clinical setting. Additionally, faculty have completed the required courses by the district for compliance with employee relations. Faculty are actively engaged in professional conferences that include curriculum development, teaching strategies that foster equitable learning experiences while addressing social determinants of health and health disparities.

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

All full-time faculty serve on at least one college-wide committee, as well as department committees required by approval and accrediting agencies. The nursing department has a representative on the senate and each leadership council.

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?

This is a new program, so there is no past data available. However, we do have a faculty member on the assessment committee who will be guiding the AT director on how to complete this requirement. The data will also be input into the AT program strategic plan and trended.

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.)

In response to the Centers of Excellence for Labor Market Research Data, indicating a need for a training program for AT workers, the SON started the frist accredited AT program in the region. This program is highly sought after and employers from this region have continuously reached out to RCC seeking information and offering clincial placements for AT students, as their need for AT's have increased. The full-time faculty position is needed to continue to support the growth of the AT program and also being responsive to the accrediting body recommendations.