

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

Nursing

Applied Technology

Art

Arts, Hum. & World L...

Behavioral Sciences

Bus. Engineering. & I...

XCSS_SUBJECT

HCA

NNA

NRN

NVN

NXN

PUB

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
2020-2021	48.92	2.82	0.60	1.65		5.07	0.56	0.67	0.33	2.07	272	1	14	1,566.20	308.70
2021-2022	61.93	3.24	2.22	2.70		8.15	0.40	0.67	0.33	2.02	395	7	24	1,982.67	243.30
2022-2023	76.89	2.76	1.97	4.23		8.96	0.31	0.53	0.47	1.12	499	5	28	2,452.40	273.79
2023-2024	109.31	1.91	2.82	5.97		10.71	0.18	0.44	0.56	0.79	683	42	37	3,472.45	324.38
2024-2025	178.97	3.84	4.86	8.91	0.00	17.60	0.22	0.49	0.51	0.98	1,216	161	78	5,423.98	308.12
Grand Total	476.02	14.56	12.47	23.45	0.00	50.49	0.29	0.54	0.46	1.15	3,065	216	181	14,897.70	295.07

Data from EMD Current as of August 28, 2025
*FT Includes Overload and Large Load

WSCH is NOT CORRECT for 2024-2025!

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.

Riverside City College School of Nursing CNA program will continue to increase enrollment over the next 5 years in order to fulfill the Chancellors Community College Office Enrollment Growth targets, close labor market data gaps, expand the state of California's apprenticeship goals, and fulfill the local communities healthcare workforce needs. The CNA program is requesting a full-time tenure track faculty position from the general fund to replace the current grant funded position which terminates in the Spring 2026, in order to support the enrollment growth needs required by the CCCC.

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 RCC CNA program has a bi-annual enrollment pattern (Fall and Spring) with approximately 1400 applicants per year. We currently only accept 480 students per year due to the regulatory requirement of faculty to student ratio through the California Department of Public Health (CDPH). There is no waitlist and there is no pre-requisites for this program. Students who are not admitted are required to re-apply each semester.

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.

Due to clinical agency requirements, faculty-to-student ratios must be 1:15 or less which prohibits overall program efficiency. We have increased efficiency by increasing the faculty-to-student ratios for seminar, including various modalities (online) for learning. To offset inefficiencies of the program courses, the SON attempts to increase the course offerings and enrollment numbers for non-required program courses (NNA-79(Medical Terminology), NNA-86 (Acute Care), NNA-81 (Home Health)).

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.

The State of California continues to experience a shortage of CNA's which is expected to increase over the next 5 years due to the growing population in the region. The nursing faculty shortage continues to be significant nationwide due to aging nursing faculty and disproportionate salary from bedside practice and academia. The new general funded full-time faculty position would allow the CNA program to continue with their current enrollment patterns.

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 department 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. The School of Nursing continues to provide professional development and networking for faculty, classified professionals, and students. The School of Nursing houses the Health Science Engagement Center where students are able to access information on student mentors, faculty and our Student Outcome Specialist. Through these efforts we have seen an increase in our students belonging to EOPS, La Casa, and Umoja, and the Rainbow Engagement Center to name a few. The School of Nursing also has a two faculty members who serve on the Student Equity committee.

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 nursing pathways have been designed to allow students multiple entry points into the field of nursing through a variety of career pathway models. 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 continue 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?

Faculty 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 faculty's 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.

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?

There is a faculty member who serves the department on the Assessment Committee. Course and program SLOs are assessed at the end of each semester/intersession. The data is aggregated/disaggregated (depending on the cohort) and the results are evaluated by faculty who develop a plan for continuous course/program improvement based the results of student/graduate data.

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.)

This position is needed to fulfill expansion of the program and participate in future grant activities, pre-apprenticeship and apprenticeship opportunities with our community partners. This position will allow the enrollment in the CNA program, which serves as a direct pathway to the VN program.