Riverside City College
Faculty Prioritization Worksheet
Data from EMD

Disipline Requesting: Nursing
Faculty Requested ADN/RN Tenure Track

XCSS LOC...

RIV
MOV
NOR
(blank)

XCSS DEPT D...

Applied Technolo...
Art
Arts, Hum, & Wo...
Behavioral Scien...
Bus, Engineering...

XCSS SUBJ...

HET
NNA
NRN
NVN
NXN

Data to use for when developing the faculty request justification

Academic Year	FTES	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF /Total FTEF	FT+ Overload FTEF / Total FTEF	PT FTEF/ Total FTEF	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH/ FTEF
2016-2017	577.13	18.11	28.35	0.03	78.55	0.41	0.64	0.36	2,558	75	121	18,563.76	236.32
2017-2018	559.90	21.45	27.36	0.03	83.33	0.41	0.67	0.33	2,667	32	128	17,398.61	208.80
2018-2019	597.35	22.14	26.87	0.05	84.12	0.42	0.68	0.32	2,910	53	130	19,125.08	227.35
2019-2020	569.51	18.11	28.01		77.02	0.40	0.64	0.36	2,763	47	141	18,230.36	236.69
2020-2021	242.65	15.92	21.44		65.72	0.43	0.67	0.33	2,178	121	157	7,754.06	117.98
Grand Total	**2,546.54**	**95.72**	**132.03**	**0.10**	**388.75**	**0.41**	**0.66**	**0.34**	**13,076**	**328**	**677**	**81,071.87**	**208.55**

EMD Current as of Aug 9, 2021 -- Partial Year Data for 2020-2021

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

Due to both approval and accrediting body requirements to maintain higher FT-to-PT faculty ratios, a FT faculty position is needed to be able to expand the advanced placement Vocational Nursing to Registered Nursing career pathways related to current and future grant initiatives and to establish additional university partnership programs for students to achieve higher degrees in nursing. A FT faculty will allow us to increase our enrollment numbers into the advanced placement program which provides a pathway for licensed vocational nursing students to advance their education and enter the workforce into high paying jobs in one year. Having the ability to increase enrollment will also allow the School of Nursing to participate in a number of available apprenticeship programs which we are limited in doing at our current capcity. Increasing the number of graduates in a short period of time will also positively contribute to the healthcare needs of our community and serve the needs of our partnering clincial agencies.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

The ADN/RN program does not use waitlists.

Using the efficieny 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?

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 on-campus lab offerings, when possible. We have also created or added additional pre-nursing courses that are much more efficient.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

Due to the pandemic, the State of California is experiencing a severe nursing shortage which is predicted to worsen with the vaccine mandates. This faculty position request is a proactive attempt to increae enrollment/graduate numbers in order to meet the healthcare needs of our community. All community college nursing programs in the area have either decreased enrollment numbers or temporarily halted their programs. The School of Nursing is trying to grow all of our programs but is limited to due to number of FT faculty.

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 80% of our students identify as belonging to an underserved group. In 2020, the department established a Social Justice Committee with representatives from all program faculties, students and classified professional staff. From that committee, the Student Nurse Organization has adopted local chapters of professional nursing organizations that focus on topics unique to particular cultural groups in an effort to decrease healthcare disparities within the communities we serve and provide professional development and networking opportunities for our students and graduates. Additionally, a grant funding was used to establish a Nursing Outreach Coordinator whose efforts target recruitment and retention efforts for students from underserved groups. The coordinator works closely with high schools and cultural engagement centers on campus. In Spring 2022, the first cohort of Umoja students will enter the RN program. The faculty have participated in a variety of equity training through professional development activities offered by the college, department grant offerings and through the Health Workforce Initiative. Two of the faculty actively particiate in Champions for Change and share insights with their colleagues.

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?

The nursing pathways have all been designed to allow students multiple entry points into the field of nursing. In 2019, RCC began the Concurrent Enrollment Program pathway with 2 CSUs that allow students to complete ADN/RN coursework simultaneously with baccalaureate coursework. Students are able to earn a bachelor's degree within 6 months after graduating from RCC. RCC nursing courses are contextualized with on-campus simulation experiences as well as the student's experiences in a variety of local healthcare agencies. The Health-Related Science Engagement Center and Coordinator have provided students with integrated academic support services and directed them to on-campus resources.

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?

A number of faculty have attended training on both the AB 705 initiative and AVID pedogogies. AB 705 has allowed students to complete necessary prerequisites in a more timely manner which allows them to apply earlier to the programs and enter the workforce. Because of the need to foster high-level clinical reasoning and judgment skills in nursing students, incorporating active learning strategies, such as those used in the AVID training , is crucial in the nursing classroom. Faculty use many of the strategies discussed in the AVID training in both lecture and on-campus lab courses.

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

All FT nursing faculty serve on at least one college-wide committee, as well as departmental committees required by approval and accrediting agencies. The Nursing Department has a representative on the academic senate, each leadership council, and one faculty who serves as Treasurer of CTA.

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 long-standing and active nursing faculty member who serves the department on the Assessment Committee. Course and program SLOs are assessed at the end of each semester. The data is aggregated/disaggregated (depending on the cohort) and the results are evaluated by faculty, who also develop a plan for continuous course/program improvement based on the results of student/graduate data. The data is compiled in the ADN/RN Systematic Plan for Evaluation and trended over time.

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 grant activities, participate in apprenticeship programs, and will contribute to increasing the enrollment and graduate numbers in the RN program. Additionally, this faculty position aligns with the requirements to maintain FT-to-PT faculty ratios by both approval and accrediting agencies.