Program Review Committee
Minutes for March 28, 2024

2:30- 3:45 pm
Operations Center (OC) 116

Meeting Participants

Committee Members Present

Greg Aycock (co-chair), Quinton Bemiller, Svetlana Borissova, Caitlin Busso, Rosalio Cedillo, Araceli Covarrubias, Joseph DeGuzman, Ashlee Johnson, Starlene Justice, Lindsay Owens, Tim Russell (co-chair), Quorum: 6

Committee Members Not Present

Kaneesha Tarrant, Paul VanHulle and Dana White.

Recorder

Charise Allingham

1. Call to Order

- 2:31 pm

1.1 Welcome

2. Action Items

2.1 Approval of Agenda

- MSC (Starlene Justice / Joseph DeGuzman)

2.1 Conclusion

- Approved by consensus.

2.2 Approval of February 22, 2024, Minutes

- MSC (Starlene Justice/ Svetlana Borissova)

2.2 Conclusion

- Approved by consensus.

3. Discussion Item

3.1 Survey of Effectiveness

The committee's survey of effectiveness was reviewed (attached).

- Nine committee members responded.

Highlights:

- All areas agree or strongly agree.
- One positive comment.

- Any issues that need to be added to the report or things that could improve our Effectiveness? If anything comes to mind after the meeting, please send it to the co-chairs

Co-chairs will complete the Report of Effectiveness and bring it to the next meeting for approval.

3.1 Follow-up Items	3.1 Task of	3.1 Due by
Complete the Report of Effectiveness	Co-chairs	Next meeting

3.2 Feedback Norming Session

The committee used the feedback form to review and provide feedback for History and a few sections of Planning and Development.

- A suggestion to take into consideration that attaining data for resources was difficult or unavailable for faculty, especially in the Faculty Hiring Request.
    - The IE office will fill in any missing data and reach out to the requesting faculty for any missing information before the hiring requests are forwarded to APC.

A draft feedback review for History was provided and discussed.

<u>Data Review</u>

- Is all the data looking at DI, or can we look at other gaps? If identified gaps are supported by analysis and explanation, then it doesn't necessarily need to be a DI identified group.
- Suggestion to keep to the guidelines when providing feedback.
- Request to provide age along with gender and ethnicity in the available data, if possible, for future data reviews.
- Should we provide feedback about the alignment with the Student Equity Plan (SEP)?
    - Has the SEP been shared with the college community?
    - To improve programs aligning with the SEP, it may be beneficial to suggest incorporating it in the future or making people aware of the SEP.
    - The SEP will be updated in 2025; metrics may not change, but groups could.
- There is no data review for Administrative Units, and the Data Review is optional for Student Services.

<u>Program/Unit Goals</u>

- If something is not clear, it is worth noting, but understand that the authors are the experts in their area.
- Do goals need to be based on the data review section? Providing feedback in this area would be beneficial if they do not have a goal or any other areas that address the data review gaps.
- Is evidence required? It is beneficial to have evidence to support the goals; if the evidence is not provided and could be helpful, provide feedback.

<u>Curriculum/Information</u>

- Curriculum (Instructional Units only): This is why we do program reviews to review when and if curriculum needs to be updated.

- Is a clear plan and timeline provided? If not, this would be good feedback to provide.

- Information/Publications (Administrative and Student Services units): Multiple units should respond in administrative and student services areas. Suggested feedback: consider adding an example if none is provided.

Equity

- Suggestion to provide feedback concerning associate faculty if not addressed, and what was learned from training they did attend and apply.
- If professional development is requested, a resource request should reflect it. If there is not a related resource request, it should be suggested that one be provided in the future.

Resource Requests

- Suggestion to provide feedback on the requested amount; the Total Cost of Ownership (TCO) spreadsheet was provided. For example, if the amount of faculty hiring requests was low, they may not have included benefits.
- Question: Why do authors choose a potential funding source in the faculty hiring request? This field was added in the previous comprehensive to assist faculty in identifying where the resource they were requesting could be funded from. This has caused some confusion and can be removed from the form. It has already been removed from the Resource Request form.

Reflections/Submission

- The committee will review all the feedback in this area to address concerns and make improvements.
- Suggestion for feedback to include a message that the committee will be reviewing reflections to make improvements to the platform and process.

Motion to extend by 5 minutes MSC (Lindsay Owens/ Starlene Justice)

- If information is missing or needs to be added to a resource request, authors can do so during the Annual Update.

3.2 Follow-up Items	3.2 Task of	3.2 Due by
Assignments, feedback forms, and Program Review reports emailed to members	Charise	April 5th or soon after

4. Good of the Order

- Feedback due date will be determined by co-chairs and sent out to the committee with assignments.

5. Future Agenda Topics

- Review the Reflections section responses to 2024-27 comprehensive reports.

6. Adjournment

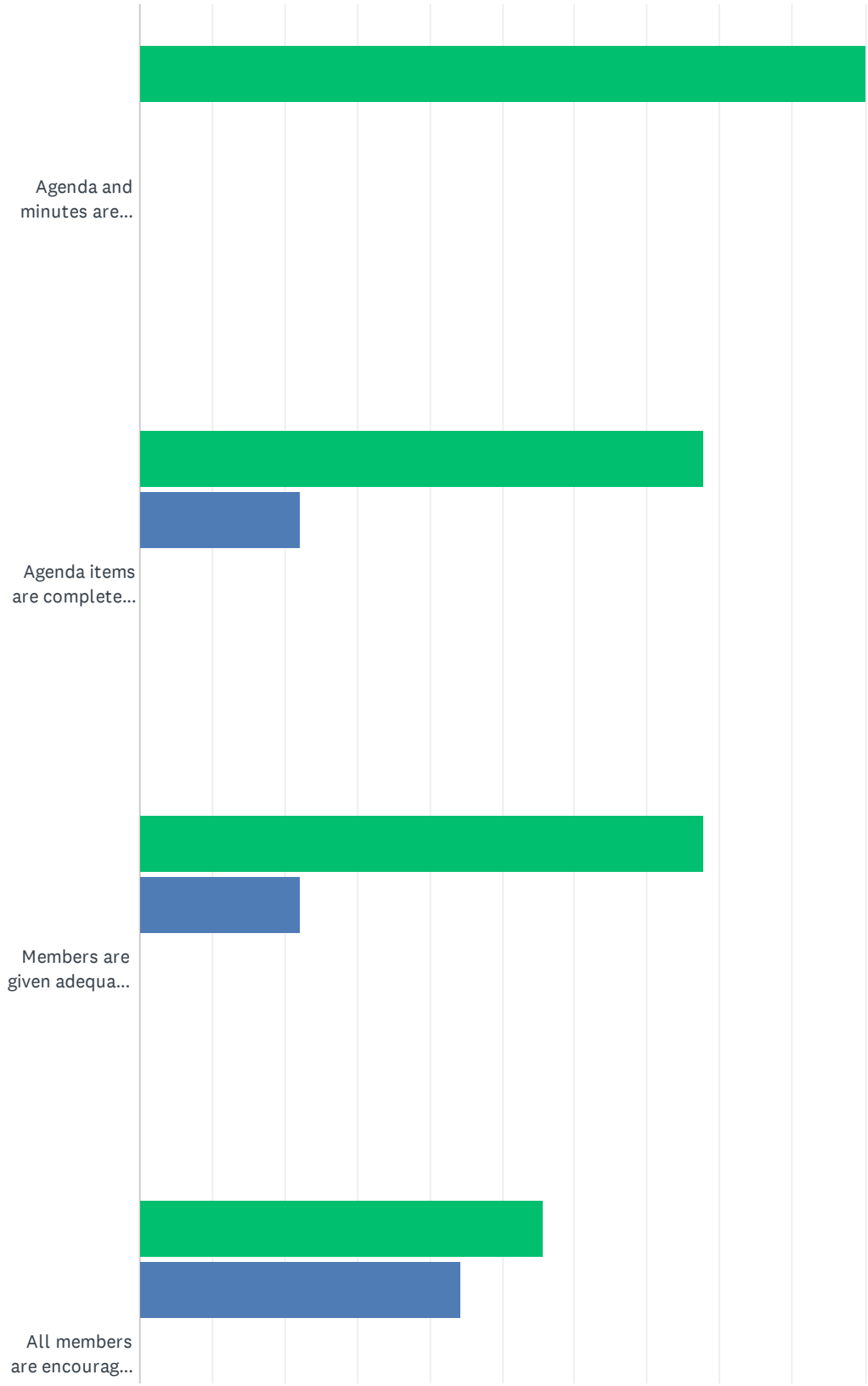
- 3:50 pm

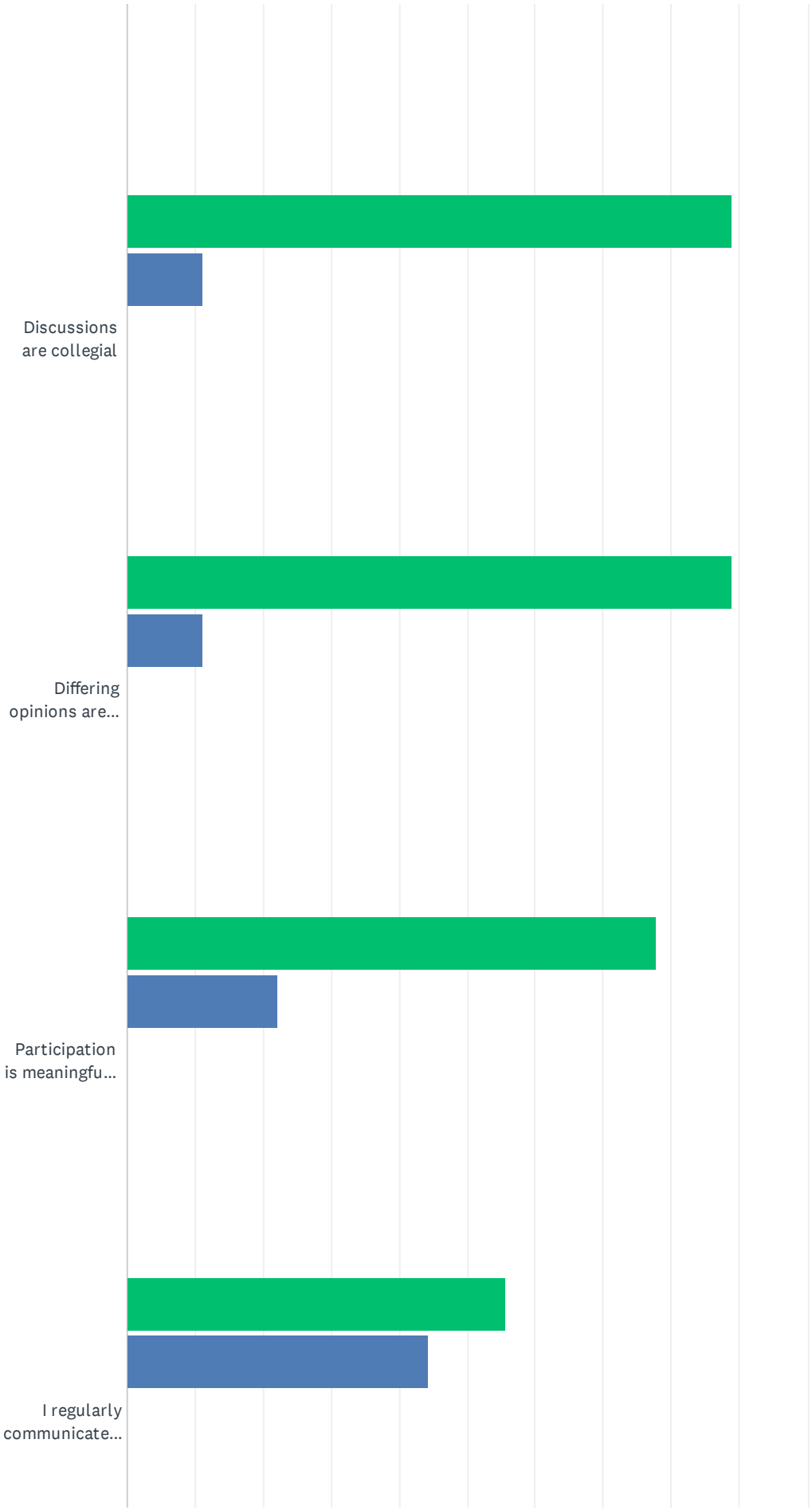
Next Meeting

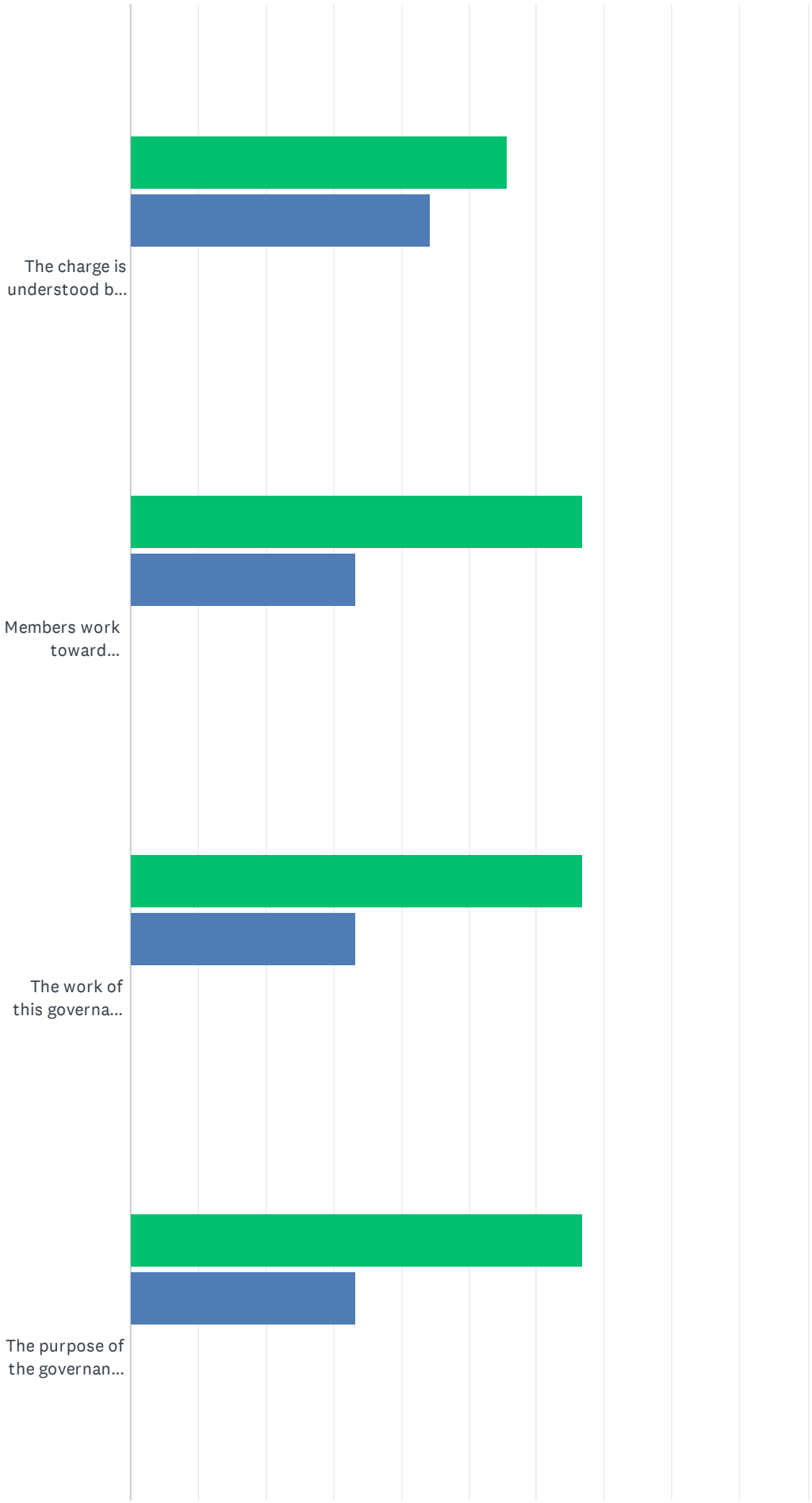
Date: April 25, 2024

Q1 Please rate your level of agreement with the following statements for the governance entity selected above:

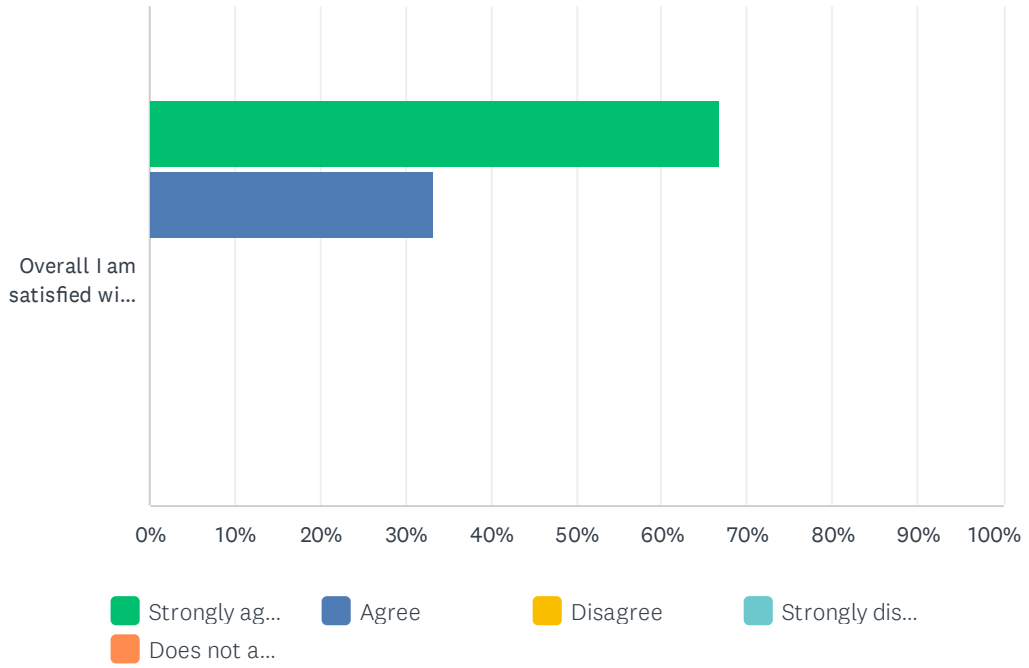
Answered: 9 Skipped: 0




Discussions are collegial
Differing opinions are...
Participation is meaningfu...
I regularly communicate...


The charge is understood b...
Members work toward...
The work of this governa...
The purpose of the governan...

Program Review Committee Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	100.00% 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9
Agenda items are completed within the meeting time	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9
Members are given adequate information to make informed recommendations or decisions	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9
All members are encouraged to be actively involved	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
Discussions are collegial	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9
Differing opinions are respected	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9
Participation is meaningful and important to me	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
The charge is understood by the members	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
Members work toward fulfilling the charge	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9
The purpose of the governance entity aligns well with the college mission	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9
Overall I am satisfied with this governance entity’s performance	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9

Q2 Is there something that you would recommend to help the committee function more effectively?

Answered: 1 Skipped: 8

#	RESPONSES	DATE
1	No recommendations. The committee's leadership has been very responsive and pro-active with regard to all concerns and suggestions from both committee members and other members of the college community, at large. Keep up the good work!	3/28/2024 11:29 AM

Program Review Feedback

Unit: Enter Unit Name**.**

Data Review (Instructional & Student Services only)

Data are analyzed, and trends are highlighted well (possibly using the Data Story Template).

- Click here to provide feedback.

At least 1-3 student groups are highlighted who have gaps in success or retention, or it is identified that there are no groups with gaps.

- Click here to provide feedback.

If groups have gaps, an action plan is clearly stated.

- Click here to provide feedback.

Program/ Unit Goals

What discipline is doing now and future plans are clearly stated.

- Click here to provide feedback.

The mapping of unit goals to EMP Objectives is clear and makes sense.

- Click here to provide feedback.

Evidence provided has a clear connection to the unit goal.

- Click here to provide feedback.

Curriculum/Information/Publications

All courses or publications should be current (updated within the past 4 years for curriculum).

- Click here to provide feedback.

If they aren't, is there a clear plan to have outdated courses updated within the current year?

- Click here to provide feedback.

Any obstacles to updating publications or curriculum for particular course(s) should be identified.

- Click here to provide feedback.

Program Review Feedback

Equity

The trainings provided for unit are indicated and resulting knowledge/skill/technique changes are discussed.

- Click here to provide feedback.

Relevant documents/evidence are attached to section in support of equity questions.

- Click here to provide feedback.

If there is a request under #3 it should be linked to a Professional Development Resource Request.

- Click here to provide feedback.

Resource Requests

All areas of resource request are completed (also with Faculty Professional Development or Faculty Position Request).

- Click here to provide feedback.

All appropriate resource request mapping has been made to one or more program goals, EMP Objectives, data (in Data Review), Student Equity Plan, or Assessment Observations, and there is a clear explanation of how the resource request connects to the mapping area.

- Click here to provide feedback.

Reflection/Submission

Is useful feedback provided?

- Click here to provide feedback.

Is the Program Review completed and submitted?

- Click here to provide feedback.

Program Review - Overall Report

Administrative: Planning and Development

IE-Function and Scope

Program/Unit Goal
Increase awareness and understanding of the function and scope of the Institutional Effectiveness office.

- Increase awareness and understanding of roles and responsibilities of IE & IR
- Increase college-wide understanding of dashboards and other available data sources (data literacy)
- Data Governance Manual and Process

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
1. Provided Data Magic workshops on key tools for accessing and utilizing data sources which were posted for reference on the IR website.
2. Produced the first IE Newsletter in Fall 2023 Semester.
3. Presently writing the Data Governance Manual which outlines the process for establishing secure and valid data sources.

What are your plans (3-year) regarding this goal?
1. Create a Data Governance Manual and Process.
2. Continue to publish a semesterly IE Newsletter.
3. Develop a short IE/IR introduction video?

Please add any relevant documents here.
Data Governance Draft 061523.docx

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 8.1 (Planning and Development):
- 2025 Objective 8.3 (Academic Senate & College Council):

IE-Build Comprehensive Office

Program/Unit Goal
Build the capacity of the Institutional Effectiveness/Institutional Research office to meet the growing needs of the college.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 8.1 (Planning and Development):
- 2025 Objective 8.2 (Planning and Development):
- 2025 Objective 8.3 (Academic Senate & College Council):

Close Student Equity Gaps

Program/Unit Goal

*Reduce the equity gap for African American students
*Reduce the equity gap for Latinx students
*Reduce the equity gap for Men of Color

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?

- Conducted a qualitative study to gain a better understanding of why gaps exist.
- Assembled Student Equity Inquiry Teams to address equity gaps.
- Provided training to inquiry team members on logic models to develop interventions to address equity gaps.

What are your plans (3-year) regarding this goal?

- Inquiry Teams will develop short-term and long-term interventions to close equity gaps
- Interventions will be piloted and assessed in 2024-2025
- Interventions deemed successful will be Institutionalized

Please add any relevant documents here.
Norco 2022-2025 SEP Qualitative Study Findings-Summary.pdf

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2030 Goal 3: Equity:

Standardize Student Equity Programs Services and Student Success Metrics

Program/Unit Goal
Equity programs under the supervision of the Dean of Grants and Student Equity Initiatives will start using the same student success metrics to assess program effectiveness. Equity programs will also develop and implement an on-line common application; a three-year continuum of services; participant agreements; operating procedures; program personnel areas of responsibilities; and implementation of a student database to centralize student records and track services provided

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
1.) Provide training on student success metrics associated with KPIs and Student Equity Plan.

2) Provide training on how to use logic models to restructure program services

3.) Organize a summer retreat for student equity programs personnel to develop continuum of services, operating procedures, participant agreements, staff roles and responsibilities, and training on how to use new software database system.

What are your plans (3-year) regarding this goal?
Within three years, all equity programs will achieve significantly higher levels of student success across common metrics as compared to the general student population.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.1 - KPI 8 (Student Services):

- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Professional Development Coordination

Program/Unit Goal
To coordinate college-wide professional development efforts focused on equitable student outcomes with both constituent based training and all-college professional development

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Currently, the Dean of Grants and VP Planning and Development provide informal support to classified professional and faculty led professional development efforts, which includes communication with CSEA leadership, Faculty Professional Development Committee, and faculty leaders working to build an equity academy focused on teaching and learning. Administration is currently considering partnering with HR/Equity Consultants to provide a year-long series of equity focused curriculum for classified professionals and managers. However, this work of coordination for large-scale professional development and constituency specific supports requires a dedicated position to coordinate and support strategic professional development where the impacts can be assesed and aligned to strategic goals in equity, access, and student success.

What are your plans (3-year) regarding this goal?
1. To support the establishment of a year-long equity academy on teaching and learning in the 2024-2025 year, with a sustainable model for institutionalizing a faculty equity academy and requisite resources to support on an on-going basis.

2. To support the launch of a year-long equity focusd professional development series for classified professionals and managers to support equity goals and professional development in the 2024-2025 year.

3. To create meaningful assessment measures to continuously inform professional development training and its impact on equitable student outcomes.

4. Establishment of a professional development coordinator. This position would focus on professional development in the area of equity and grants development/implementation.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 4.1 (Planning and Development):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 4.3 (Academic Senate):
- 2030 Goal 4: Professional Development:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Objective 4.1: Total Participation 195

Equity in Guided Pathways Summit: 144

53	Classified Professionals
51	Faculty
22	Managers
16	Students

2	Consultants

CAP Hour Planning Retreat: 20

15	Faculty
5	Managers

Student Equity Inquiry Teams: 31

8	Classified Professionals
11	Faculty
6	Managers
5	Students
1	Consultant

Objective 4.2:

Racial Microaggressions-15% completion (71* out of 472 employees); a 14% increase over original starting point of 1%; *includes faculty, classified professionals, and administrators

Objective 4.3

Teaching Men of Color- 51% completion (51 out of 100* faculty); a 48% increase over original starting point of 3%; assumes full-time and part-time faculty members

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Professional Development Coordinator

Please add any relevant documents here.

Grants: Innovative and Diversified Resources

Program/Unit Goal

Expand the capacity and visibility of the Grants Office to support innovation and transformation efforts in advancing our work to become a comprehensive college goals.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Under the leadership of the newly hired Director of Grants, focus our grant development efforts in alignment with our strategic priorities in Student Transformation, Regional Transformation, and College Transformation that generate increasing indirect funding to augment general fund revenue. This includes documenting and formalizing grant development procedures, working collaboratively with district partners, and prioritizing grant opportunities that support the college's strategic goals, have college level support, and generate indirect costs.

What are your plans (3-year) regarding this goal?

Plans for the 2024-25 year include the following:

- Develop an internal grants office process

- Prioritize funding aligned with our strategic goals with a focus on 3+ years of IDC to generate increased IDC
- Collaboration with District Grants and NC Academic Affairs/Faculty
- Develop a newsletter as a communication mechanism
- Begin to develop criteria for formal awards and recognition of community partners

Please add any relevant documents here.
3 year plan.docx

Mapping
Educational Master Plan (2020-2025): ( )

- 2030 Goal 12: Resources:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Grants FAll 2023 Report (attached) provides a snapshot of Fall 2023 grant submissions and grant awards for Norco College, including indirect cost details.

The Indirect Cost Fall 2023 Report (attached) provides a snapshot of indirect cost revenue generated from awarded and pending grants.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.

Please add any relevant documents here.
Grant Fall 2023 Reports.xlsx
Indirect Costs Fall 2023.pdf

2024-2027

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

IE- The IE office has participated in many equity related professional development trainings including but not limited to:
Microaggression Training-CORA, Black Ally-CORA, Student Equity Plan trainings, Student Equity Inquiry team training, ALLY (LGBTQ+), VETNET ALLY, Black Minds Matter, Understanding and confronting Anti-Black Racism, Understanding Inclusive and Equitable Research Practices, Data Equity Fellowship, etc.. Also, In response to the Call to Action in Spring 2020, the IE Office initiated a study on the impact of faculty on the success of black students which has resulted in some significant learning about equity related issues.

Equity/Grants Office - Led the facilitation of, and participated in the equity research training for 31 members of the college as part of the Student Equity Plan efforts. Additional equity training members of Equity/Grants division have participated in include, but are not limited to, the Puente Summer Institute, Umoja Leadership Institute, Asian American Native Hawaiian Pacific Islander Student Achievement Training. Lastly, the Men of Color Scholars staff and students participated in and presented at the AHSIE conference.

Planning & Development - Organized and participated in the college wide summit, Equity in Guided Pathways, which focused on Economic Mobility for minoritized students. Additional training includes, but it not limited to, equity research training for our SEP, ACCJC training

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

IE-
- In response to the Call to Action in Spring 2020, the IE Office initiated a study on the impact of faculty on the success of black students.
- All of the training sessions have significantly heightened the awareness and understanding of Equity and Social Justice issues, as well as emphasized the crucial importance of researchers being aware of their biases.
- IE/IR's daily operations include working with equity-related data and other areas, driving constructive outcomes.
- All of the training sessions have significantly heightened the awareness and understanding of Equity and Social Justice issues, as well as emphasized the crucial importance of researchers being aware of their biases.
- IE/IR's daily operations include working with equity-related data and other areas, driving constructive outcomes.

Equity/Grants - increasing understanding of equitable qualitative research methods, and equity specific supports and programming for minoritized student groups at Norco College. This understanding and awareness has been used in the development, deployment and assessment of the student equity plan research and in strengthening equity programs.

Planning & Development - increasing understanding of equity centered planning is being used to shape the new five-year strategic plan and preparation for the alignment to the new ACCJC standards focused on equitable outcomes.

2024 - 2027

Please discuss any publications or published information that require regular updates for your area.

IE-The Institutional Effectiveness office prepares regular reports and summaries for compliance and to keep the college community informed. These include:

- NC Webpages (Assessment, Program Review, Accreditation, Institutional Effectiveness, Institutional Research, Strategic Planning, etc.)
- Evaluation procedures reports
- Assessment Reports
- Survey summaries
- Accreditation reports (annual report, support for ISER and Midterm)
- Ad hoc research reports

Starting in Fall 2023, the IE office began publishing a newsletter to keep the college community informed of the Institutional Effectiveness office's activities.

Please add any relevant documents here.

OIE-newsletterFAL23.pdf

3.1 (KPI 8) Reduce the equity gap for African American students by 40%.

EMP Goal
2030 Goal 3: (Equity) Close all student equity gaps.

Assessment Method

How do you plan to assess this objective?
Coordinate mapping
Method used to assess
Qualitative (Observation, summary of status, etc.)
Status
Active
Date
01/24/2024

3.2 (KPI 9) Reduce the equity gap for Latinx students by 40%.

EMP Goal
2030 Goal 3: (Equity) Close all student equity gaps.

3.3 (KPI 10) Reduce the equity gap for Men of Color by 40%.

EMP Goal
2030 Goal 3: (Equity) Close all student equity gaps.

3.4 (KPI 11) Reduce the equity gap for LGBTQ+ students by 40%.

EMP Goal
2030 Goal 3: (Equity) Close all student equity gaps.

3.5 (KPI 12) Reduce the equity gap for Foster Youth students by 40%.

EMP Goal
2030 Goal 3: (Equity) Close all student equity gaps.

4.1: Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)

EMP Goal
2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

Assessment Method

How do you plan to assess this objective?
Employee Attendance/Participation
Method used to assess
Quantitative (Survey, count, measure, etc.)

Status
Active
Date

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.
Total participation in GP professional development (duplicated) 195
Score
2 - Progressing Toward Completion (1/2 - 3/4)
How can you continue to improve towards completing this objective?
Strengthen coordination and communication of participation in on-campus and off-campus related training.
Please add screenshot here.
Please upload any related assessment data or documents.

Progress/Findings Date
03/22/2024

4.2: Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)

EMP Goal
2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

Assessment Method

How do you plan to assess this objective?
Faculty completion of RM certificate
Method used to assess
Quantitative (Survey, count, measure, etc.)
Status
Active
Date

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.
15% (71 out of 472 employees) have completed, representing a 14% increase
Score
2 - Progressing Toward Completion (1/2 - 3/4)
How can you continue to improve towards completing this objective?
Increased coordination and communication
Please add screenshot here.
Please upload any related assessment data or documents.

Progress/Findings Date
03/22/2024

6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.

EMP Goal
2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

6.7 Help establish a distinct regional identity, organization, and communication amongst our local communities

EMP Goal
2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

EMP Goal
2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

Assessment Method

How do you plan to assess this objective?
Use Items in Q6 of the Institutional Effectiveness and Planning Survey to assess the use of data by the college as a whole.

Method used to assess
Quantitative (Survey, count, measure, etc.)

Status
Active

Date
01/10/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.
There has been a modest decrease or a plateau in the overall ratings of data usage items over the past 3 years as evidenced by the IEPS. The survey was disaggregated by employee classification, and in general Classified Professionals had the lowest ratings and Management had the highest.

Score
3 - Almost Completed (75% + Complete)

How can you continue to improve towards completing this objective?
Communicate about new dashboards or data sources in meetings and presentations at various college venues.

Please add screenshot here.

Please upload any related assessment data or documents.
IEPS-2020-21.pdf
IEPS-2021-22.pdf
IEPS-2023.pdf
IEPS-IE GOAL Evidence 2024.pdf

Progress/Findings Date
01/09/2024

Assessment Method

How do you plan to assess this objective?
Through the Annual Assessment Report's description on progress related to this area.

Method used to assess
Qualitative (Observation, summary of status, etc.)

Status
Active

Date
03/19/2024

Progress/Findings

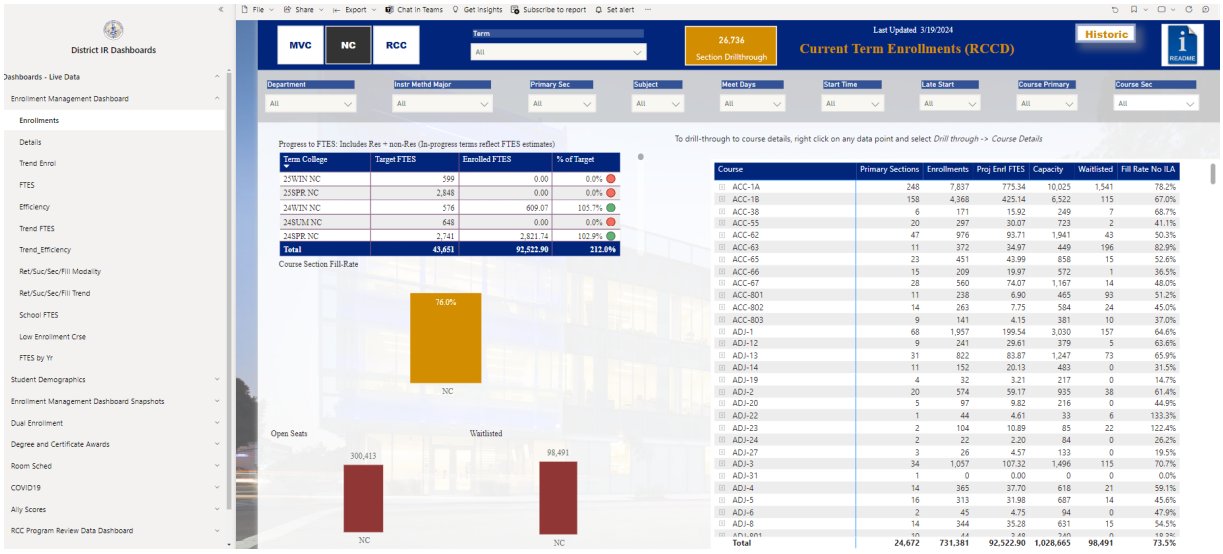
Explain the progress, status and/or results/findings of this assessment.
On December 5, 2022, the Academic Senate approved changing the structure of assessment of student learning outcomes to include:
-Use of Outcomes in Canvas
-At least one outcome per semester assessed with all completed within the assessment cycle (Fall 21-Spring 27).
-Adopted a universal rubric:
-0-4 scale with mastery at two or above:
0-Novice, 1-Emergent, 2-Fundamental, 3-Proficient, 4-Advanced
-Use of a common calculation method determined by discipline.
In Spring 2023, all disciplines were instructed to select one outcome to assess in Canvas and then select an additional outcome in each semester after that until all courses and SLOs were mapped for assessment.

-Use of IR District Dashboards
During the 2023-24 academic year, the use of dashboards exponentially increased due to program review and various intitiatives including Strategic Enrollment Management (SEM) Plan and the year-long scheduling of classes.

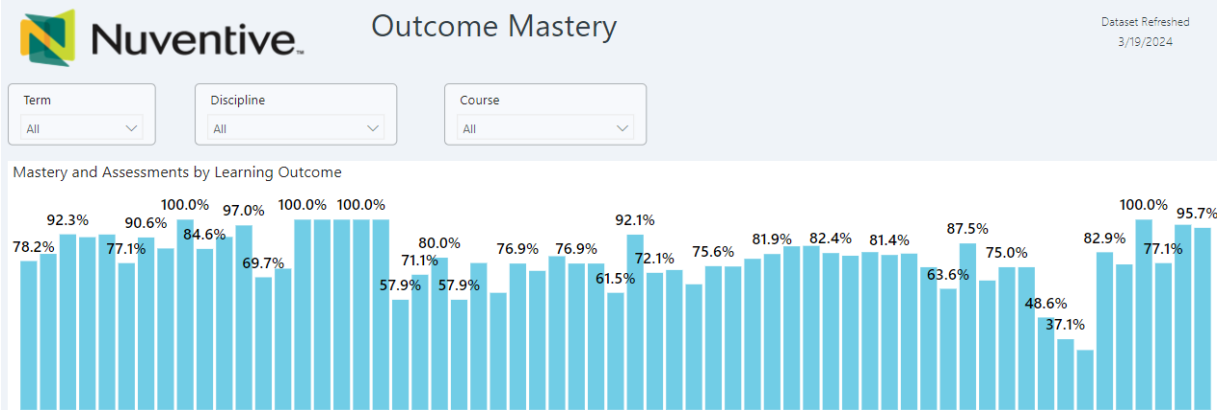
Score
2 - Progressing Toward Completion (1/2 - 3/4)

How can you continue to improve towards completing this objective?
Provide guidance on use of dashboards for specific questions or work that previously would have been addressed through and IR request.

Please add screenshot here.



This is an example of one of the IR Dashboards. The list to the left shows most of the different pages/dashboards that are available to anyone who has permissions.



This is an example of one of the dashboards that is being used for the assessment portion of program review.

Please upload any related assessment data or documents.

Progress/Findings Date
03/19/2024

8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.

EMP Goal
2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

Assessment Method

How do you plan to assess this objective?
Strategic Planning and Governance Manual (SPGM) was created based on integrating all planning processes.

Method used to assess
Qualitative (Observation, summary of status, etc.)

Status
Active

Date
03/19/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.
In chapter 3 of the SPGM, a matrix of all pertinent plans at the time were mapped to each of the Educational Master Plan Goals.

Score
3 - Almost Completed (75% + Complete)

How can you continue to improve towards completing this objective?
During current update of SPGM, create new matrix that will map newer plans (including Strategic Enrollment Management Plan, New Accreditation Standards, Updated District Strategic Plan)

Please add screenshot here.

Please upload any related assessment data or documents.
SPGM-PlanObjectiveAlignment.pdf

Progress/Findings Date
03/19/2024

8.4 Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.

EMP Goal
2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

Assessment Method

How do you plan to assess this objective?
Through several different annual and biennial procedures, the governance, decision-making & resource allocation processes are evaluated and monitored.

Method used to assess
Qualitative (Observation, summary of status, etc.)

Status
Active

Date
03/19/2024

Progress/Findings

Explain the progress, status and/or results/findings of this assessment.
Through our six-step Evaluation Process (screenshot below), we have consistently been monitoring all of these processes.

Score
4 - Completed

How can you continue to improve towards completing this objective?
Continue to maintain 100% compliance with the Evaluation Process.

Please add screenshot here.

2020-21 through 2024-25 Evaluation Process

1. Councils and Committees Report of Effectiveness

- 2020-2021
- 2021-2022
- 2022-2023

2. Institutional Effectiveness and Planning Survey

- 2020-2021
- 2021-2022
- 2022-2023

3. College President Memorandum

- 2020-2021
- 2021-2022
- 2022-2023

4. Key Performance Indicators (KPIs) Progress & Public Accountability Report

- 2020-2021
- 2021-2022

5. Resource Allocation Report

- 2020-2021
- 2021-2022
- 2022-2023

6. Assessment of the Evaluation Procedures & Governance Structure

- 2022-2023

Please upload any related assessment data or documents.

Progress/Findings Date
03/19/2024

9.2 Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.

EMP Goal

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

9.4 Develop strategy to maximize the number of classified professionals, faculty and managers involved in college governance without compromising mission-critical work

EMP Goal

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

10.13 Develop and implement plans for off-campus facilities for instructional purposes

EMP Goal

2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

11.2 Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")

EMP Goal

2030 Goal 11: (Operations) Implement professional, intuitive, and technology enhanced systems

IE- Director of Institutional Research

Resource Year
2024 - 2027

What resources do we already have?
The current resources of the office are 1 Dean, 1 Analyst, and 1 IE Support Coordinator. There is no manager that exists who only supervisors research/data of the office.

What resources do you need?
The request is for 100% of the funding for this position.

$ Amount Requested
188,550

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
8.1 - In order to support the data needs in terms of transparency, accessiblity, etc, there needs to be a manager who oversees only the data portion of the IE office. In addition, this position supports all of the Equity goals and EMP Equity Objectives since data is integral to both of these areas.

This request for my area is Priority #:
1

Is this request
New

Mapping
Administrative: Planning and Development: (.)

- 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.: .
- 8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.: .
- 8.4 Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.: .
- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 8.1 (Planning and Development):

Student Equity Plan: (.)

- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

IE-Research Analyst (Institutional Research Specialist) moved 100% to general funds

Resource Year
2024 - 2027

What resources do we already have?

Presently 25% of the Research Analyst position in Institutional Effectiveness is funded through General Fund and 75% is through soft funds.

What resources do you need?
Research Analyst (Institutional Research Specialist) moved 100% to general funds

$ Amount Requested
114,702

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
EMP Objective 8.1-Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time - this position will directly impact this objective through it's constant contribution to data usability and visibility at the college. This position is an integral par of the Program Unit Goal, IE-Build Comprehensive Office.

This request for my area is Priority #:
3

Is this request
New

Mapping
Administrative: Planning and Development: (.)

- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): ( )

- 2025 Objective 8.1 (Planning and Development):

IE-Assessment Committee Budget

Resource Year
2024 - 2027

What resources do we already have?
Some funds provided by the IE budget for small events.

What resources do you need?
Budget to support training, workshops and events

$ Amount Requested
5,000

Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
This funding would support workshops and trainings to stay current on professional development in assessment of student learning (Objective 8.1)

This request for my area is Priority #:
6

Is this request
New

IE-Additional Position - Research Analyst (Institutional Research Specialist)

Resource Year
2024 - 2027

What resources do we already have?
None, there is no funding for a 2nd research analyst.

What resources do you need?
Research Analyst (Institutional Research Specialist)

$ Amount Requested
152,936

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
EMP Objective 8.1-Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time - this position will directly impact this objective through it's constant contribution to data usability and visibility at the college. This position is an integral part of the Program Unit Goal, IE-Build Comprehensive Office.

This request for my area is Priority #:
5

Is this request
New

Mapping
Administrative: Planning and Development: (.)

- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): ( )

- 2025 Objective 8.1 (Planning and Development):

IE-Institutional Effectiveness Support Coordinator (Instructional Program Support Coordinator) transitioned to 100% General Funds

Resource Year
2024 - 2027

What resources do we already have?
Currently this position is funded by AB 1705 (One-time funding)

What resources do you need?
Institutional Effectiveness Support Coordinator position 100% General Funded

$ Amount Requested
143,169

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
EMP Objective 8.2 - Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans and EMP Objective 8.4 - Develop, evaluate, and monitor our governance, decision making, and resource allocation processes on the basis of the college mission and plans are part of the primary responsibilities of this position. Also, this position is an integral part of the Program Unit Goal, IE-Build Comprehensive Office.

This request for my area is Priority #:
2

Is this request

IE-Budget Increase

Resource Year
2024 - 2027

What resources do we already have?
At present, 16K is the operating budget for the IE Office.

What resources do you need?
We need an additional 20K to be a self-sustaining unit.

$ Amount Requested
20,000

Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
This will support professional development, subscriptions, software and other necessities for the IE Office.

This request for my area is Priority #:
4

Is this request
New

Mapping
Administrative: Planning and Development: (.)

- IE-Build Comprehensive Office: .
- IE-Function and Scope: .

Educational Master Plan (2020-2025): ( )

- 2025 Objective 8.1 (Planning and Development):
- 2025 Objective 8.2 (Planning and Development):
- 2025 Objective 8.4 (Planning and Development & Academic Senate):

Professional Development Coordinator

Resource Year
2024 - 2027

What resources do we already have?
No current resources

What resources do you need?
100% dedicated time and effort for college-wide professional development coordination

$ Amount Requested
172,170

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
This resource supports Goal 4 directly, but also indirectly supports our goals in Student Transformation (Goals 1-3) as well as employee engagement and satisfaction.

This request for my area is Priority #:
2

Is this request
New

Mapping
Administrative: Planning and Development: (.)

- Professional Development Coordination: .

Equity and Grants Support

Resource Year
2024 - 2027

What resources do we already have?
50% categorically Grants Admin Specialist through 2024

What resources do you need?
100% Grants Admin Specialist to support the Equity and Grants Office on ongoing funds

$ Amount Requested
124,399

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:
1

Is this request
New

Mapping
Administrative: Planning and Development: (.)

- Grants: Innovative and Diversified Resources : .

2024-2027

Program Review Reflections

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

2023–2024 SEP RESEARCH SUMMARY

PREPARED FOR

NORCO COLLEGE

MANAGER OVERVIEW

S4DDS
Services for Data Driven Solutions

BACKGROUND

S4DDS
Services for Data Driven Solutions

2023-2024 NORCO COLLEGE SEP

- SEP inquiry teams composed of CPRO, Faculty and Students:
  - Participated in logic model training (two-day in-depth),
  - Learned about current/past SEP metrics along with inclusive and equitable research practices, and are
  - Using student-based research findings and recommendations
- To develop MEASURABLE and systematic interventions

WHY?

PAST INTERVENTIONS HAVE BEEN HIT OR MISS, WITH LIMITED STUDENT INSIGHT, AND WITHOUT A WAY TO EVALUATE THEIR IMPACT

WHAT ARE THE STUDENT EQUITY GAPS?

Hispanic / Latinx equity gaps

- Successfully completing transfer-level math and English in their 1st year
- Attaining their vision goal (degree or certificate completion) by their third year
- Transferring to a four-year college (independent of degree completion) by their third year

Black / African American equity gaps

- Enrolling successfully
- Persisting from first to second semester

HOW DID WE INVESTIGATE THOSE GAPS?

- Conducted rigorous representative sampling to find students
  - Part/Full-time Enrollment, Online/Hybrid/In-Person, Employment status, Living Wage status, 1st Generation/Not 1st Gen, Involved/Not involved in Support Programs, Local/Commuter, Gender
    - New students as of SU2023 or FA2023
    - On-going students continuously enrolled before SU2023
- Held two three-day confidential online interactive surveys with students
- Used Multimodal Cognitive Method (equity/inclusivity built into every stage)
- Organized daily 45–60 minutes of activities yielding 8,000-10,000 minutes of data interactions

REPRESENTATIVE SAMPLE ALSO INCLUDED

Hispanic/Latinx students who

- Successfully completed math and English
- Successfully completed math but not English
- Successfully completed English but not math
- Completed neither math nor English successfully

Black/African American potential students who

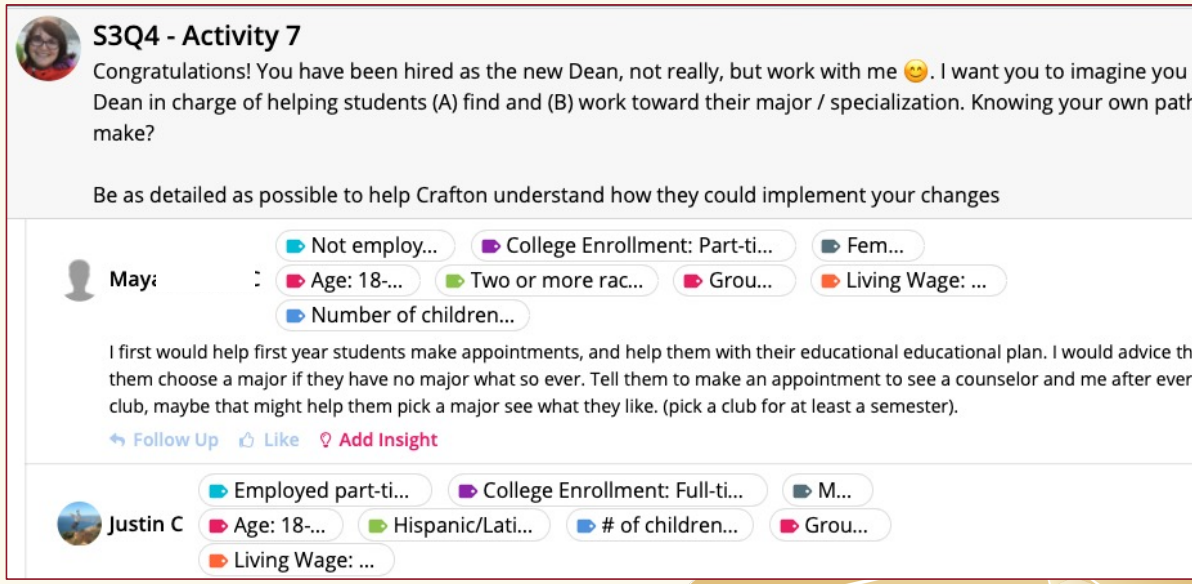
Applied SU2023 or FA2023 but chose to:

- Enroll at another CC
- Not enroll anywhere

** Study excluded those enrolled in a four-year college.*

MULTIMODAL COGNITIVE METHOD (MCM*)

- Cognitive interviewing
  - Memory associations
- Journaling
  - Emotion clarification & problem solving
- Focus Group
  - Group dynamic w/o groupthink
- Survey



*MCM designed to collect more reliable data from diverse populations

STUDY USES LAYERED ACTIVITIES ALLOWING FOR GREATER DEPTH OF UNDERSTANDING

As a fun way to explore the role Norco College plays in your life, I want you to create and upload a video showing how you feel about it. I'm looking for some epic "I love you" or "It's not you (actually, it is you)" videos. Depending on how you feel about Norco it can be love or breakup letter style.

Videos should talk about:

- How you met
- How things between you have changed over time
- Why you are in love (or breaking up)
- What you like to do together (or wish you had gotten to do together)
- Etc..

MCM ALLOWS US TO COLLECT DATA FROM STUDENTS NORMALLY EXCLUDED FROM RESEARCH

- Working students
- Students with family/sibling obligations
- Those reliant on public transport or ride-shares
- Students from underserved populations who are weary of unknown (uncontrollable) situations

Traditional studies over-represent **middle-class** and **well-connected** students

BLACK / AFRICAN AMERICAN STUDENTS' ENROLLMENT BARRIERS

S4DDS
Services for Data Driven Solutions

ENROLLMENT BARRIERS

- Lack of true financial aid knowledge
- Inability to communicate importance/safety of tax info
- Getting started tools not intuitive
- Not understanding enrollment steps
- Counseling midnight rule serves as gatekeeper

BLACK / AFRICAN AMERICAN STUDENTS' RECOMMENDATIONS TO IMPROVE ENROLLMENT

- Clarifying financial aid deadlines, process and cost estimates
- Providing simple verbiage about importance and security of tax info
- Creating a checklist/quick start guide to improve enrollment navigation
- Improving online accessibility to enrollment steps
- Communicate (or preferably eliminate) counseling midnight rule

BLACK / AFRICAN AMERICAN STUDENTS' PERSISTENCE BARRIERS

S4DDS
Services for Data Driven Solutions

PERSISTENCE BARRIERS

Lack awareness of support services

Current modes of communicating student services, campus events, academic/career paths do not reach them

They feel isolated at Norco (online, hybrid, in-person)

"That's what I have always been looking for a sense of belonging and I honestly don't feel like I belong. I feel a bit out of place."

SUPPORT SERVICES STUDENTS WISH NORCO HAD (NOTE THAT MANY ALREADY EXIST)

Listed in order of frequency mentioned

- Free tutoring
- Mental health counseling
- Parent support groups
- Advice managing multiple responsibilities
- Career services to find internships
- Help paying for books
- Mentorship
- Legal and students' rights support
- Housing support

BLACK / AFRICAN AMERICAN STUDENTS' RECOMMENDATIONS TO IMPROVE PERSISTENCE

- Communicating student services early and often
- Using multi-modal communication to reach students where they are (website, emails, workshops, Instagram, banners/signs, etc.)
- Improving website user-experience including self-service information about academic paths
- Advertising events and activities and specify which students can join and HOW

HISPANIC / LATINX STUDENTS' COMPLETING TRANSFER-LEVEL MATH / ENGLISH IN THEIR 1ST YEAR BARRIERS

S4DDS
Services for Data Driven Solutions

BARRIER TO MATH/ENGLISH COMPLETION

Most Hispanic / Latinx students do not know that they should take English and math courses immediately

> I was given the sheet that tells me what classes I need to take and was just told to take them at whatever time I'd like.

—New student

HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE MATH/ENGLISH COMPLETION IN 1ST YEAR

Counselors should inform students they should take Math/English their first year and why

Website should inform students they should take Math/English their first year and why

Course sheets should inform students they should take Math/English their first year and why

HISPANIC / LATINX STUDENTS' ATTAINING VISION GOAL BY 3RD YEAR BARRIERS

S4DDS
Services for Data Driven Solutions

ATTAINING VISION GOAL BY 3RD YEAR BARRIERS

Students feel they are left to figure things out on their own

Students lack clarity in how to schedule counseling appointments

"I had to hear from my case manager for a nursing job I got this year that the trick is to sign up at midnight. There are already enough obstacles in the road to RN I don't need any "tricks." We need accessibility and aide."

HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE ATTAINING VISION GOAL BY 3RD YEAR

Improving website user-experience including self-service information about academic paths

Communicate (or preferably eliminate) counseling midnight rule

HISPANIC / LATINX STUDENTS' TRANSFERRING TO 4-YEAR BARRIERS

S4DDS
Services for Data Driven Solutions

TRANSFER EQUITY BARRIERS

- Many students say they are uncertain because they do not know what transferring to a four-year college would entail
- They also have questions about four-year colleges but do not know where to get answers (unaware of support services)

> I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate.

—On-going student

STUDENT SERVICE WISH LIST - MOST STUDENTS ARE UNAWARE OF EXISTING SUPPORT SERVICES

Listed in order of frequency mentioned

- Tutoring
- Mental health care
- Childcare
- Affordable or free food
- Disability support
- Medical care
- Parenting group—parents to support each other
- Student group network — to find study partners
- Support finding scholarships
- Resume/cover letter writing
- How to file taxes
- Free bus rides (to and from Norco)

HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE TRANSFERRING TO A 4-YEAR

Communicating what support services exist, their purpose, and how students can access them

Alleviating fears by communicating answers to common questions about what students can expect at different 4-yrs

Advertising resources and clubs

RESEARCH SUM

- Norco College already has in place many services, resources, and tools students need to be successful, but our current communications reinforce existing equity gaps.
- Small (but mighty) systematic changes can increase equity and eliminate equity gaps.

WHAT'S NEXT?

EXPECT SEP INQUIRY TEAMS TO REACH OUT IN COMING WEEKS WITH THEIR MEASURABLE INTERVENTIONS

S4DDS
Services for Data Driven Solutions

NORCO COLLEGE DATA GOVERNANCE

WHAT IS DATA GOVERNANCE

Data Governance is an emerging discipline that combines data management, data quality, and data policies. Data governance encompasses the processes, policies, standards, organization, and technologies required to manage and ensure the availability, accessibility, quality, consistency, auditability, and security of institutional data.

MISSION AND VISION

Mission: To ensure that the highest quality data are collected, analyzed and made available to key stakeholders through coordinated efforts for the purposes of improving efficiency, protecting privacy and enabling better decision-making.

Vision: The institution, along with IR and IE, benefits from using governance to define and implement a robust ~~information management system~~ that meets existing and long-term needs of both internal and external stakeholders. Key aspects of a strong ~~information management system~~ include:

1. Data Management – identify essential data elements to be used in local, state and federal reporting requirements; define and standardize those elements for reliable and valid use across the institution and in multiple reports; and design and deploy effective and efficient collection and storage processes that ensure security, privacy and appropriate integration across programs and from multiple data sources.

2. Technology – ~~identify and implement efficient and state of the art technological solutions that ensure easy integration, interoperability, privacy, secure access and easy analyses.~~

3. Valid and Reliable Analyses – Provide controlled access and use, particularly by IR and IE staff, that enables timely, reliable and valid research and analysis.

PURPOSE

The purpose of this document is to describe:

- who can take what actions,
- with what information,
- at what time,
- under what circumstances,
- using what methods

The Why

Typical issues when data governance is necessary:

- perceived problems with access to data,
- an inefficient process for requesting information,
- lack of data quality audits,
- duplication of data,
- no comprehensive list of data quality initiatives,
- insufficient training and education about data and the use of shadow systems,
- differences in terminology between units,
- competing goals rather than complementary ones

Data Governance questions:

- What types of data are collected at the institution?
- Who is responsible for the quality of that data?
- How and where are the data stored and accessed?
- How are the data used and by whom?
- Who makes decisions about data collections?
- What do you do when errors are detected?
- Are the processes for ensuring the security of data documented?
- Is there a data dictionary to explain the meaning of common terms and where is it stored?

Principles

- Integrity: Be truthful and forthcoming when discussing purposes, constraints, options, and impacts for data-related decisions.
- Accuracy: To the greatest extent reasonably practicable, data will be verified as accurate for the purposes of use.
- Transparency/Auditability: Exhibit transparency so that it is clear to all participants and auditors how and when data-related decisions and controls were introduced into data-related processes. Create and maintain auditable data-related decisions, processes, and controls subject to Data Governance; where any such process will be accompanied by documentation to support compliance-based and operational auditing requirements.
- Accountability: Define and clarify who is accountable for cross-functional data-related decisions, processes, and controls.
- Responsibility: Define and clarify who is accountable for data accuracy.
- Checks-and-Balances: Introduce checks-and-balances between functional and technical teams as well as between those who create/collect information, those who manage it, those who use it, and those who introduce standards and compliance requirements.
- Standardization: Introduce and support standardization of all data and sources.
- Change Management: Support proactive and reactive Change Management activities for reference data values and the structure/use of master data and metadata.

GOALS

- Support processes and activities that result in accurate and reliable data.
- Provide a central location for various data resources: definitions, templates, processes.
- Data shall be appropriately managed (i.e., collected, stored, protected, and used).
- Data management shall be a core capability that is an integral part of the culture.
- Named roles with specific responsibilities for the curation of data from data entry to archive or disposal should be defined, trained, and appropriately resourced.
- The single, master source/office/role for each different type of data shall be identified and data systems and integrations structured to rely on that source.
- Data is fit for purpose.
- Data shall be accurate and complete, at the appropriate quality for its primary purpose and all other known legitimate uses.
- Data should be monitored so it can be trusted. Data owners have the role of accountability and oversight to assure this trust, with decisions and actions recorded at an appropriate level of detail.
- Data shall be made available where and when required, subject to appropriate security constraints.
- Standards will be consistently applied to encourage reuse, and promote a common understanding of context, meaning, and comparability.
- Data shall be easy to find, quick to understand, and simple to compare.
- Data shall be consistent and predictable, avoiding harm caused by conflicting versions.

RESPONSIBLE STAKEHOLDERS

- Office of Institutional Effectiveness
    - Data Sources
        - CCCCO MIS data files
    - Data & Research Projects
        - Historical data requests
- Admissions and Records (Applications Support Technician)
    - Data Sources
        - Colleague Student Information System
    - Data Projects
        - Live data requests
- Individual program staff
    - Data Sources
        - Local student databases (shadow databases)
            - Contact information
            - Program specific contact tracking
            - Demographics
            - Enrollments
            - Program specific outcome information

- Data Projects
  - ?? What do we expect them to produce without assistance

CHALLENGES

- Multiple definitions of "student"
- Differing definitions of home college and enrolled college
- Definitions and methodology not readily available
- Data stored in varying places (local programs)
- Lack of understanding of PII and data security
- Differences between static and live data
- Local vs state data matching
- Reliance on historical knowledge for methodology and definitions

PROCEDURES

Data Security

- Anyone with access to a data source will ensure data security by:
  - Creating a password/data encryption and thereby securing all files including Personally Identifiable Information (PII) protected by the Family Educational Rights and Privacy Act (FERPA).
    - For the purposes of data governance, Personally Identifiable Information (PII) is defined as an individual's first name, or first initial, and last name in combination with any one Direct Identifier or any combination of Direct/Indirect Identifiers that permits a person's identity to be reasonably inferred by someone who does not have personal knowledge of the relevant circumstances.
      - Direct Identifiers: Information that relates specifically to an individual, such as: name, social security number, student or employee id, driver's license number, address, telephone number, username or e-mail address, account number, credit card number, and biometric record (e.g., fingerprints).
      - Indirect Identifiers: Information that is not unique to an individual but that can be combined with other information to identify specific individuals, such as date of birth, place of birth, mother's maiden name, gender, race/ethnicity, geographic indicator, verification data (pet's name, etc.), and passwords.
  - Not sending unsecured data via email (Sharing via OneDrive is acceptable.)
  - Masking any data in a visualization (e.g. dashboard, presentation, etc.) that could potentially reveal the identity of an individual by an observer that does not have personal knowledge beyond that of a typical person (?)
  - Locking screen prior to leaving computer if data files are visible or accessible.

Data Results Circulation

- In addition to applicable data security measures mentioned above, anyone sharing data results via email, presentation, dashboard, etc. will need to follow these procedures:
    - Cite source(s) of results/analytics.
    - Have methodology of analysis available for those who ask related questions.
    - Do NOT assume data are correct without double- or triple-checking for accuracy.
    - If errors are found after data results are revealed, correct them as soon as possible and notify audience of correction.

Data Validation

- Missing data – if any data element is missing enough values, it could invalidate the analysis. A guide to follow for missing data is:
    - Less than 1%: Excellent
    - 1%-5%: Good
    - 6%-9%: Marginal
    - 10%+: Unacceptable
- Check total number of cases to verify if it aligns with expectations. If not:
    - Check outside databases (if available)
    - Check internal databases (Colleague, local/program-specific databases, etc.)
- To verify data accuracy
    - If related to students, verify data with random sample of students in Colleague
    - If manually input from original data, triple-check (possibly with another person) values to identify input errors
    - Check Operational Definitions/Data Dictionary (hyperlink) for accuracy in methodology (e.g. course success/retention, valid grades, ethnicity categories, etc.)

Surveys

- Surveys requiring approval (oversight?) from the Office of Institutional Effectiveness:
    - Any survey sent out to the entire student population or a large proportion of students
    - When survey conclusions/take-aways will impact college decision-making
- Surveys without required approval (Office of IE is available for any guidance or feedback):
    - Surveys for specific populations
    - Example: soliciting feedback about an event with limited attendance
    - Surveys with conclusions/take-aways that will not impact the institution or budget

Dashboards

- Creating dashboards correctly requires extensive time and effort, plus expertise. Therefore, requests for dashboards should only be made when:
    - Requests for these data will be made repetitively (i.e., at least 5-10 times per month) and ongoing.
    - Data are germane to achievement of the Educational Master Plan goals, Strategic Planning Goals, or effective performance of a college unit(s).

DATA GOVERNANCE PROCESS

Units and/or services who create or maintain a data source will need to undergo the Data Governance Process at Norco College when (any of the following are true)?:

- The data source will be consistently utilized over time.
- Results of data will be shared beyond the unit that gathered the data.
- Student or employee contact is involved in the data gathering process.

PROCESS

- Unit of data source will file an application (need to create).
- The Institutional Effectiveness and Governance Council (IEGC) will/has established a Data Governance Subcommittee who will review applications and vote on whether to ratify the establishment of a new and/or existing data source.

OFFICE OF INSTITUTIONAL EFFECTIVENESS

FALL 2023 NEWSLETTER

The mission of Institutional Effectiveness is to ensure that institutional planning processes are systematic, thoughtful and dynamic, and ultimately lead to institutional improvement; and, to encourage the use of data for the purpose of decision making to strengthen the overall effectiveness of the institution and to meet accreditation standards.

WHO WE ARE

Greg Aycock, Dean, Institutional Effectiveness

- **Experience in California CC since 1991 and leads research, assessment and program review at Norco**

Charise Allingham, Institutional Effectiveness Support Coordinator

- **Norco Alumni with 5 years experience in IE at Norco College. Current interest include NC mosaic mural project & all things IE.**

Caitlin Busso, Institutional Research Specialist

- **11 years of IR experience at Norco. Current interests include data literacy and data governance.**

LEARN MORE

Office of Institutional Effectiveness
NORCO COLLEGE

OUR PROJECTS

Highlights

- KPIs 1-7 to College Council
- Program Review 2024-27 launch
- Equity Inquiry research support

Upcoming

- Accreditation Midterm Report submission
- Data Governance
- Institutional Effectiveness & Planning Survey in Spring

Institutional Effectiveness (IE)

Fall has been very busy prepping for the launch of the 2024-27 Comprehensive Program Review, which opened on November 15th. We've also been working to fine-tune the integration between Canvas and Nuventive and develop dashboards to enhance outcome assessment. In addition, this term we are wrapping up evidence for the Accreditation Midterm report.

Institutional Research (IR)

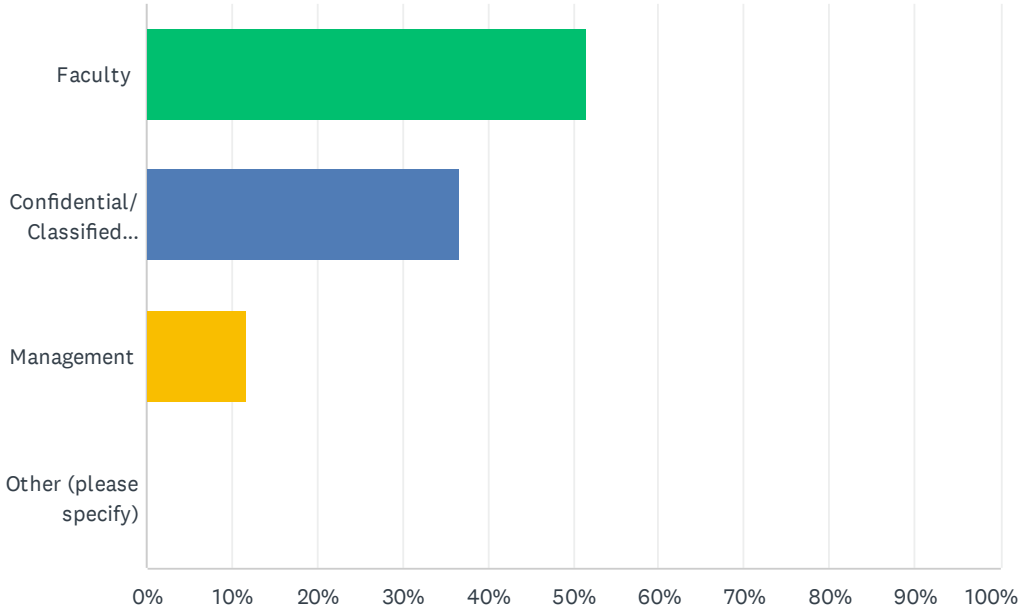
We've been busy fulfilling college wide research needs and requests from college constituents. If you have a research request, please fill out the form here!

Beyond day to day IR projects, here are some highlights:

- Began a year long nationwide Data Equity Fellowship which will lead to a college specific project next year
- Part of the team working on the Strategic Enrollment Management Plan and participating in statewide SEM program
- Faculty impact survey- final phase of three year Black Student Success Study
- Collaboration with research departments across the district & Region 9

Q1 Please identify your classification as a Norco College employee:

Answered: 60 Skipped: 0

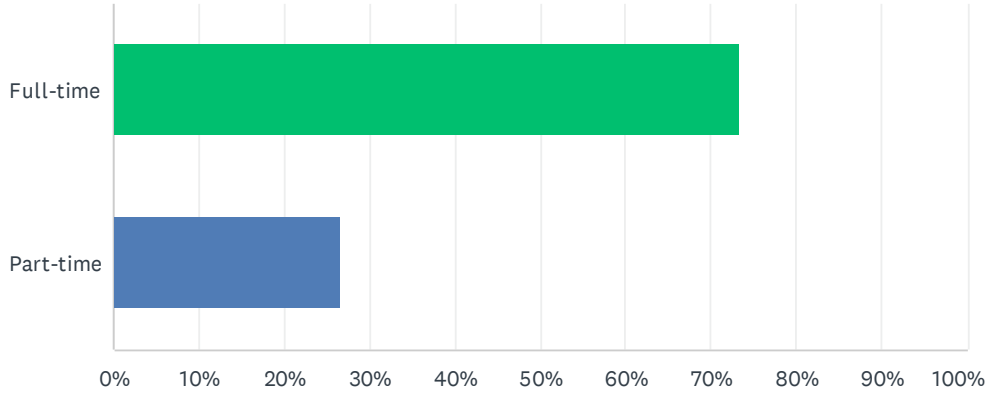


ANSWER CHOICES	RESPONSES	
Faculty	51.67%	31
Confidential/ Classified Professional	36.67%	22
Management	11.67%	7
Other (please specify)	0.00%	0
TOTAL		60

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 My assignment at Norco College is:

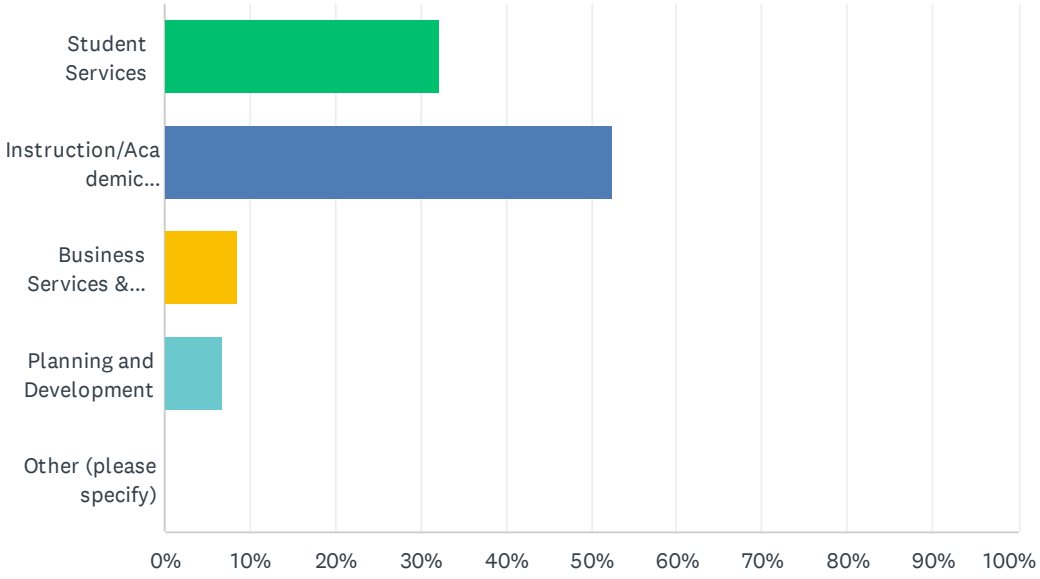
Answered: 60 Skipped: 0



ANSWER CHOICES	RESPONSES	
Full-time	73.33%	44
Part-time	26.67%	16
TOTAL		60

Q3 The following is my primary responsibility:

Answered: 59 Skipped: 1

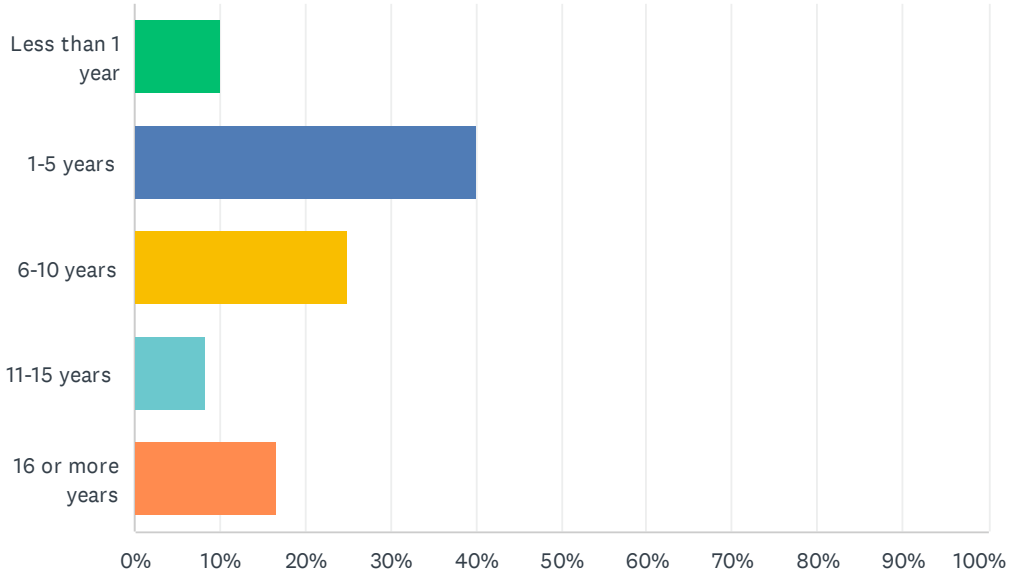


ANSWER CHOICES	RESPONSES	
Student Services	32.20%	19
Instruction/Academic Affairs/President	52.54%	31
Business Services & Facilities	8.47%	5
Planning and Development	6.78%	4
Other (please specify)	0.00%	0
TOTAL		59

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q4 How long have you been employed at Norco College?

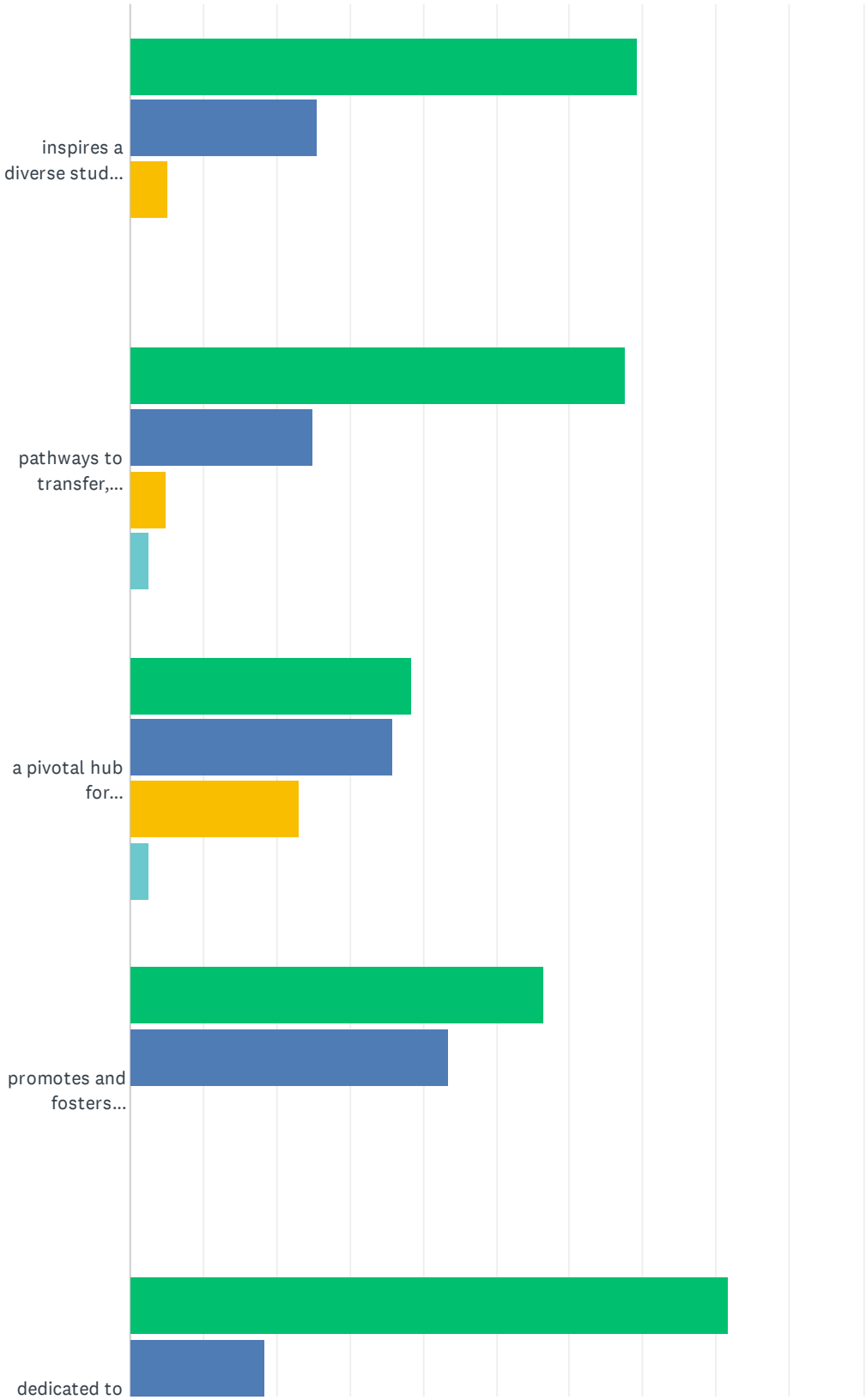
Answered: 60 Skipped: 0

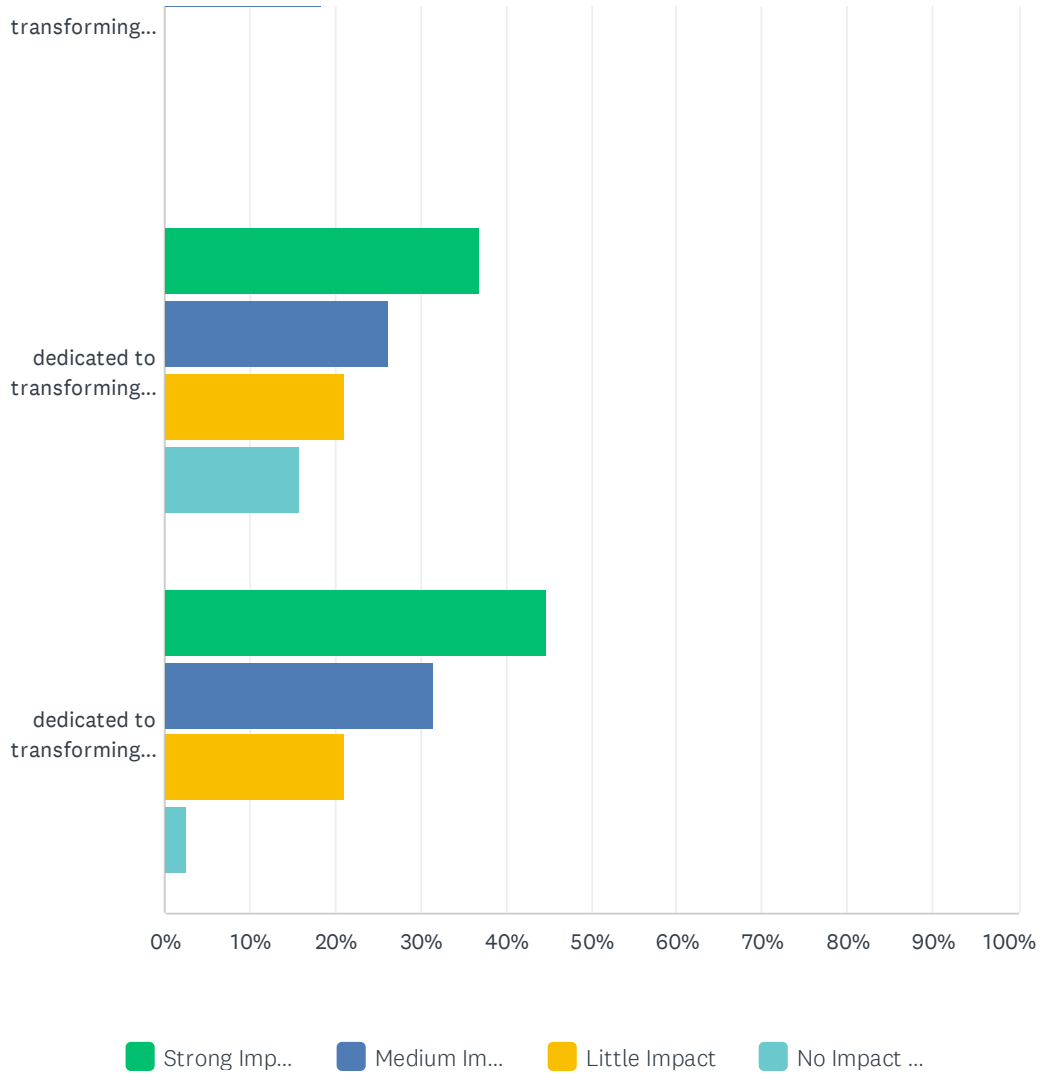


ANSWER CHOICES	RESPONSES	
Less than 1 year	10.00%	6
1-5 years	40.00%	24
6-10 years	25.00%	15
11-15 years	8.33%	5
16 or more years	16.67%	10
TOTAL		60

Q5 Please select the level of impact on the following parts of the college mission made by the program/service in which you work

Answered: 40 Skipped: 20

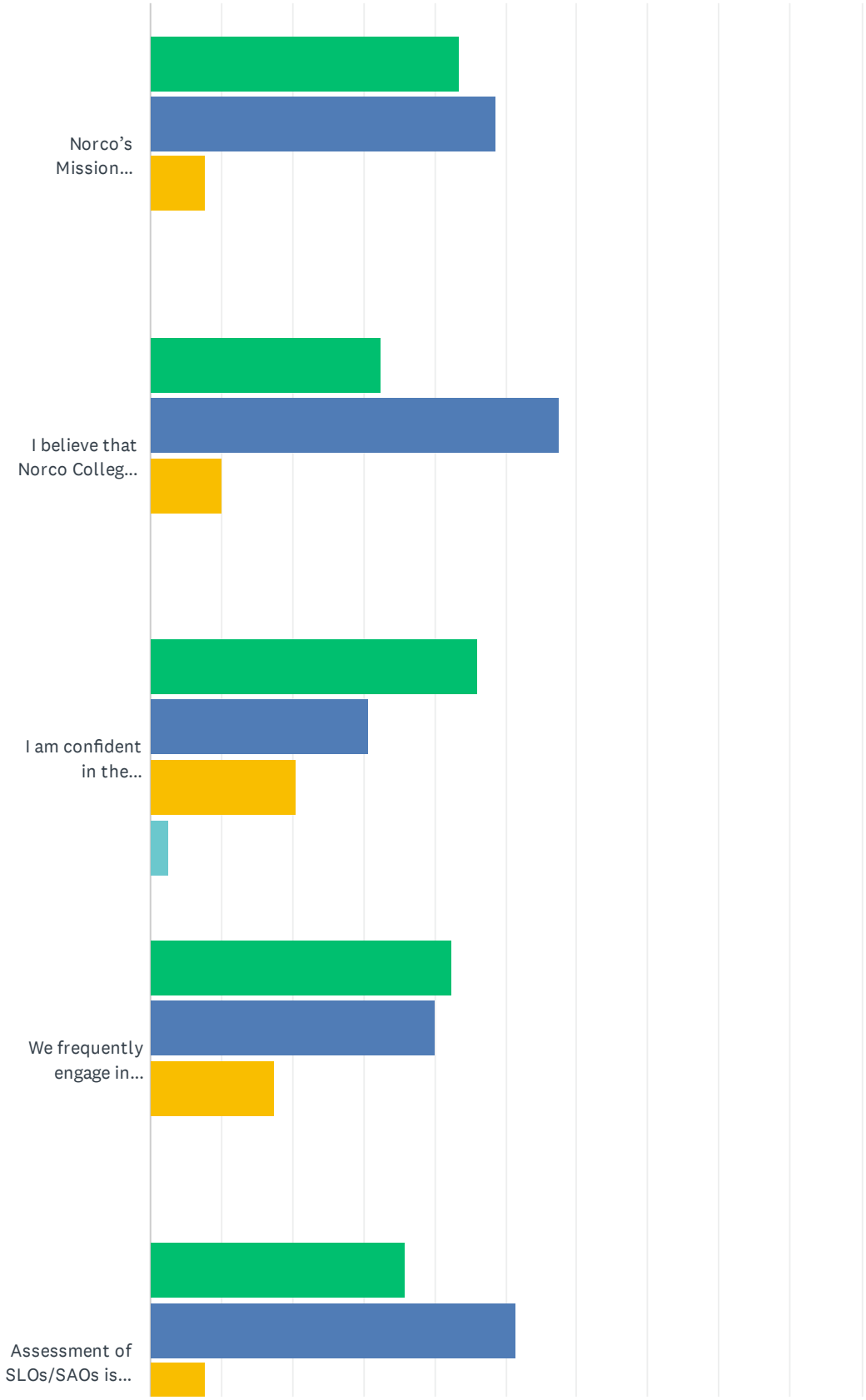


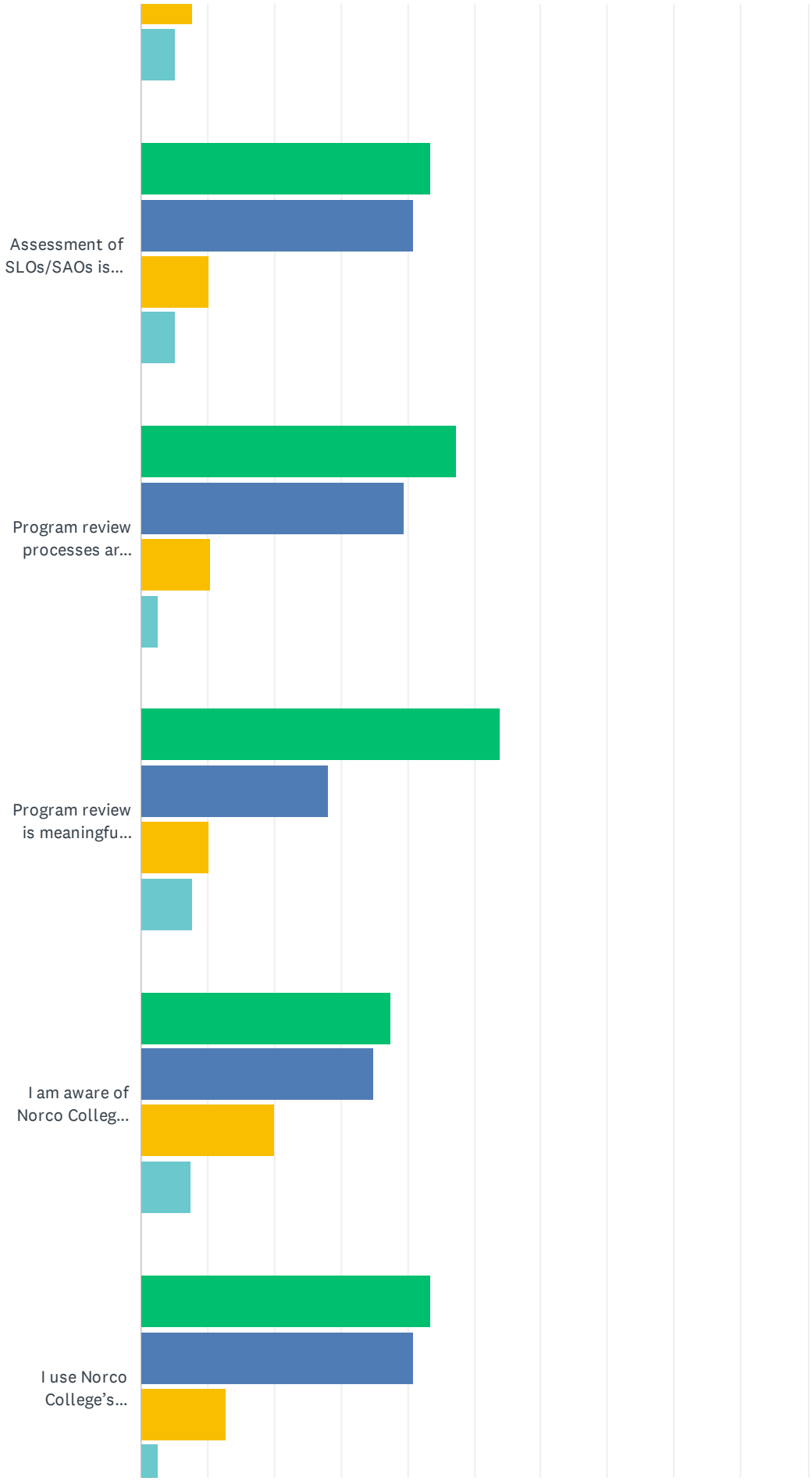


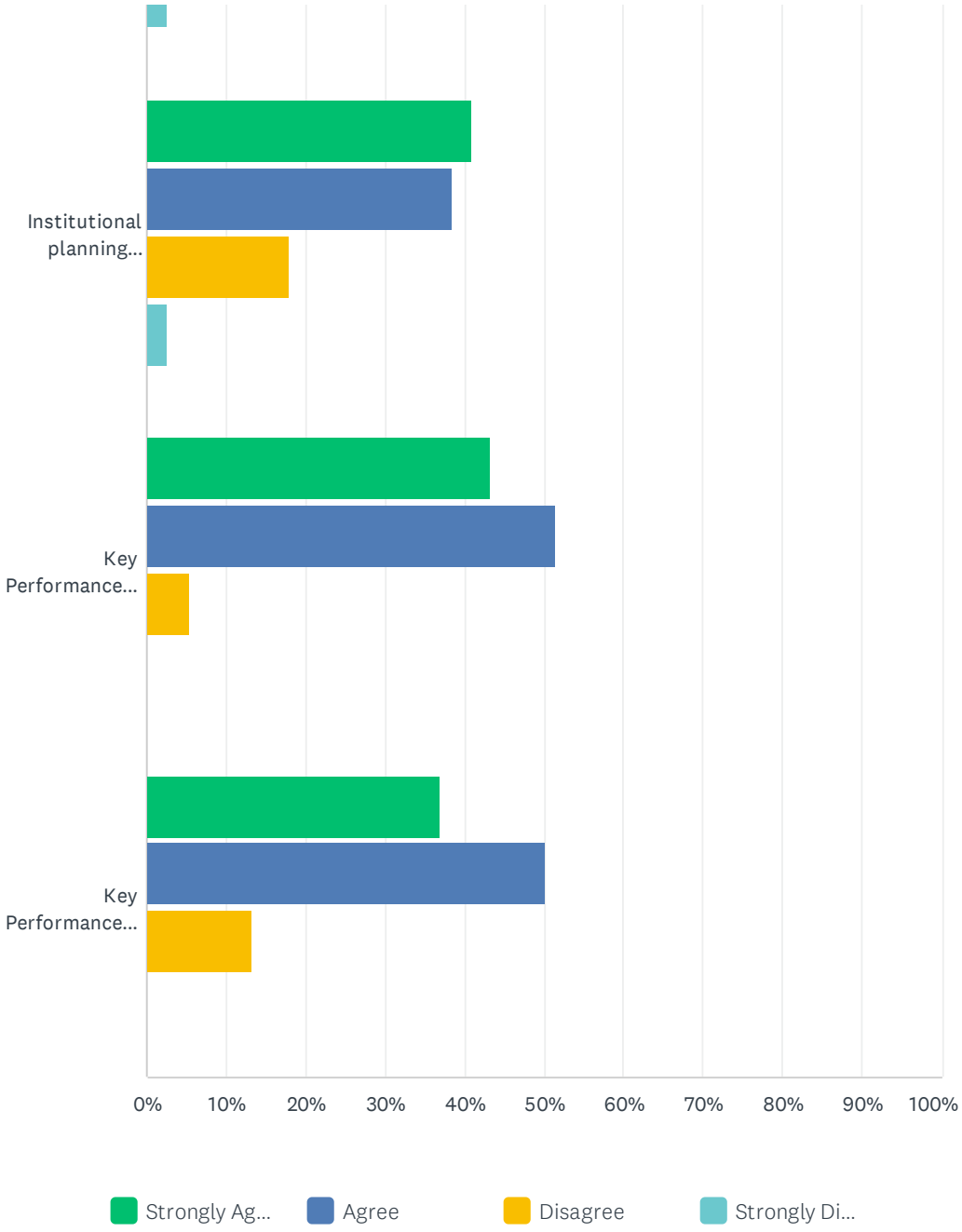
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
inspires a diverse student body by an inclusive innovative approach to learning	69.23% 27	25.64% 10	5.13% 2	0.00% 0	39	2.64
pathways to transfer, professional, career and technical education, certificates, and degrees	67.50% 27	25.00% 10	5.00% 2	2.50% 1	40	2.58
a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.	38.46% 15	35.90% 14	23.08% 9	2.56% 1	39	2.10
promotes and fosters self-empowerment	56.41% 22	43.59% 17	0.00% 0	0.00% 0	39	2.56
dedicated to transforming the lives of our students	81.58% 31	18.42% 7	0.00% 0	0.00% 0	38	2.82
dedicated to transforming the lives of our employees	36.84% 14	26.32% 10	21.05% 8	15.79% 6	38	1.84
dedicated to transforming the lives of our community	44.74% 17	31.58% 12	21.05% 8	2.63% 1	38	2.18

Q6 Please select your level of agreement with the following statements

Answered: 40 Skipped: 20



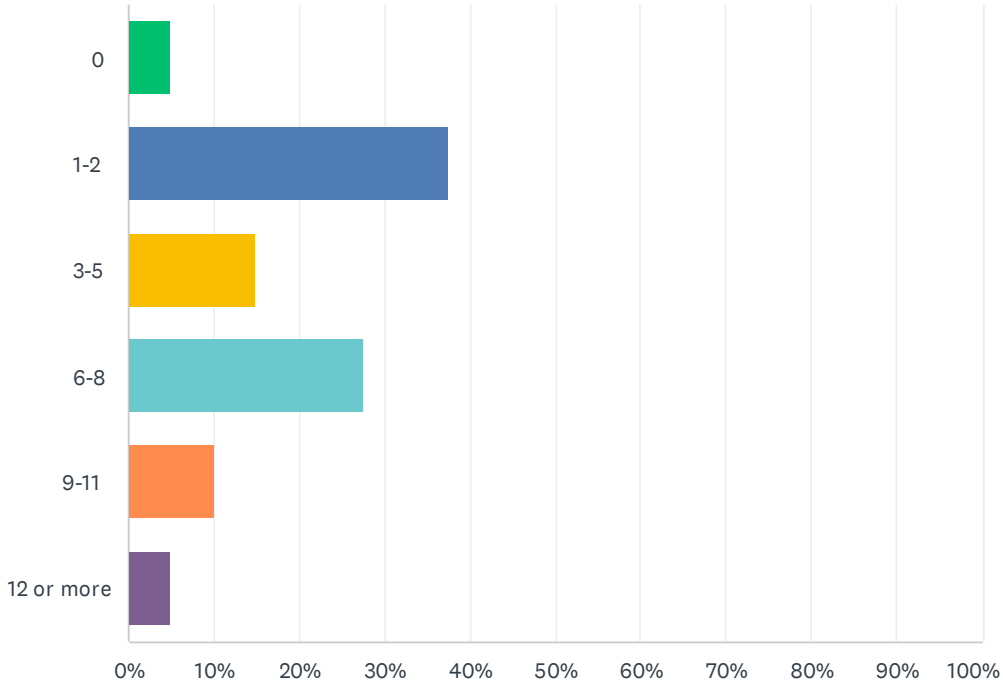

Assessment of SLOs/SAOs is...
Program review processes ar...
Program review is meaningfu...
I am aware of Norco Colleg...
I use Norco College's...


Institutional planning...
Key Performance...
Key Performance...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Ag...
Agree
Disagree
Strongly Di...

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Norco's Mission Statement guides institutional planning.	43.59% 17	48.72% 19	7.69% 3	0.00% 0	39	3.36
I believe that Norco College is achieving it's mission.	32.50% 13	57.50% 23	10.00% 4	0.00% 0	40	3.23
I am confident in the direction that Norco is planning for the future.	46.15% 18	30.77% 12	20.51% 8	2.56% 1	39	3.21
We frequently engage in dialogue about data on student learning outcomes (SLOs/SAOs) in my area.	42.50% 17	40.00% 16	17.50% 7	0.00% 0	40	3.25
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.	35.90% 14	51.28% 20	7.69% 3	5.13% 2	39	3.18
Assessment of SLOs/SAOs is meaningful to me.	43.59% 17	41.03% 16	10.26% 4	5.13% 2	39	3.23
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	47.37% 18	39.47% 15	10.53% 4	2.63% 1	38	3.32
Program review is meaningful to me.	53.85% 21	28.21% 11	10.26% 4	7.69% 3	39	3.28
I am aware of Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.	37.50% 15	35.00% 14	20.00% 8	7.50% 3	40	3.02
I use Norco College's strategic planning goals in one or more aspects of my job.	43.59% 17	41.03% 16	12.82% 5	2.56% 1	39	3.26
Institutional planning decisions are based on data.	41.03% 16	38.46% 15	17.95% 7	2.56% 1	39	3.18
Key Performance Indicators (KPIs) of the Norco College strategic planning goals are regularly assessed.	43.24% 16	51.35% 19	5.41% 2	0.00% 0	37	3.38
Key Performance Indicators (KPIs) of the Norco College strategic planning goals results are regularly shared with campus constituencies.	36.84% 14	50.00% 19	13.16% 5	0.00% 0	38	3.24

Q7 On average, I spend ____ hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

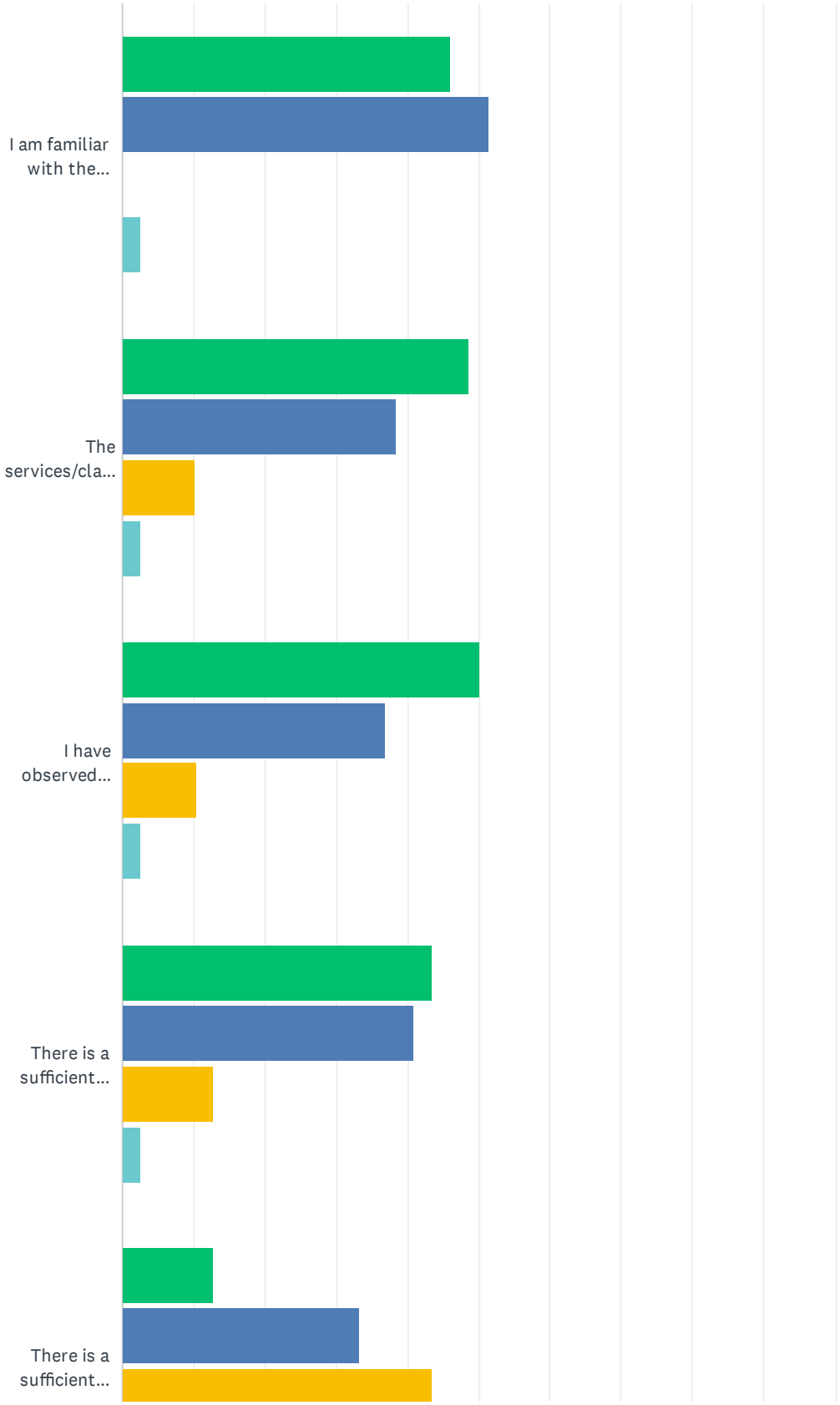
Answered: 40 Skipped: 20

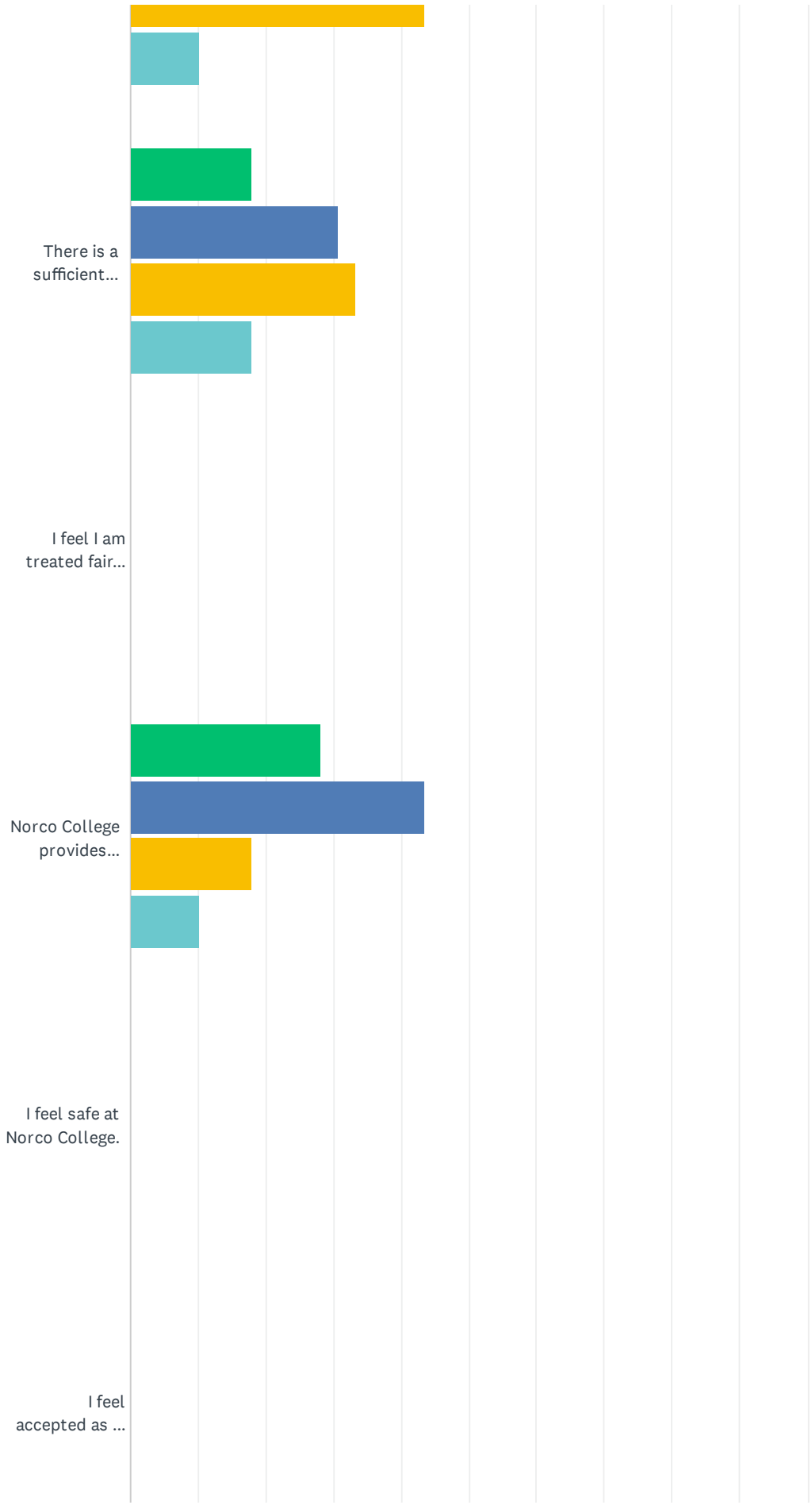


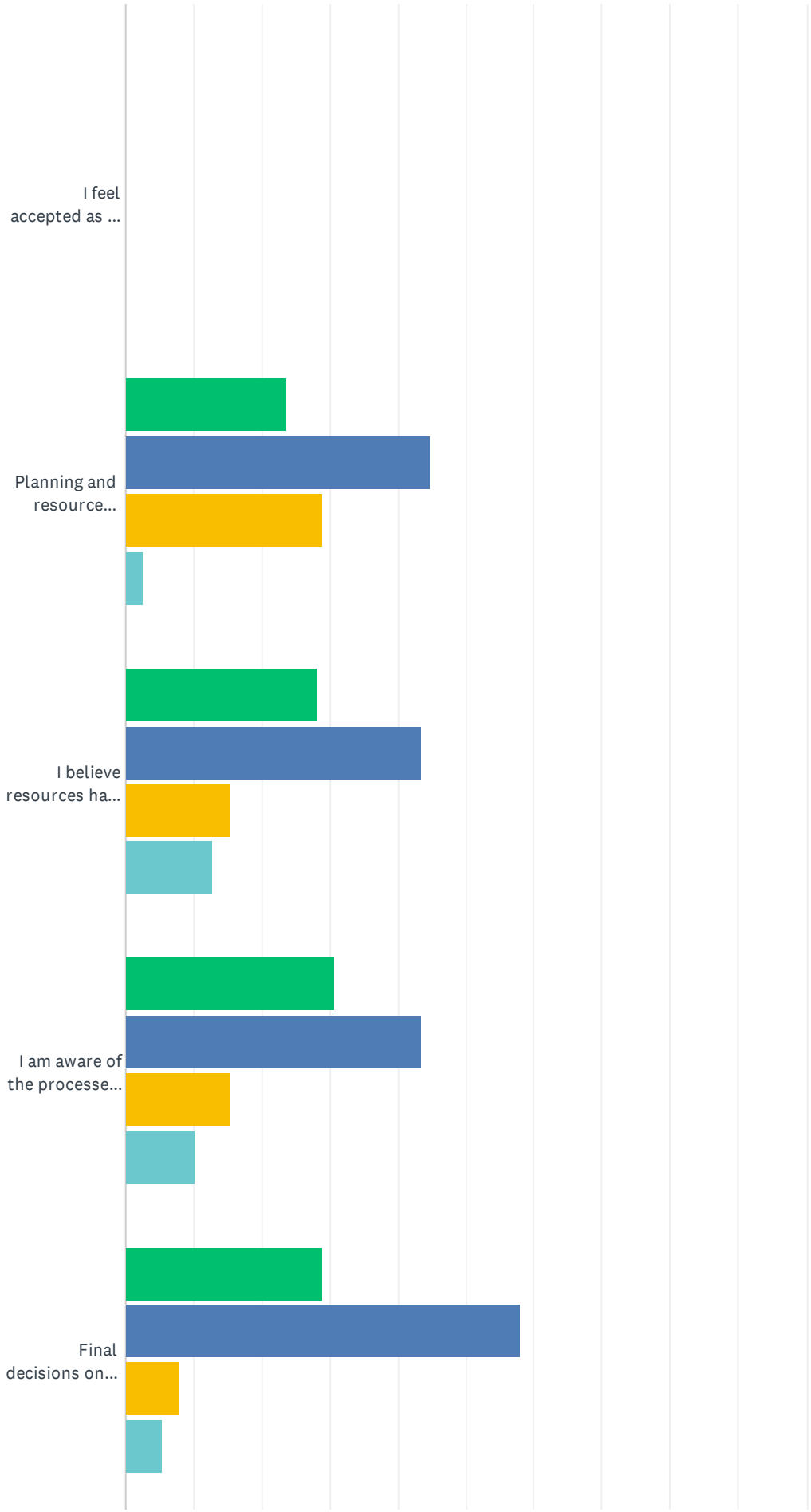
ANSWER CHOICES	RESPONSES	
0	5.00%	2
1-2	37.50%	15
3-5	15.00%	6
6-8	27.50%	11
9-11	10.00%	4
12 or more	5.00%	2
TOTAL		40

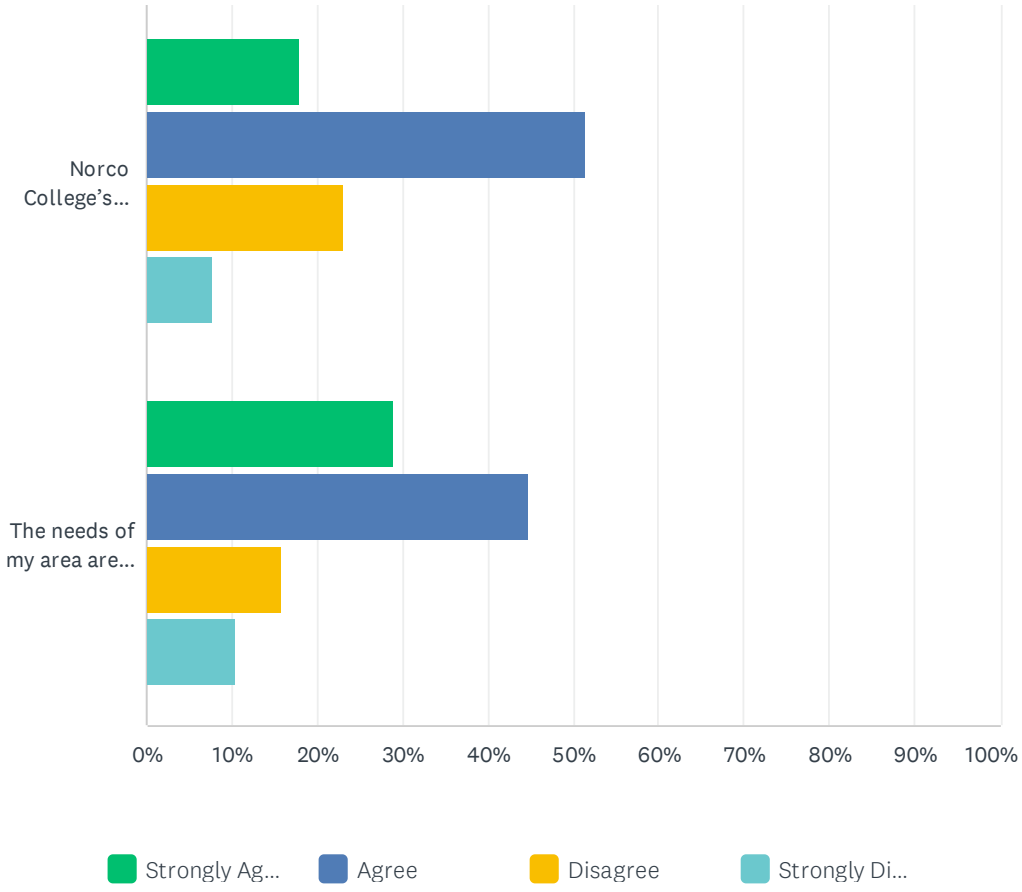
Q8 Please rate your level of agreement with the following statements:

Answered: 39 Skipped: 21




There is a sufficient...
I feel I am treated fair...
Norco College provides...
I feel safe at Norco College.
I feel accepted as ...

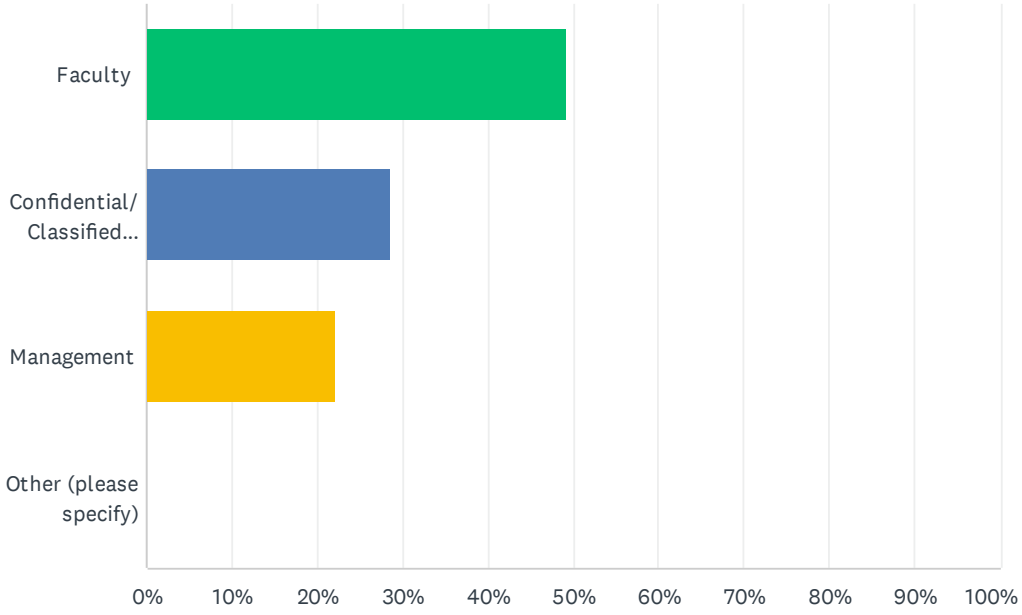

I feel accepted as ...
Planning and resource...
I believe resources ha...
I am aware of the processe...
Final decisions on...


Norco College's...
The needs of my area are...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Ag...
Agree
Disagree
Strongly Di...

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I am familiar with the policies, procedures, and publications in my area.	46.15% 18	51.28% 20	0.00% 0	2.56% 1	39	3.41
The services/classes in my area have been aligned with student needs and/or program pathways.	48.72% 19	38.46% 15	10.26% 4	2.56% 1	39	3.33
I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.	50.00% 19	36.84% 14	10.53% 4	2.63% 1	38	3.34
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.	43.59% 17	41.03% 16	12.82% 5	2.56% 1	39	3.26
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes	12.82% 5	33.33% 13	43.59% 17	10.26% 4	39	2.49
There is a sufficient number of classified professionals to support effective educational, technological, physical, and administrative operations of the institution.	17.95% 7	30.77% 12	33.33% 13	17.95% 7	39	2.49
I feel I am treated fairly at this institution.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Norco College provides appropriate opportunities for my continued professional development.	28.21% 11	43.59% 17	17.95% 7	10.26% 4	39	2.90
I feel safe at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by the faculty, classified professionals, administrators and other employees at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by students at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Planning and resource allocation are well integrated at Norco College.	23.68% 9	44.74% 17	28.95% 11	2.63% 1	38	2.89
I believe resources have been allocated effectively in my area to support student success.	28.21% 11	43.59% 17	15.38% 6	12.82% 5	39	2.87
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.	30.77% 12	43.59% 17	15.38% 6	10.26% 4	39	2.95
Final decisions on funding at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.	28.95% 11	57.89% 22	7.89% 3	5.26% 2	38	3.11
Norco College's prioritization ranking processes are an effective means of ensuring that resource allocation decisions are based on documented needs identified in program reviews.	17.95% 7	51.28% 20	23.08% 9	7.69% 3	39	2.79
The needs of my area are addressed through Norco College's prioritization ranking processes.	28.95% 11	44.74% 17	15.79% 6	10.53% 4	38	2.92

Q1 Please identify your classification as a Norco College employee:

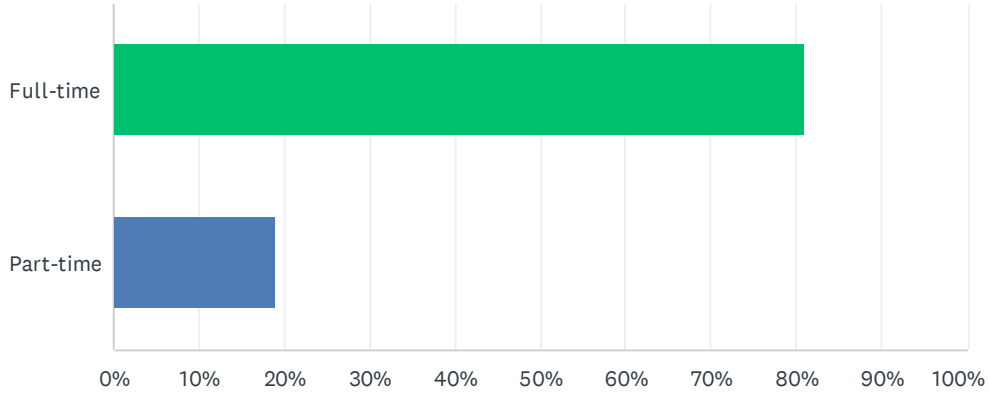
Answered: 63 Skipped: 0



ANSWER CHOICES	RESPONSES	
Faculty	49.21%	31
Confidential/ Classified Professional	28.57%	18
Management	22.22%	14
Other (please specify)	0.00%	0
TOTAL		63

Q2 My assignment at Norco College is:

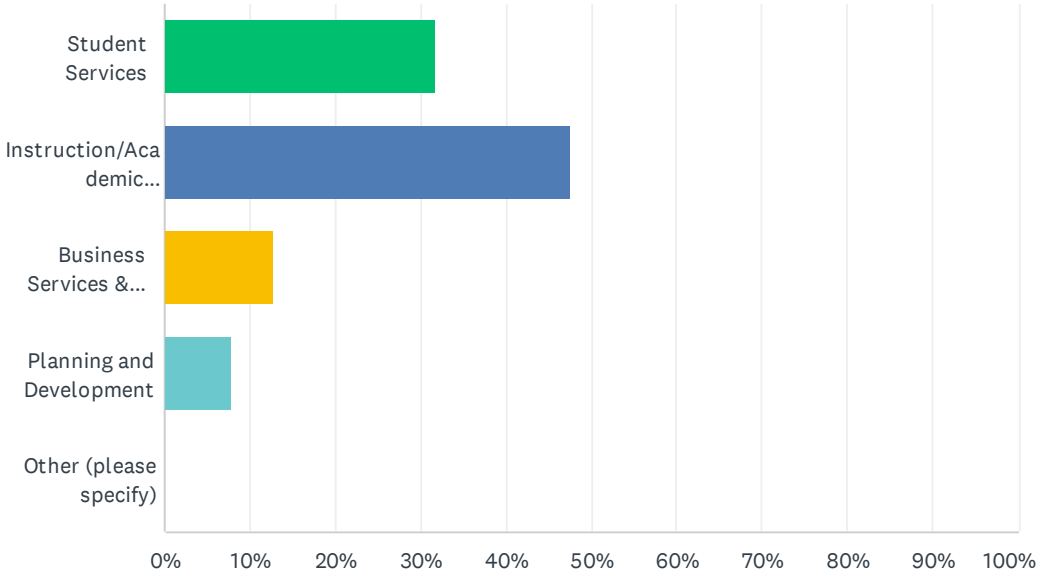
Answered: 63 Skipped: 0



ANSWER CHOICES	RESPONSES	
Full-time	80.95%	51
Part-time	19.05%	12
TOTAL		63

Q3 The following is my primary responsibility:

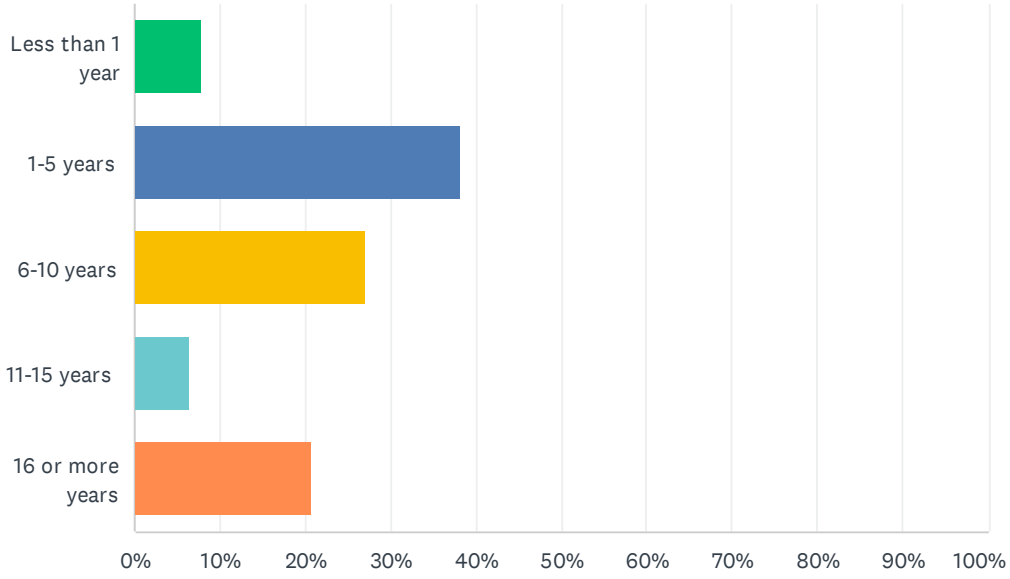
Answered: 63 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student Services	31.75%	20
Instruction/Academic Affairs/President	47.62%	30
Business Services & Facilities	12.70%	8
Planning and Development	7.94%	5
Other (please specify)	0.00%	0
TOTAL		63

Q4 How long have you been employed at Norco College?

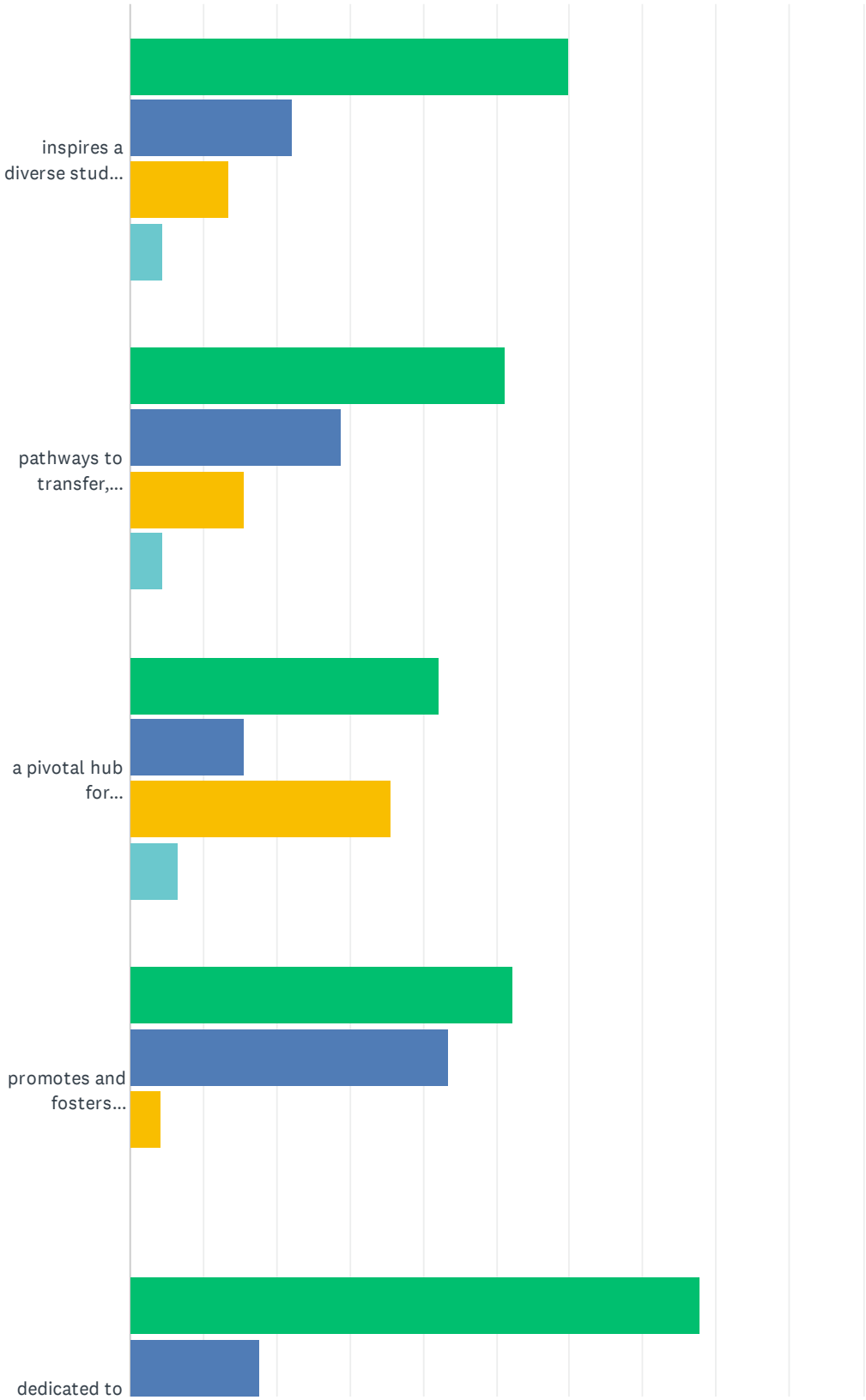
Answered: 63 Skipped: 0

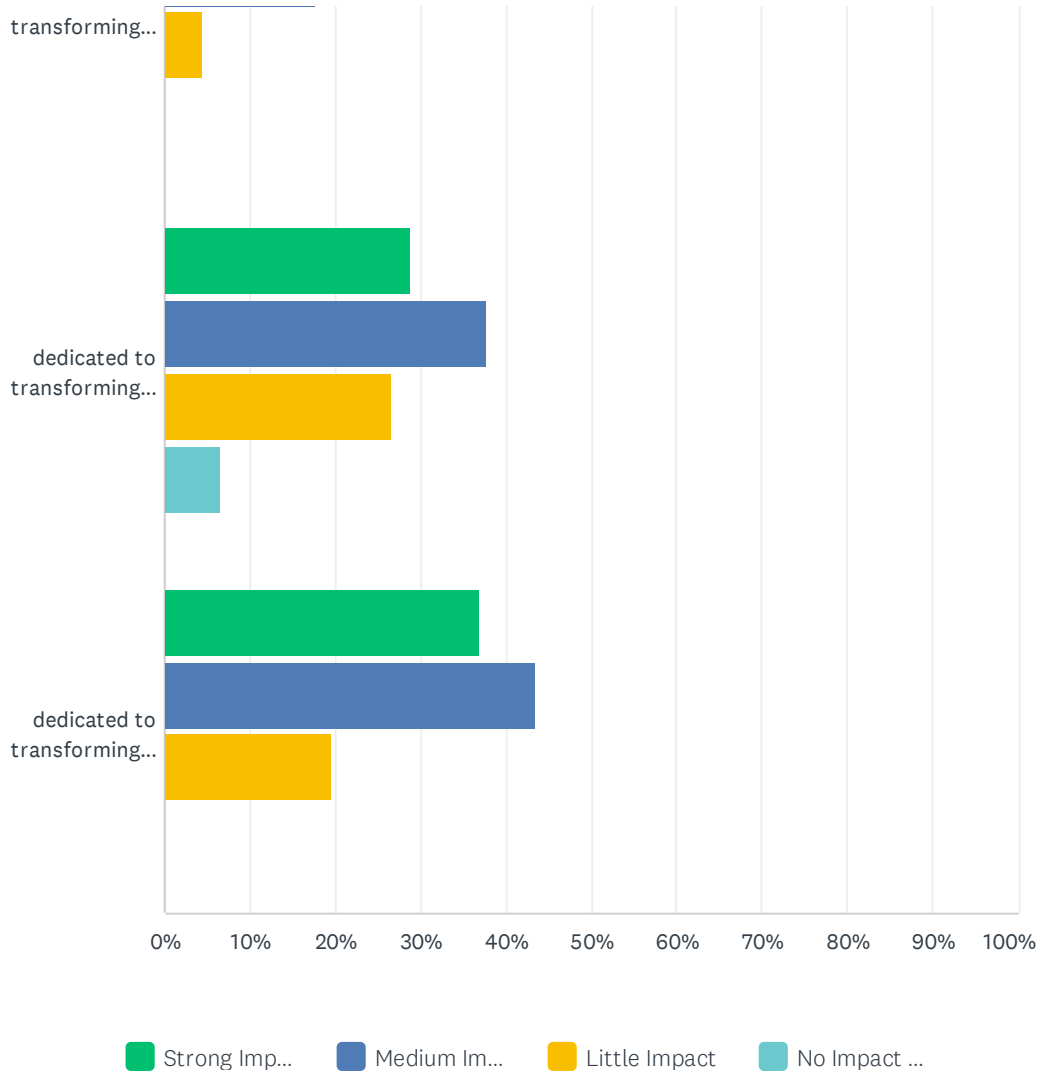


ANSWER CHOICES	RESPONSES	
Less than 1 year	7.94%	5
1-5 years	38.10%	24
6-10 years	26.98%	17
11-15 years	6.35%	4
16 or more years	20.63%	13
TOTAL		63

Q5 Please select the level of impact on the following parts of the college mission made by the program/service in which you work

Answered: 46 Skipped: 17

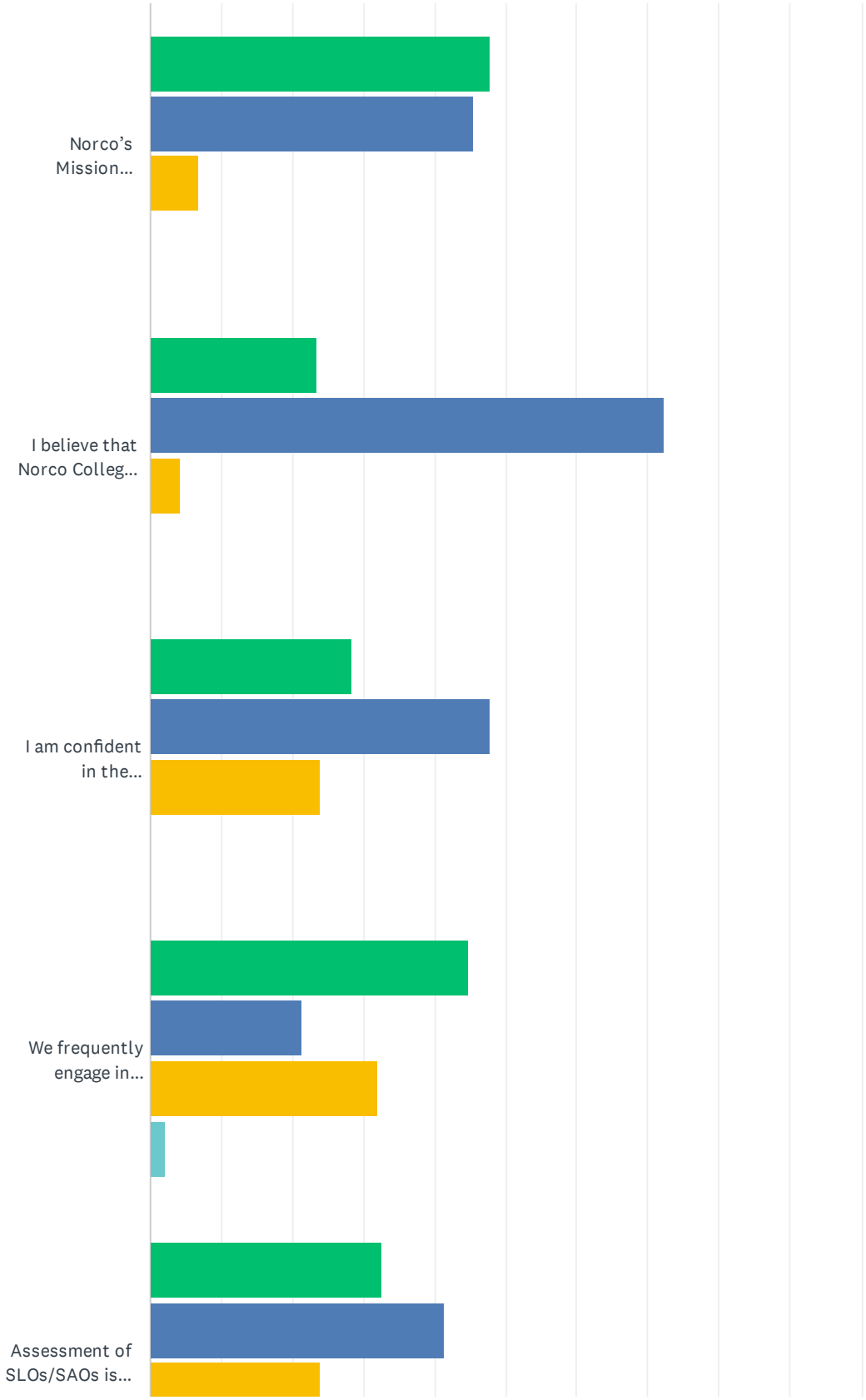


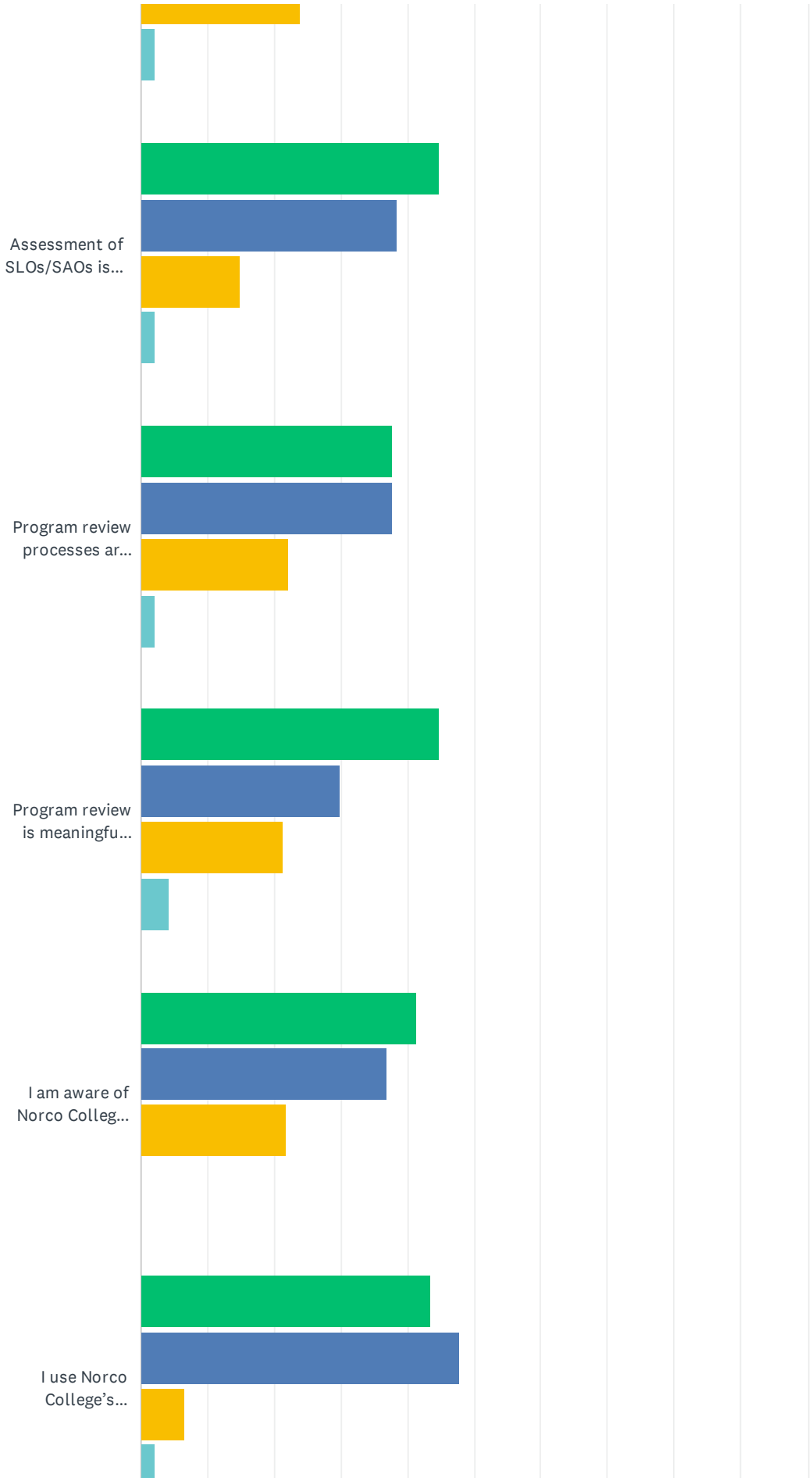


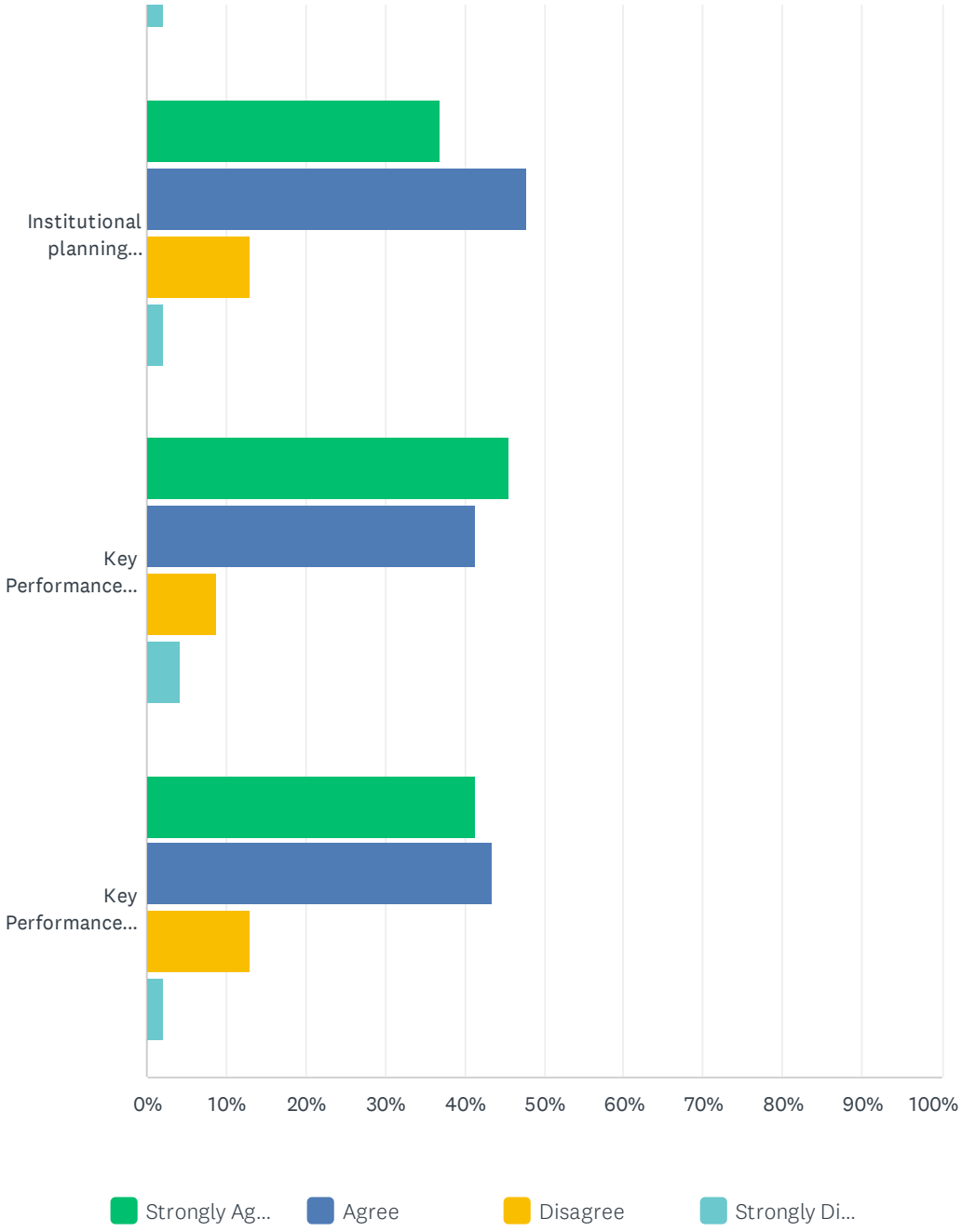
	STRONG IMPACT	MEDIUM IMPACT	LITTLE IMPACT	NO IMPACT AT ALL	TOTAL	WEIGHTED AVERAGE
inspires a diverse student body by an inclusive innovative approach to learning	60.00% 27	22.22% 10	13.33% 6	4.44% 2	45	2.38
pathways to transfer, professional, career and technical education, certificates, and degrees	51.11% 23	28.89% 13	15.56% 7	4.44% 2	45	2.27
a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships.	42.22% 19	15.56% 7	35.56% 16	6.67% 3	45	1.93
promotes and fosters self-empowerment	52.17% 24	43.48% 20	4.35% 2	0.00% 0	46	2.48
dedicated to transforming the lives of our students	77.78% 35	17.78% 8	4.44% 2	0.00% 0	45	2.73
dedicated to transforming the lives of our employees	28.89% 13	37.78% 17	26.67% 12	6.67% 3	45	1.89
dedicated to transforming the lives of our community	36.96% 17	43.48% 20	19.57% 9	0.00% 0	46	2.17

Q6 Please select your level of agreement with the following statements

Answered: 47 Skipped: 16



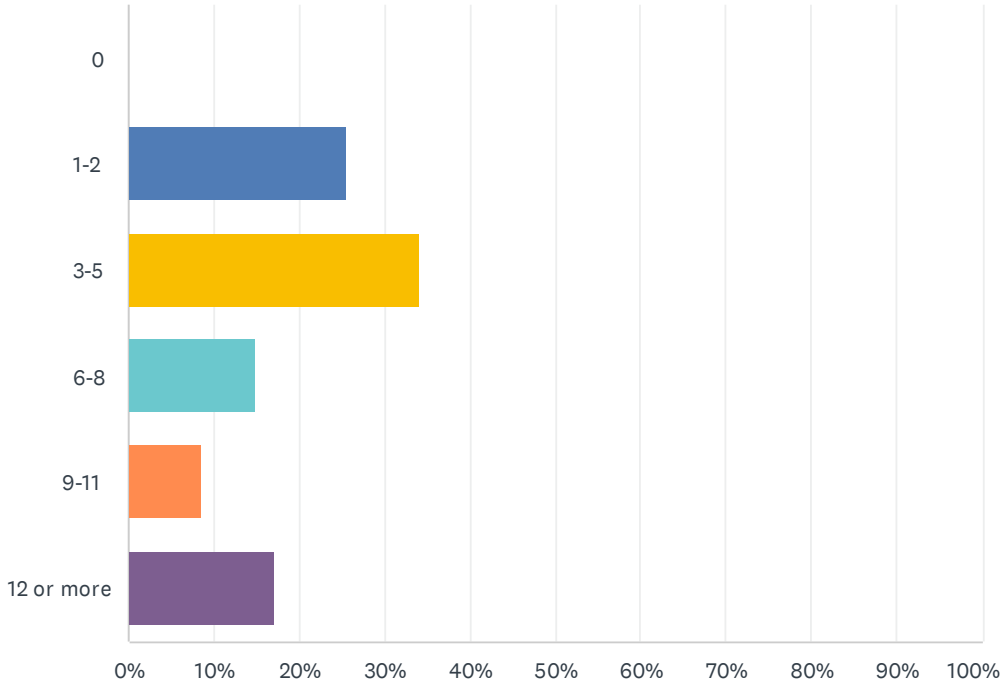

Assessment of SLOs/SAOs is...
Program review processes ar...
Program review is meaningfu...
I am aware of Norco Colleg...
I use Norco College's...


Institutional planning...
Key Performance...
Key Performance...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Ag...
Agree
Disagree
Strongly Di...

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Norco's Mission Statement guides institutional planning.	47.73% 21	45.45% 20	6.82% 3	0.00% 0	44	3.41
I believe that Norco College is achieving it's mission.	23.40% 11	72.34% 34	4.26% 2	0.00% 0	47	3.19
I am confident in the direction that Norco is planning for the future.	28.26% 13	47.83% 22	23.91% 11	0.00% 0	46	3.04
We frequently engage in dialogue about data on student learning outcomes/service area outcomes (SLOs/SAOs) in my area.	44.68% 21	21.28% 10	31.91% 15	2.13% 1	47	3.09
Assessment of SLOs/SAOs is used to improve the courses/programs/services in my area.	32.61% 15	41.30% 19	23.91% 11	2.17% 1	46	3.04
Assessment of SLOs/SAOs is meaningful to me.	44.68% 21	38.30% 18	14.89% 7	2.13% 1	47	3.26
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	37.78% 17	37.78% 17	22.22% 10	2.22% 1	45	3.11
Program review is meaningful to me.	44.68% 21	29.79% 14	21.28% 10	4.26% 2	47	3.15
I am aware of Norco College's Institution-Set Standards (ISS) in one or more aspects of my job.	41.30% 19	36.96% 17	21.74% 10	0.00% 0	46	3.20
I use Norco College's strategic planning goals in one or more aspects of my job.	43.48% 20	47.83% 22	6.52% 3	2.17% 1	46	3.33
Institutional planning decisions are based on data.	36.96% 17	47.83% 22	13.04% 6	2.17% 1	46	3.20
Key Performance Indicators (KPIs) of the Norco College strategic planning goals are regularly assessed.	45.65% 21	41.30% 19	8.70% 4	4.35% 2	46	3.28
Key Performance Indicators (KPIs) of the Norco College strategic planning goals results are regularly shared with campus constituencies.	41.30% 19	43.48% 20	13.04% 6	2.17% 1	46	3.24

Q7 On average, I spend ____ hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

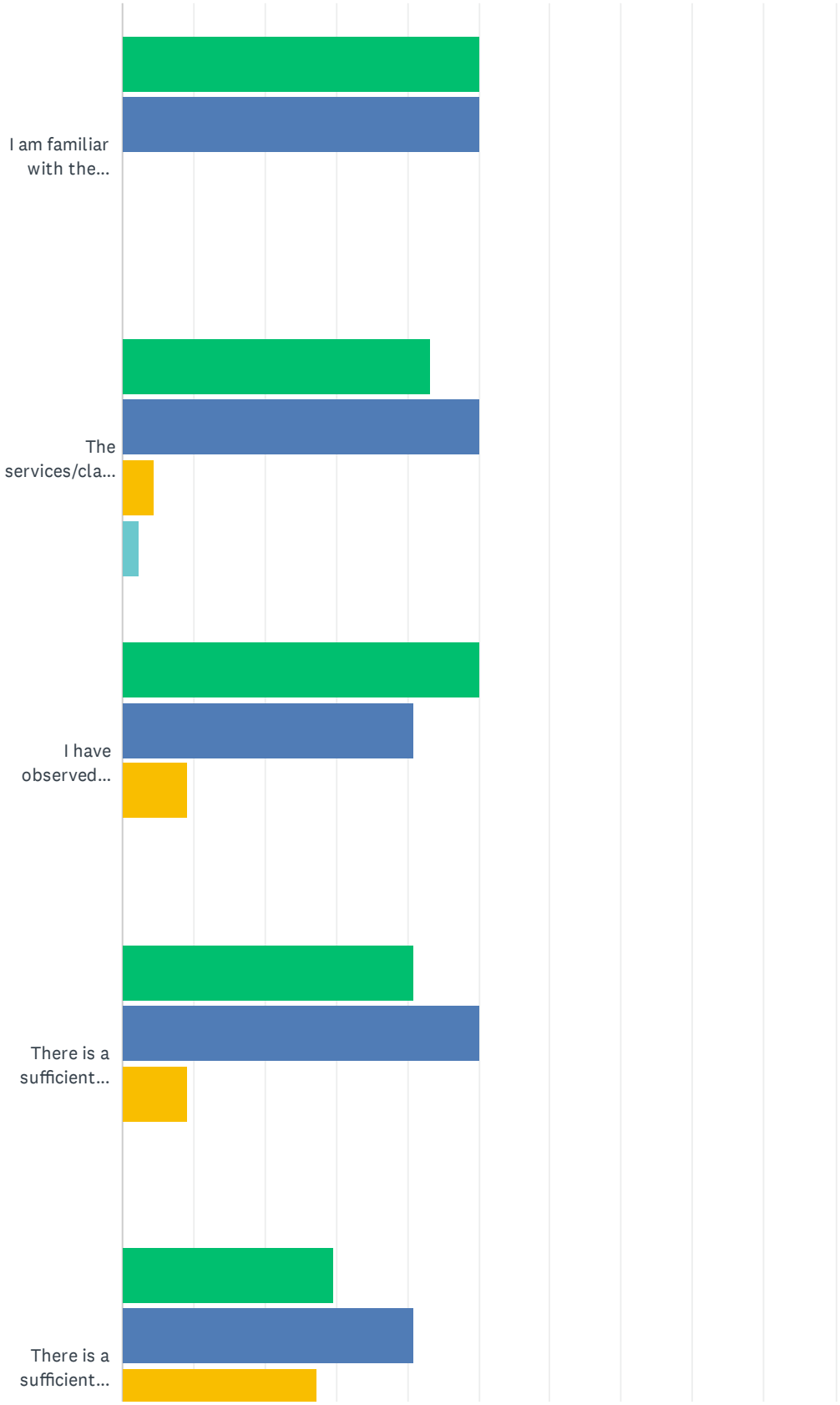
Answered: 47 Skipped: 16

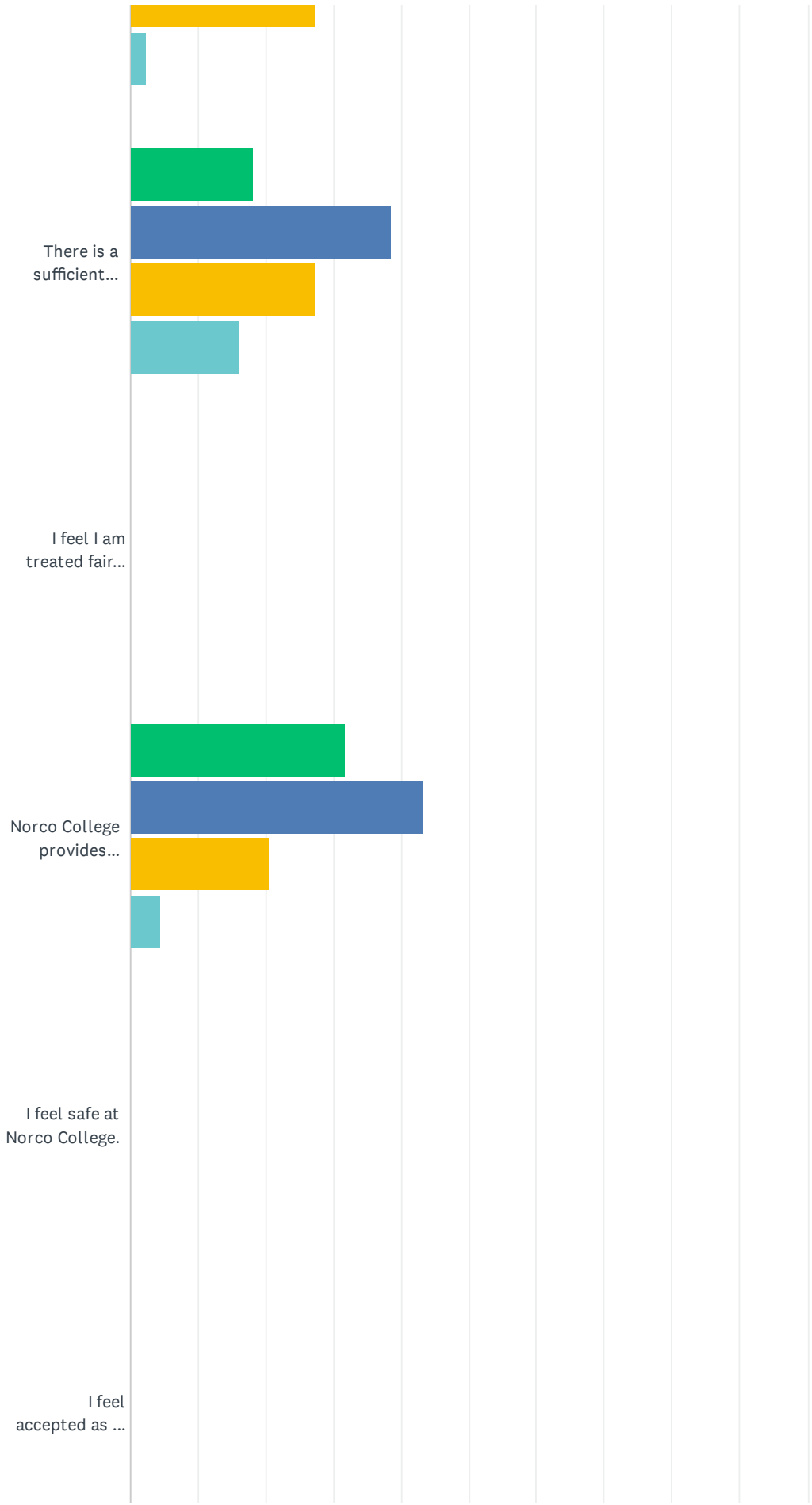


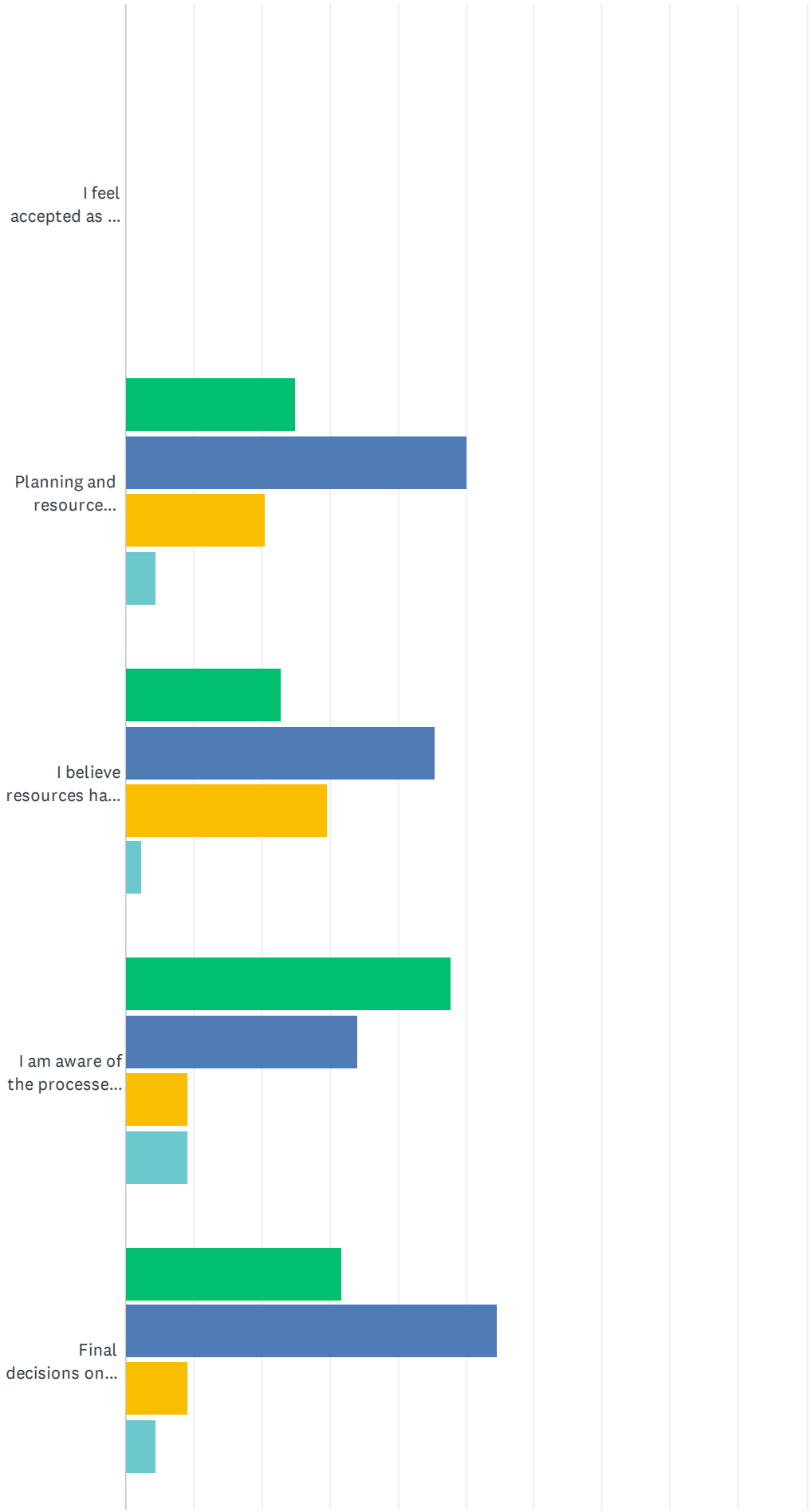
ANSWER CHOICES	RESPONSES	
0	0.00%	0
1-2	25.53%	12
3-5	34.04%	16
6-8	14.89%	7
9-11	8.51%	4
12 or more	17.02%	8
TOTAL		47

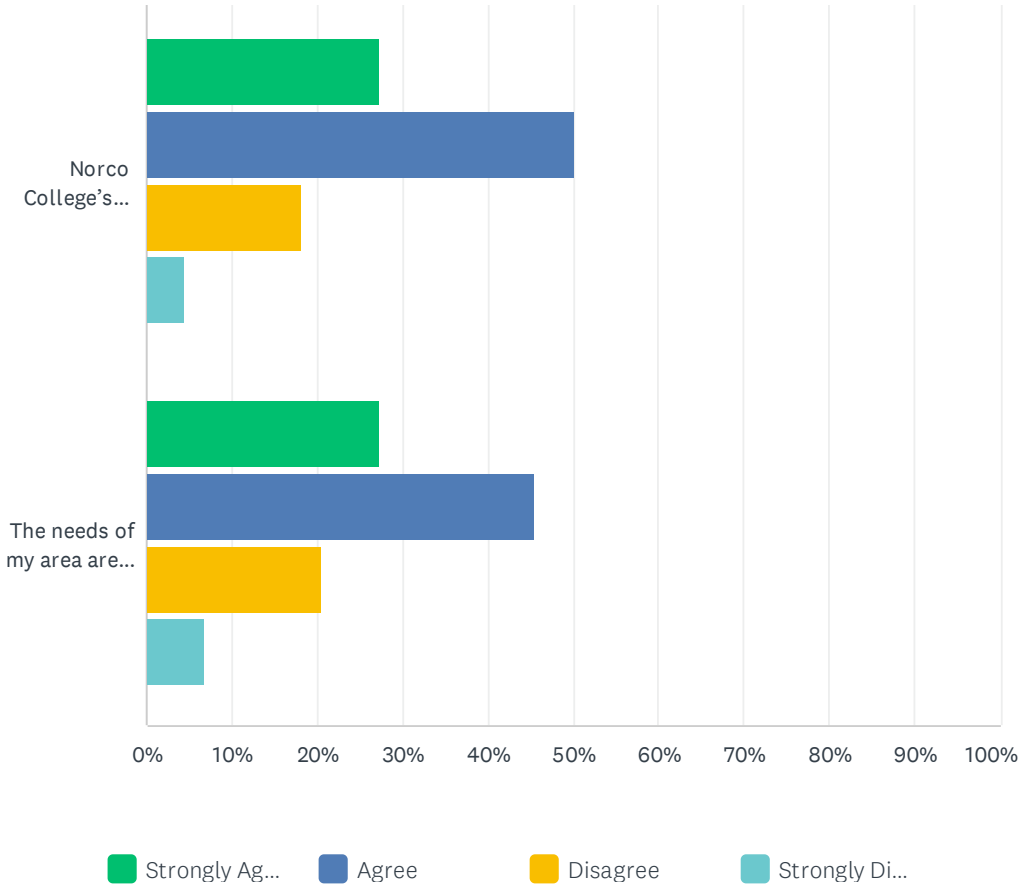
Q8 Please rate your level of agreement with the following statements:

Answered: 44 Skipped: 19




There is a sufficient...
I feel I am treated fair...
Norco College provides...
I feel safe at Norco College.
I feel accepted as ...


I feel accepted as ...
Planning and resource...
I believe resources ha...
I am aware of the processe...
Final decisions on...


Norco College's...
The needs of my area are...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Ag...
Agree
Disagree
Strongly Di...

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I am familiar with the policies, procedures, and publications in my area.	50.00% 22	50.00% 22	0.00% 0	0.00% 0	44	3.50
The services/classes in my area have been aligned with student needs and/or program pathways.	43.18% 19	50.00% 22	4.55% 2	2.27% 1	44	3.34
I have observed newly-hired employees at the college, and they seem to be highly qualified for their jobs.	50.00% 22	40.91% 18	9.09% 4	0.00% 0	44	3.41
There is a sufficient number of administrators to provide effective leadership and services that support the institution's mission and purposes.	40.91% 18	50.00% 22	9.09% 4	0.00% 0	44	3.32
There is a sufficient number of full-time faculty to assure fulfillment of responsibilities essential to the quality of educational programs and services that support the institutional mission and purposes	29.55% 13	40.91% 18	27.27% 12	2.27% 1	44	2.98
There is a sufficient number of classified professionals to support effective educational, technological, physical, and administrative operations of the institution.	18.18% 8	38.64% 17	27.27% 12	15.91% 7	44	2.59
I feel I am treated fairly at this institution.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Norco College provides appropriate opportunities for my continued professional development.	31.82% 14	43.18% 19	20.45% 9	4.55% 2	44	3.02
I feel safe at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by the faculty, classified professionals, administrators and other employees at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
I feel accepted as an individual by students at Norco College.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Planning and resource allocation are well integrated at Norco College.	25.00% 11	50.00% 22	20.45% 9	4.55% 2	44	2.95
I believe resources have been allocated effectively in my area to support student success.	22.73% 10	45.45% 20	29.55% 13	2.27% 1	44	2.89
I am aware of the processes by which Norco College ranks staffing and equipment needs identified in program review.	47.73% 21	34.09% 15	9.09% 4	9.09% 4	44	3.20
Final decisions on funding at Norco College give consideration to priority lists approved by the planning councils in making resource allocation decisions.	31.82% 14	54.55% 24	9.09% 4	4.55% 2	44	3.14
Norco College's prioritization ranking processes are an effective means of ensuring that resource allocation decisions are based on documented needs identified in program reviews.	27.27% 12	50.00% 22	18.18% 8	4.55% 2	44	3.00
The needs of my area are addressed through Norco College's prioritization ranking processes.	27.27% 12	45.45% 20	20.45% 9	6.82% 3	44	2.93

Institutional Effectiveness and Planning Survey

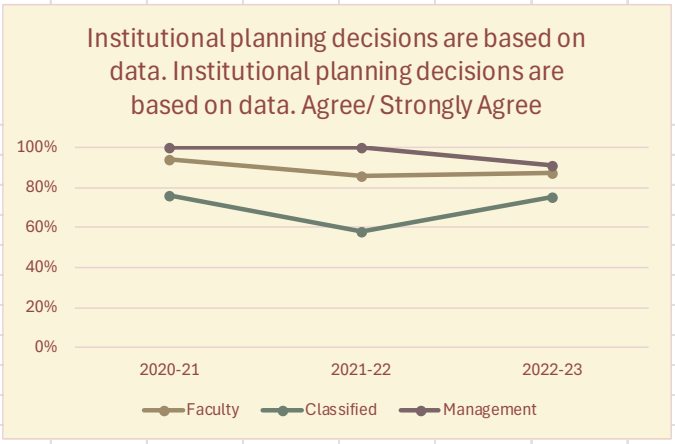
Agree/ Strongly Agree

I use Norco College's strategic planning goals in one or more aspects of my job.

Year	Faculty	Classified	Management
2020-21	69%	79%	100%
2021-22	86%	75%	100%
2022-23	83%	83%	100%

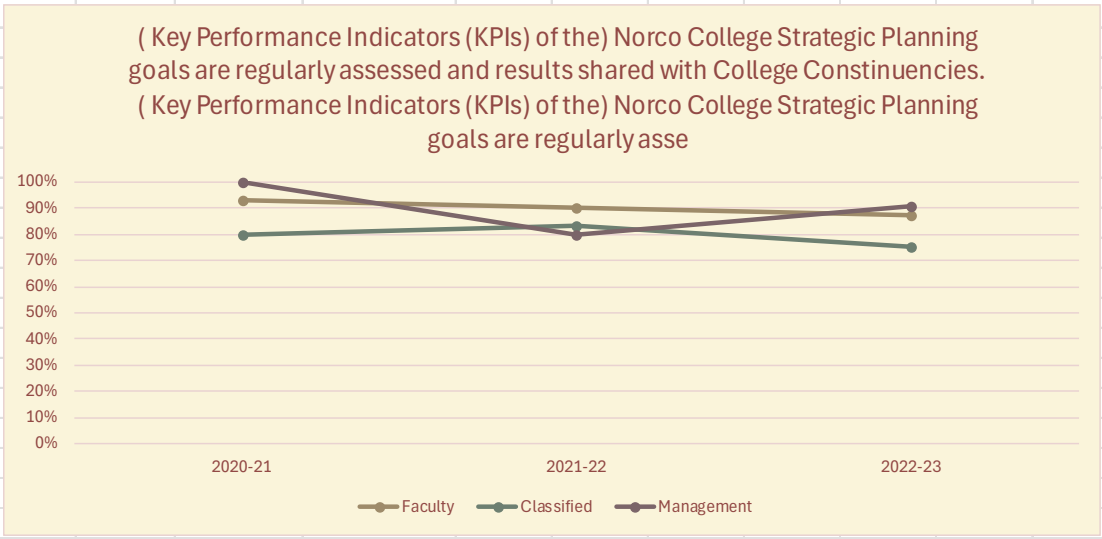
Institutional planning decisions are based on data.

Year	Faculty	Classified	Management
2020-21	94%	76%	100%
2021-22	86%	58%	100%
2022-23	87%	75%	91%

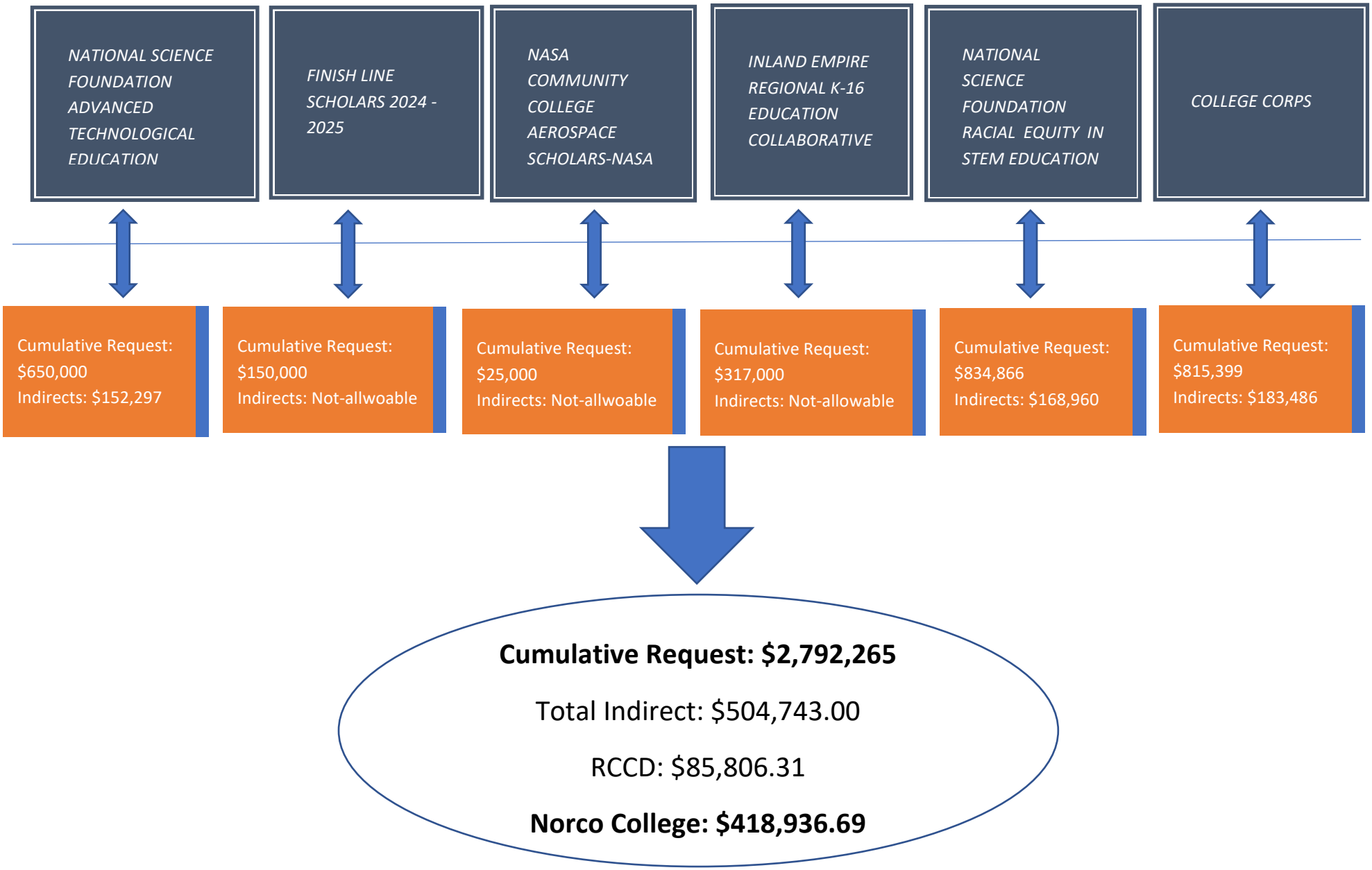


(Key Performance Indicators (KPIs) of the) Norco College Strategic Planning goals are regularly assessed and results shared with College Constinuencies.

Year	Faculty	Classified	Management
2020-21	93%	80%	100%
2021-22	90%	83%	80%
2022-23	87%	75%	91%



Indirect Costs
Fall Semester 2023



NORCO COLLEGE GRANT SUBMISSIONS AND AWARDS-Fall 2023

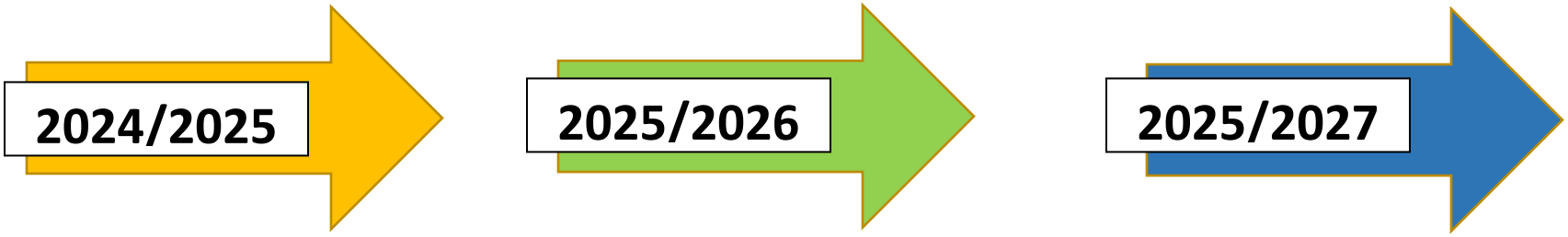
NEW GRANT SUBMISSIONS

Funding Entity	Project Name and Description	Cumulative Request	Single Year Request	Submission Date	College(s)	Indirects
National Science Foundation Advanced Technological Education (ATE)	The National Science Foundation, Advanced Technological Education (ATE). The Advanced Technological Education grant supports the education of technicians for high-technology fields. This grant supports recruiting, retaining, and completing groups historically underrepresented in STEM in technician education programs. The Accelerated Certificate & Employment program (ACE) that will serve regional and national interests by scaling up and reestablishing an accelerated and integrated career pathway education model in areas related to advanced manufacturing.	$650,000 (Prime)	$204,236	10/5/2023	NC	$ 152,297.00
Finish Line Scholars 2024-2025	The Finish Line Scholars supports scholarships and emergency financial aid. The scholarships are intended to help students go all-in to reach the finish line of their educational goal. Our grant request aligns with the college's 22022-2025 Student Equity Plan; our commitment is to dismantle institutional barriers and close equity gaps primarily for historically minoritized student populations. We plan to serve 160 students with an award amount ranging from $300-$1,500. Students will be identified so we can tailor their support by collaborating with other programs such as EOPs, CalWORKS, Foster Youth, UMOJA, Veterans, TRIO, SSS, Puented, and Men of Color. In addition, this grant plans to incorporate the Promise Program (Second Year) students and broaden our reach to increase Latinx and Black students as identified by the college's equity plan.	$150,000	$150,000	10/19/2023	NC	$ -
NASA Community College Aerospace Scholars-NASA	The NASA MUREP grant is driving this program and provides the funding to the University of California, San Diego (UCSD) and Norco College would be a suawardee. UCSD Disseminates this funding to the community colleges with an initial seed money of $25,000 to our campus for the first year and an additional $12,500 each additional year afterward. Our campus would be the 10th Communiyt college to collaborate with UCSD. Students who successfully advance from Mission 1 and Mission 2 with successful scores progress to Mission 3-the on-campus competition. For Mission 3 event, we will need 40 students; NASA will send five scientists and engineers to oversee and judge a four or 5-day competion on our campus.	$25,000 (Subaward)	$25,000	10/30/2023	NC	$ -
Inland Empire Regional K-16 Education Collaborative	The discussion about the grant, and Norco's involvement has been around proposing a program that would build out credit and non-credit courses for individuals with disabilities as they transition into college.	$317,000 (Subaward)	$93,160	11/17/2023	NC	$ -
National Science Foundation	Our application proposes to collaborate with Cal State Fullerton on racial inequities and systemic racism that continue to impact the ability of Black and Latinx students to successfully navigate post-secondary education settings, particularly those in STEM fields. One persisting critique of STEM education is that it has long been characterized as fostering non-inclusive atmospheres that struggle to respond to the race, ethnicity, and culture shared by students of color. Despite the underrepresentation of these students in STEM degree completion and subsequent entry into STEM careers, there is little research that challenges existing theories on the nature of identity and motivation—two constructs that may yield new understandings of how institutions can develop more culturally responsive climates for Black and Latinx students in STEM. Norco will collaborate with this grant to create professional development material around Guided Pathways and support travel for undergraduate research assistants and STEM faculty.	$834,866 (Subaward)	$191,098	12/5/2023	NC	$168,960
College Corps	Norco College has been successful in retaining 12 College Fellows in the 2022-2023 Cohort Year; of the 12 Fellows, Norco College had 2 Dreamers and 10 Non-Dreamers. In addition, 16 college fellows were recruited and retained for this cohort year, 2023-2024. Furthermore, NC recruited six Dreamers and ten Non-Dreamers this fiscal year. Through this program, we have placed 16 College Fellows—first-generation college students, foster youth, parents, low-income students, and students from backgrounds who are typically unable to participate in traditional internships. Our application proposes to recruit and place 50 fellows for FY 2024-2026. We will recruit Norco College students who are AB540-Dreamers and Non-Dreamers. We anticipate that 10% of our fellows will be AB540-eligible Dreamers. As Norco's student population is approximately 14,000, we anticipate 20 fellows will be AB540-Dreamers and 30 fellows will be non-Dreamers.	1573.8 (Prime)	$815,339.07	12/12/2023	NC	$183,486.44

NEW GRANT AWARDS

Funding Entity	Project Name and Description	Cumulative Award	Single Year Request	Award Date	College(s)	Indirects
Federal Department of Education Upward Bound Math & Science	Norco College was awarded a five-year Upward Bound Math and Science Program for Norte Vista High School. The program is intended to provide fudamental support to 50+ participants in their prepartaion for college entrance in STEM majors. The program will provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. UBMS is designed for high school students from low-income families: and hieh	**$1,500,000**	$300,000	**09/01/2023-8/30/2028**	**NC**	**$ -**
ZTC Acceleation Grant	The college applied for three projects under the Acceleration Grant (designed to bring college degrees & certificates into Zero-Textbook Cost pathways). Each project was designed to be completed by our faculty and we requested the maximum possible funding per project, $200,000 (the actual budget request was $199,307). These are the pathways proposed in the application : 1. Entrepreneurship. Associate Degree 2. Communication Studies ADT 3. Business Administration ADT/Business Information Worker Certificate.	$200,000 (Prime)	$200,000	12/12/2023	NC	$ -

3-Year Planning Timeline for Grants



2024/2025	2025/2026	2025/2027
Develop our internal grants process.	Launch our processes & present new methods to the Resource Council and Planning Chairs.	Evaluate the effectiveness of the new processes.
Research marketing ideas	Create Marketing Material & start distributing it.	Continue to distribute at events.
Seek funding with 3+ years with IDC & generate IDC.	Seek funding with 3+ years with IDC & generate IDC.	Seek funding with 3+ years with IDC & generate IDC.
Collaborate with Academic Affairs to develop a Grants Development & Management Section on our website (processes, search engines, etc.).	Launch the website. The Director of Grants will work closely with Academic Affairs to maintain the website.	Highlight new faculty on our website & Social Media.
Develop the criteria for each award.	Campus Community dominates faculty & staff. The College President and Vice President recognize them at an award ceremony.	Offer a Recognition Dinner & Award Ceremony: a). Most Distinguished Community Partners b). Student award for most involvement in the community. c). Distinguish Research Award d). Innovation & Leadership Award e). Staff Award
Develop a template for a newsletter on grants (upcoming grants, highlighting new funding opportunities).	Dean's share newsletter with faculty.	Faculty + Staff who received the recognition award get invited to present at Flex Day & get highlighted in a newsletter.
Identify campus representatives to serve on "The Grants Task Force."	Finalize the Grants Task Force. Start our first meeting in the Fall (ideas on increasing our indirect + internal grant competitions).	Implement new ideas.
Promote our services to Academic Planning Chairs in the Fall & Spring.	Promote our services to Academic Planning Chairs in the Fall & Spring.	Continue to promote our services.
The Director of Grants will work with RCCD on grant opportunities.	The Director of Grants will work with RCCD on grant opportunities	The Director of Grants will work with RCCD on grant opportunities
The Director of Grants will develop a list of grant funds that align with EMP goals (federal, state, & philanthropic).	Assess this list yearly.	Assess this list yearly.
Attend professional development to continue to develop on-campus and off-campus connections.	Attend professional development to continue to develop on-campus and off-campus connections.	Attend professional development to continue to develop on-campus and off-campus connections.

*Metrics to measure the increase of indirect cost rate number of grants submitted with indirects.

*Work with Budget Services to

Program Review - Overall Report

2024 - 2027

Instructional: History

2024 - 2027

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in History courses have been increasing from 69.7% to 74.1% in success and increasing from 86.6% to 92.2% in retention over the past 3 years. The number of students who have declared a major in History went from 153 to 158 in 3 years. This represents flat growth for this program. Of these students, 29.2% have met with a counselor and developed an educational plan.

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-6H, HIS-2, HIS-31, HIS-26, HIS-7H

Academic Year / Gender	2021-22 Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,011**	**715**	**70.7%**	**1**	**48**
African American	51	31	60.8%	0	7
Asian	91	78	85.7%	0	
Hispanic	619	411	66.4%	1	60
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	207	163	78.7%	0	
Two or More	34	25	73.5%	0	
Unknown	Masked Data			0	
Male	**951**	**720**	**75.7%**	**0**	
African American	48	35	72.9%	0	1
Asian	114	90	78.9%	0	
Hispanic	512	368	71.9%	0	8
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	209	174	83.3%	0	
Two or More	37	29	78.4%	0	
Unknown	23	17	73.9%	0	
Unknown	**20**	**12**	**60.0%**	**0**	**3**
Total	**1,982**	**1,447**	**73.0%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-26

Academic Year / Gender	2020-21 Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,342**	**948**	**70.6%**	**0**	
African American	65	41	63.1%	0	5
Asian	114	96	84.2%	0	
Hispanic	840	551	65.6%	1	52
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	262	209	79.8%	0	
Two or More	49	42	85.7%	0	
Unknown	Masked Data			0	
Male	**1,126**	**774**	**68.7%**	**0**	**20**
African American	66	39	59.1%	0	8
Asian	140	100	71.4%	0	
Hispanic	557	386	69.3%	0	3
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	285	206	72.3%	0	
Two or More	49	29	59.2%	0	6
Unknown	15	8	53.3%	0	3
Unknown	**Masked Data**			**0**	
Total	**2,476**	**1,725**	**69.7%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-25

Academic Year / Gender	2022-23 Enrolled	Success	Success Rate	DI	Close Gap
Female	**967**	**699**	**72.3%**	**1**	**33**
African American	45	29	64.4%	0	5
Asian	78	62	79.5%	0	
Hispanic	622	440	70.7%	1	30
Native American				0	
Pacific Islander	Masked Data			0	
White	187	139	74.3%	0	
Two or More	27	22	81.5%	0	
Unknown	Masked Data			0	
Male	**1,106**	**839**	**75.9%**	**0**	
African American	79	56	70.9%	0	3
Asian	107	91	85.0%	0	
Hispanic	599	453	75.6%	0	
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	222	173	77.9%	0	
Two or More	41	33	80.5%	0	
Unknown	49	27	55.1%	1	10
Unknown	**24**	**16**	**66.7%**	**0**	**2**
Total	**2,097**	**1,554**	**74.1%**	**0**	

Data Review

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-6H, HIS-2, HIS-31, HIS-26

Academic Year	2021-22				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,011**	**874**	**86.4%**	**1**	**34**
African American	51	42	82.4%	0	4
Asian	91	83	91.2%	0	
Hispanic	619	532	85.9%	1	20
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	207	181	87.4%	0	2
Two or More	34	28	82.4%	0	2
Unknown	Masked Data			0	
Male	**951**	**854**	**89.8%**	**0**	
African American	48	46	95.8%	0	
Asian	114	102	89.5%	0	
Hispanic	512	448	87.5%	0	5
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	209	198	94.7%	0	
Two or More	37	30	81.1%	0	3
Unknown	23	22	95.7%	0	
Unknown	**20**	**18**	**90.0%**	**0**	
Total	**1,982**	**1,746**	**88.1%**	**0**	

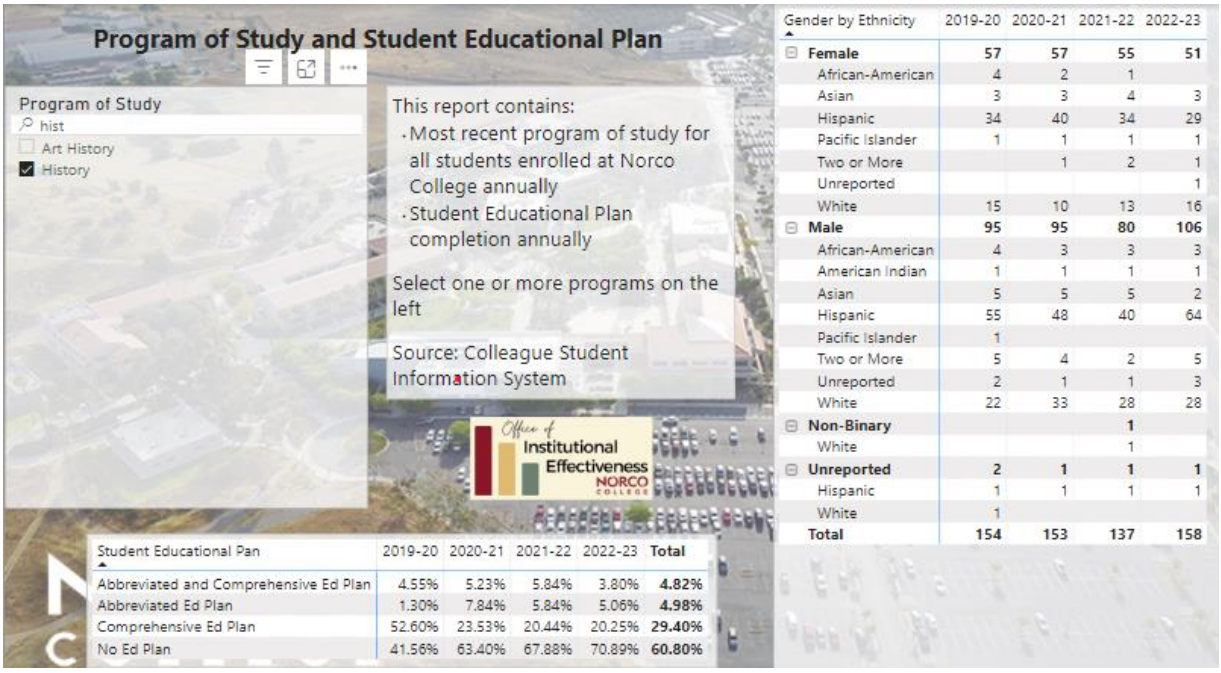
Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-26

Academic Year	2020-21				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,342**	**1,144**	**85.2%**	**1**	**41**
African American	65	47	72.3%	1	10
Asian	114	100	87.7%	0	
Hispanic	840	706	84.0%	1	33
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	262	235	89.7%	0	
Two or More	49	47	95.9%	0	
Unknown	Masked Data			0	
Male	**1,126**	**996**	**88.5%**	**0**	
African American	66	59	89.4%	0	
Asian	140	122	87.1%	0	
Hispanic	557	495	88.9%	0	
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	285	256	89.8%	0	
Two or More	49	38	77.6%	0	5
Unknown	15	14	93.3%	0	
Unknown	**Masked Data**			**0**	
Total	**2,476**	**2,145**	**86.6%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-25

Academic Year	2022-23				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**967**	**875**	**90.5%**	**1**	**31**
African American	45	39	86.7%	0	3
Asian	78	70	89.7%	0	2
Hispanic	622	563	90.5%	1	15
Native American				0	
Pacific Islander	Masked Data			0	
White	187	170	90.9%	0	3
Two or More	27	25	92.6%	0	
Unknown	Masked Data			0	
Male	**1,106**	**1,037**	**93.8%**	**0**	
African American	79	77	97.5%	0	
Asian	107	103	96.3%	0	
Hispanic	599	557	93.0%	0	
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	222	211	95.0%	0	
Two or More	41	38	92.7%	0	
Unknown	49	43	87.8%	0	3
Unknown	**24**	**21**	**87.5%**	**0**	**2**
Total	**2,097**	**1,933**	**92.2%**	**0**	

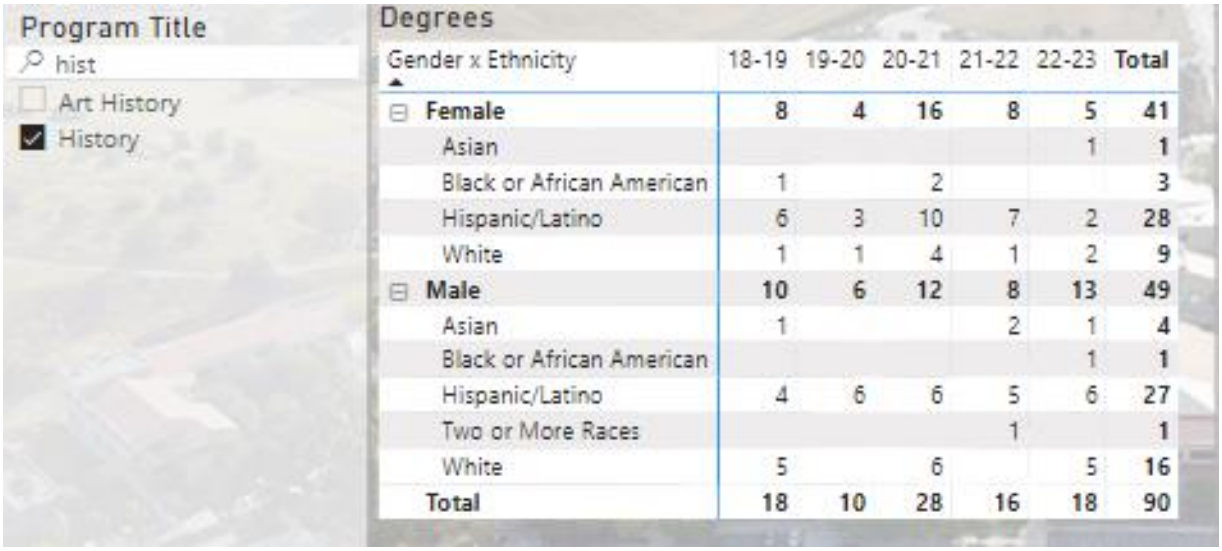
Data Review



Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	**57**	**57**	**55**	**51**
African-American	4	2	1	
Asian	3	3	4	3
Hispanic	34	40	34	29
Pacific Islander	1	1	1	1
Two or More		1	2	1
Unreported				1
White	15	10	13	16
Male	**95**	**95**	**80**	**106**
African-American	4	3	3	3
American Indian	1	1	1	1
Asian	5	5	5	2
Hispanic	55	48	40	64
Pacific Islander	1			
Two or More	5	4	2	5
Unreported	2	1	1	3
White	22	33	28	28
Non-Binary			**1**	
White			1	
Unreported	**2**	**1**	**1**	**1**
Hispanic	1	1	1	1
White	1			
Total	**154**	**153**	**137**	**158**

Student Educational Pan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	4.55%	5.23%	5.84%	3.80%	**4.82%**
Abbreviated Ed Plan	1.30%	7.84%	5.84%	5.06%	**4.98%**
Comprehensive Ed Plan	52.60%	23.53%	20.44%	20.25%	**29.40%**
No Ed Plan	41.56%	63.40%	67.88%	70.89%	**60.80%**

The number of students who have completed a degree or certificate in the History program went from 28 to 18 in 3 years. This represents a decrease for this program. In the most recent year (2022-2023), 18 students graduated. The expected number of students who should get a degree would be approximately 31 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 13 more students to graduate with a degree or certificate.



Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
Female	**8**	**4**	**16**	**8**	**5**	**41**
Asian					1	1
Black or African American	1		2			3
Hispanic/Latino	6	3	10	7	2	28
White	1	1	4	1	2	9
Male	**10**	**6**	**12**	**8**	**13**	**49**
Asian	1			2	1	4
Black or African American					1	1
Hispanic/Latino	4	6	6	5	6	27
Two or More Races				1		1
White	5		6		5	16
Total	**18**	**10**	**28**	**16**	**18**	**90**

Please add any relevant documents here.

Data Review

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In terms of student subgroups in History courses, Hispanic Females are showing gaps in success that are of note (Please refer to the success data in the previous Data Review Question). Success rates for this group in 2020-2021 was 65.6%, in 2021-2022 it was 66.4%, and increased in 2022-2023 to 70.7%, showing a positive trend, but still performing under the overall average success rate for all groups taking History courses over these three years. Additionally, Hispanic Females are showing gaps in retention that are concerning. Hispanic Females saw their retention rates increase from 84% in 2020-2021, to 85.9% in 2021-2022, to 90.5% in 2022-2023. Although this trend is great news, this group's retention is still under the overall average for all groups taking history classes for these years.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

While success and retention for Hispanic Females is trending in a positive direction, these rates are still lower than the overall average success and retention rates. Action plans might include continuing to fostering caring classroom enviroments that are culturally responsive.

Please add any relevant documents here.

History Assessment

Program/Unit Goal
Continue Transitioning History Assessments into Canvas

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
We haved begun assessing some SLOs in History courses, through Canvas

What are your plans (3-year) regarding this goal?
Our goal is to assess all SLOs in all History courses through Canvas by Spring 2027.

Please add any relevant documents here.

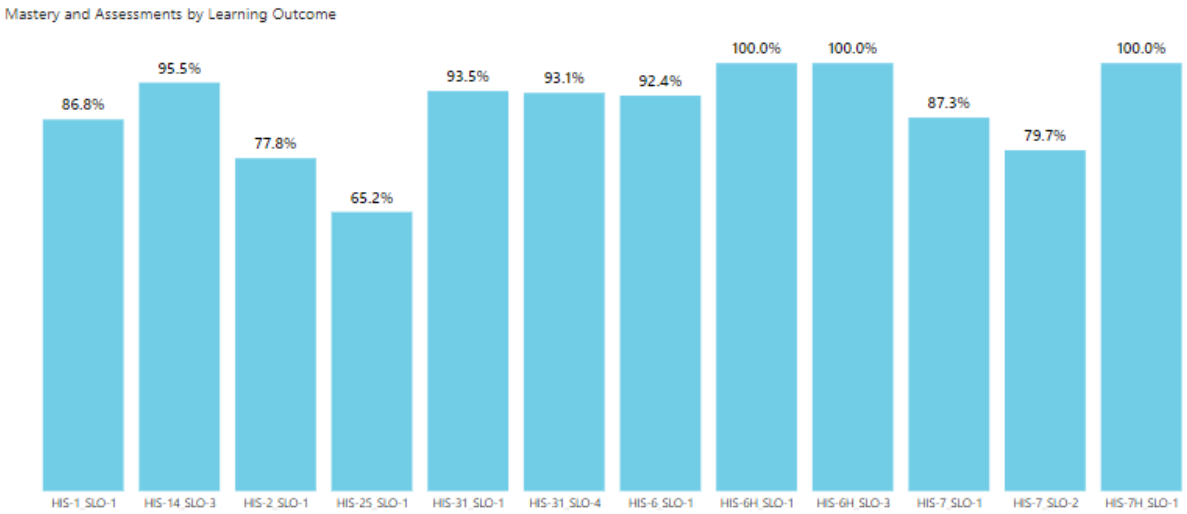
Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):

Evidence

Evidence Date
03/20/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
The following chart shows the History courses and SLOs that have been assessed using Canvas. There are still a number of SLOs for many of these History courses that need to be assessed using the new Assessment process on Canvas.



Is there a resource request associated with this Goal?
No

If yes, please provide a short description.

Please add any relevant documents here.

Increase ADT Awards for History Majors

Program/Unit Goal
Increase the number of awards for students in the History Program of Study

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
We have begun using CAP hours to inform students of opportunities for History majors.

What are your plans (3-year) regarding this goal?
We will continue leveraging the CAP hours to educate students on opportunities in History. The CAP hourse can also contribute to creating a community of support among History majors, making success more likely. We also intend to more assertively encourage students to see a counselor and complete a Student Educational Plan (SEP) for the ADT. We can also present more information to students on pathways to teaching History in K-12 and at the college level.

Please add any relevant documents here.

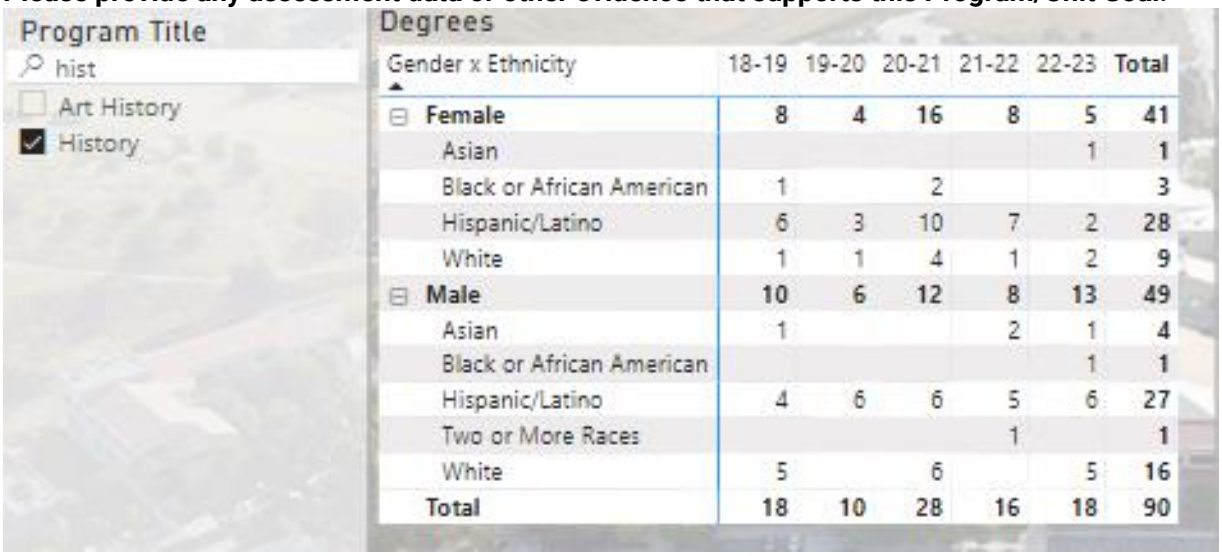
Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2030 Goal 5: Workforce and Economic Development:

Evidence

Evidence Date
03/20/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.



Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
Female	**8**	**4**	**16**	**8**	**5**	**41**
Asian					1	1
Black or African American	1		2			3
Hispanic/Latino	6	3	10	7	2	28
White	1	1	4	1	2	9
Male	**10**	**6**	**12**	**8**	**13**	**49**
Asian	1			2	1	4
Black or African American					1	1
Hispanic/Latino	4	6	6	5	6	27
Two or More Races				1		1
White	5		6		5	16
Total	**18**	**10**	**28**	**16**	**18**	**90**

Is there a resource request associated with this Goal?
No

If yes, please provide a short description.

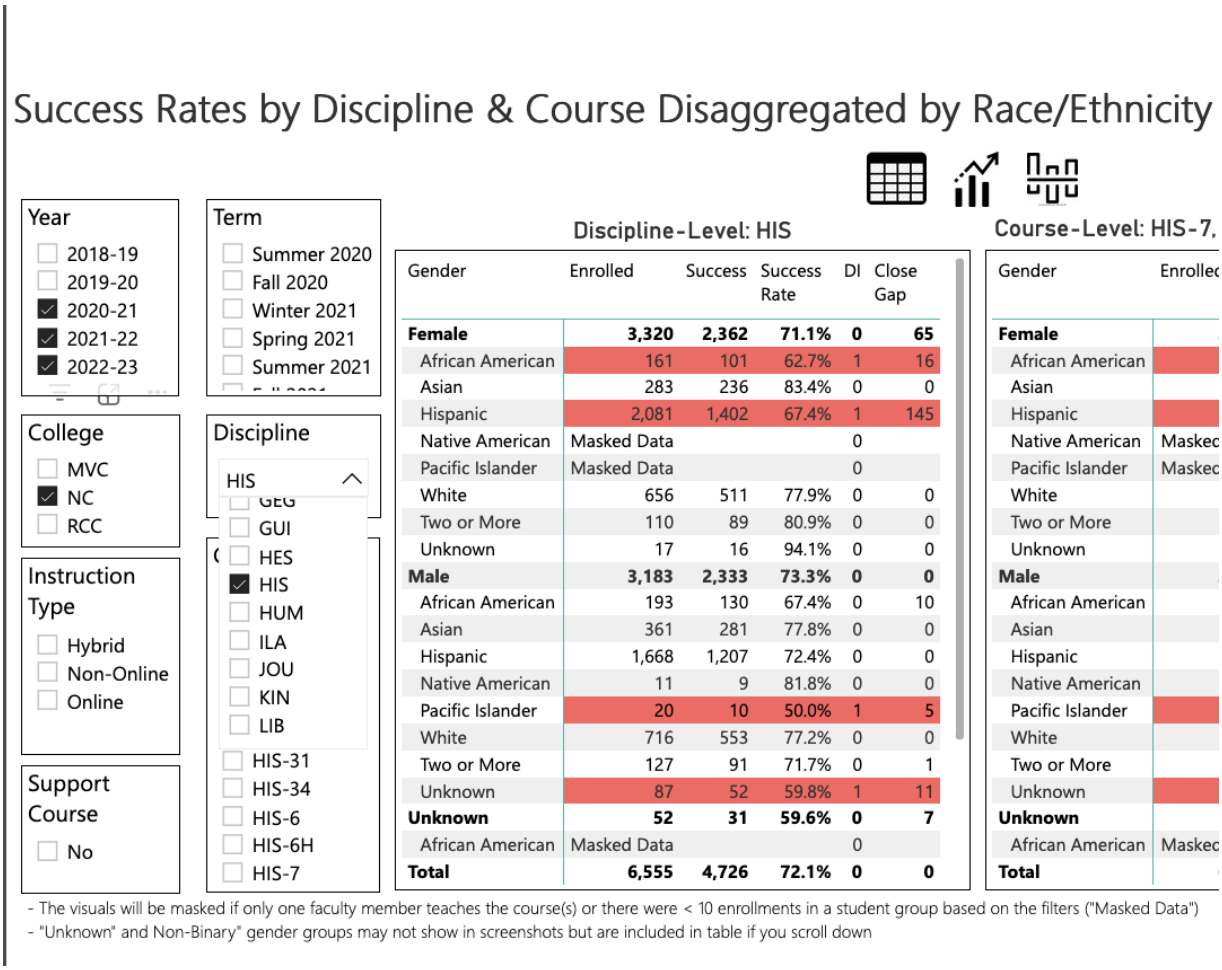
Please add any relevant documents here.

Address Equity Gaps (Success Rates)

Program/Unit Goal
Continue Addressing and Improving Equity Gaps in Success Rates for History Courses

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
History Faculty continue to attend equity training, much of it on trying to improve success rates of students in courses. There has been improvement throughout the last 3 years for all groups in success rates in History courses, but African American Males and Females and Hispanic Females continue to lag behind the average success rate. The average success rates overall for all students in all history courses over the last three years is 72.1%, but the average success rate over the last three years for African American males is 67.4, African American Females 62.7% and for Hispanic Females it is 67.4%. Efforts need to be made to address this.



Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**3,320**	**2,362**	**71.1%**	**0**	**65**
African American	161	101	62.7%	1	16
Asian	283	236	83.4%	0	0
Hispanic	2,081	1,402	67.4%	1	145
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	656	511	77.9%	0	0
Two or More	110	89	80.9%	0	0
Unknown	17	16	94.1%	0	0
Male	**3,183**	**2,333**	**73.3%**	**0**	**0**
African American	193	130	67.4%	0	10
Asian	361	281	77.8%	0	0
Hispanic	1,668	1,207	72.4%	0	0
Native American	11	9	81.8%	0	0
Pacific Islander	20	10	50.0%	1	5
White	716	553	77.2%	0	0
Two or More	127	91	71.7%	0	1
Unknown	87	52	59.8%	1	11
Unknown	**52**	**31**	**59.6%**	**0**	**7**
African American	Masked Data			0	
Total	**6,555**	**4,726**	**72.1%**	**0**	**0**

Gender	Enrolled
Female	
African American	
Asian	
Hispanic	
Native American	Masked
Pacific Islander	Masked
White	
Two or More	
Unknown	
Male	
African American	
Asian	
Hispanic	
Native American	
Pacific Islander	
White	
Two or More	
Unknown	
Unknown	
African American	Masked
Total	

What are your plans (3-year) regarding this goal?
One consideration is to continue educating ourselves on, and employing new, methods to address success rates in our classrooms. Additionally, the History discipline is requesting a new full-time faculty member who specializes in history from a Chicana/o/x perspective. This would allow the history discipline to better support our diverse student population and allow us to be more capable and flexible in course offerings.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):

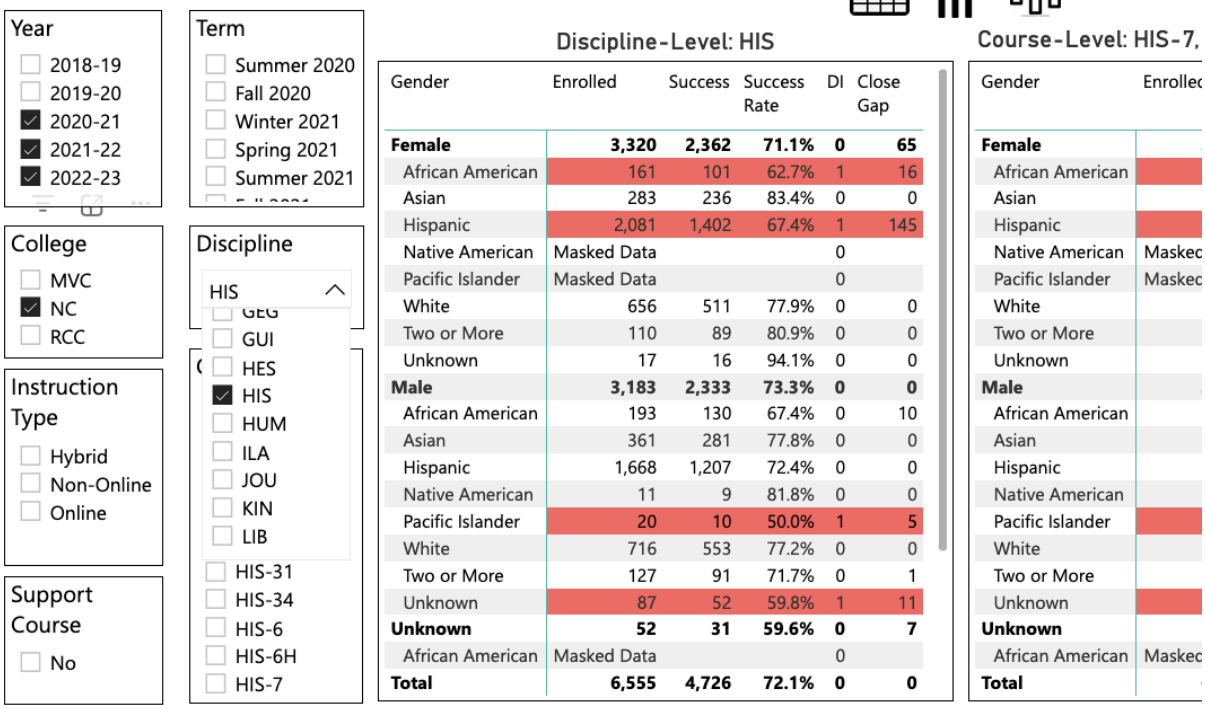
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity



Discipline-Level: HIS

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**3,320**	**2,362**	**71.1%**	**0**	**65**
African American	161	101	62.7%	1	16
Asian	283	236	83.4%	0	0
Hispanic	2,081	1,402	67.4%	1	145
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	656	511	77.9%	0	0
Two or More	110	89	80.9%	0	0
Unknown	17	16	94.1%	0	0
Male	**3,183**	**2,333**	**73.3%**	**0**	**0**
African American	193	130	67.4%	0	10
Asian	361	281	77.8%	0	0
Hispanic	1,668	1,207	72.4%	0	0
Native American	11	9	81.8%	0	0
Pacific Islander	20	10	50.0%	1	5
White	716	553	77.2%	0	0
Two or More	127	91	71.7%	0	1
Unknown	87	52	59.8%	1	11
Unknown	**52**	**31**	**59.6%**	**0**	**7**
African American	Masked Data			0	
Total	**6,555**	**4,726**	**72.1%**	**0**	**0**

Course-Level: HIS-7,

Gender	Enrolled
Female	
African American	
Asian	
Hispanic	
Native American	Masked
Pacific Islander	Masked
White	
Two or More	
Unknown	
Male	
African American	
Asian	
Hispanic	
Native American	
Pacific Islander	
White	
Two or More	
Unknown	
Unknown	
African American	Masked
Total	

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Requesting new Full-Time History Faculty

Please add any relevant documents here.

Equity

2021 - 2024

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Achieving Equity in Guided Pathways Summit

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

In an effort to help students build skills to be successful in college classes, have implemented concerted effort to teach study skills. We are still assessing the effect of this effort.

3. What additional equity-related professional development/trainings do you seek to better support your area?

Training on how to be more culturally responsive in the classroom

Please add any relevant documents here.

2024 - 2027

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

More than 25%

If you have courses that are not current, are they in the curriculum process?

No

For out of date courses that are not already in progress of updating, what is your plan?

To initiate a review of the Course Outline of Records for all out of date courses, and update them as necessary.

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

Meeting benchmarks for outcome mastery and equity

Date
02/23/2024

Observation

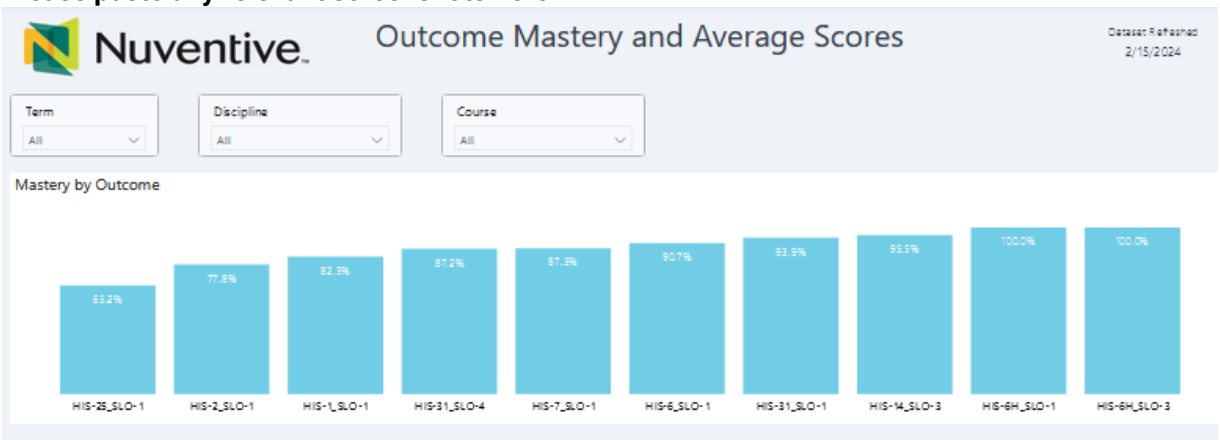
What did you notice?
1. All History courses assessed met the Outcome Mastery benchmark of 2 (70%) or above, except H25 which was 65.2%. 2. All Race/Ethnicities met Mastery by scoring 77% or above, including African -American, Asian, Hispanic, Pacific Islander, 2 or more identities, and White. Only the category of Unreported was 50%. 3. Outcome Mastery for all courses assessed was 88.2% fpr females, 91.5% for males, 100% for non-binary, and 50% for Unreported.

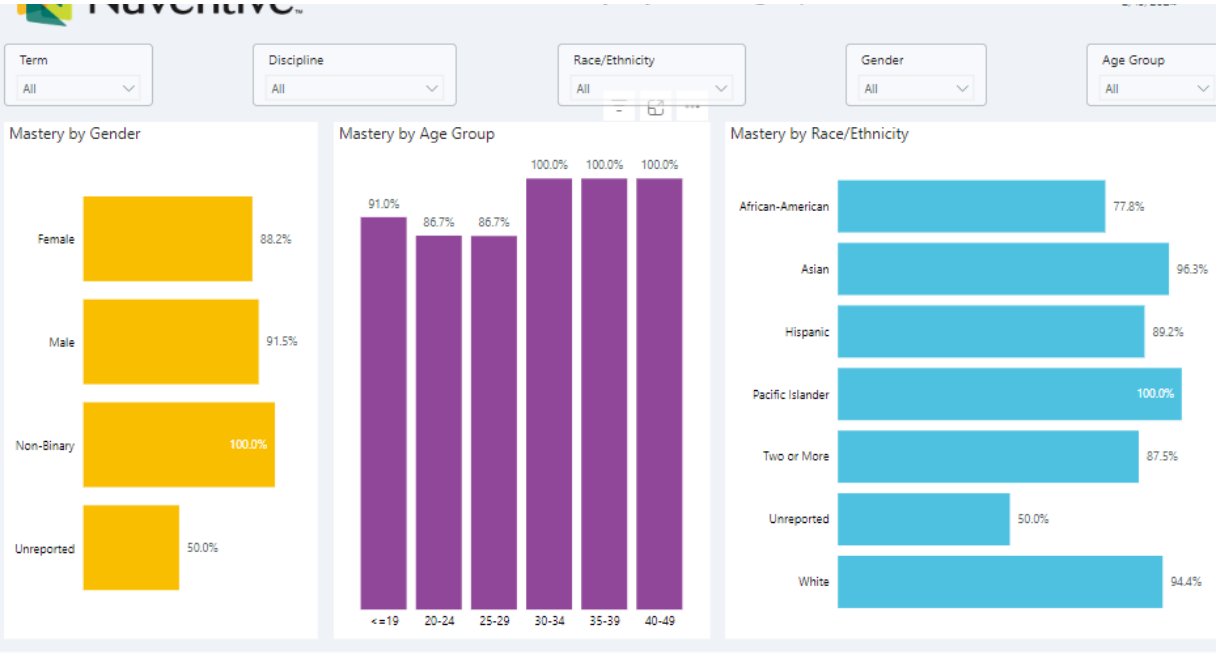
Course(s)
All included in screenshots below

SLO(s)
All included in screenshots below (mostly SLO 1, and one SLO3)

Discussion/Analysis
1. We met our benchmark of Mastery (2 or above) in all our courses assessed except H25 at 65.2% This happened because the instructor gave a zero to all students who did not turn in a research paper, which was the assessment assignment. In the future the instructor will leave the assessment blank for those students instead of giving them a zero. 2. In all our courses assessed our students of all our Races/Ethnicities scored 77% or above, except the category of Unreported, probably because there were so few students in that category. 3. Male and female students were nearly equal in attaining Mastery (91.5% versus 88.2%). We do not have counts of the students, but female students are likely more numerous than males. The slightly smaller group of males may account for the slightly higher achievement. 4.. Instructors made the following observations: 1. One instructor who has taught many different different courses, including H6, H7, H25, H31, and H34, noted that of all those courses, their students in H34, History of Women in the US, did the best because they were the most engaged with the material perhaps because most students were female. 2. A second instructor observed that on their in-class short essays on history documents, most scored at least a 3 or 4. But those that did not score that high were too general and not thorough enough in their writing. The instructor plans to add a few multiple choice questions to the assignment, to get the students to read the documents more carefully before they write. 3. A third instructor observed that in their essay on an in-class test, most students attained 2 or above, but several scored 0 or 1. The instructor discussed the essay extensively in class, but these students were absent or simply did not prepare the essay well ahead of time. The instructor plans to emphasize in the future both class attendance and preparing an essay outline at home and learning it before the test.

Please paste any relevant screenshots here.





Please add any relevant documents here.

Faculty Professional Development Requests

2024 - 2027

Resource Request

What resources do we already have?

Two full-time History Faculty

Potential Funding Source(s)

General Fund

What resources do you need?

One additional Full-time Tenured-Track History Faculty

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 3

$ Amount Requested

195,687

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Data Review

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

timothy.russell@norcocollege.edu

Faculty Requesting Email:

timothy.russell@norcocollege.edu

Faculty Position Requested:

Assistant Professor, History

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

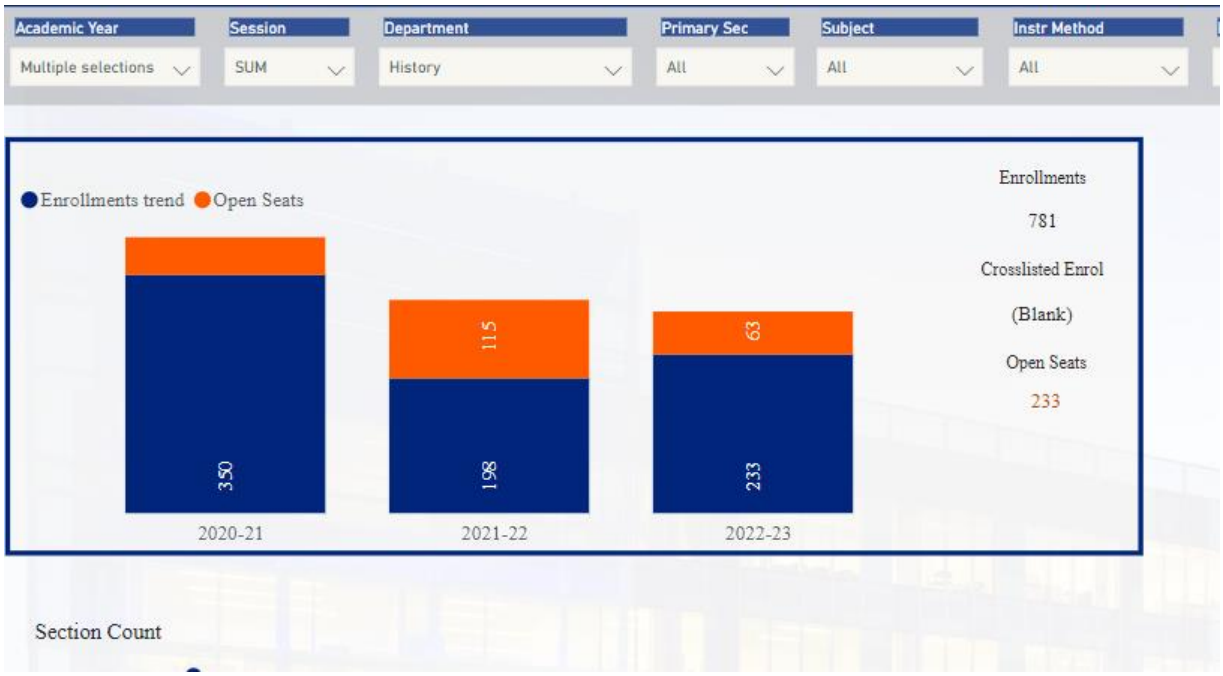
Data Review

Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

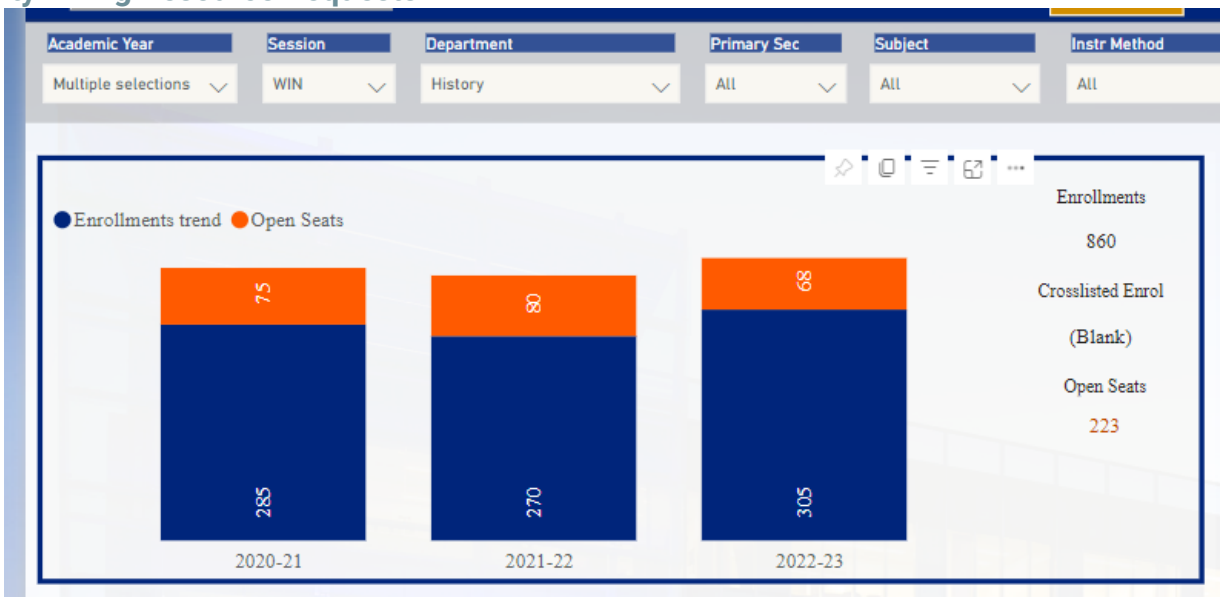
Student Enrollment

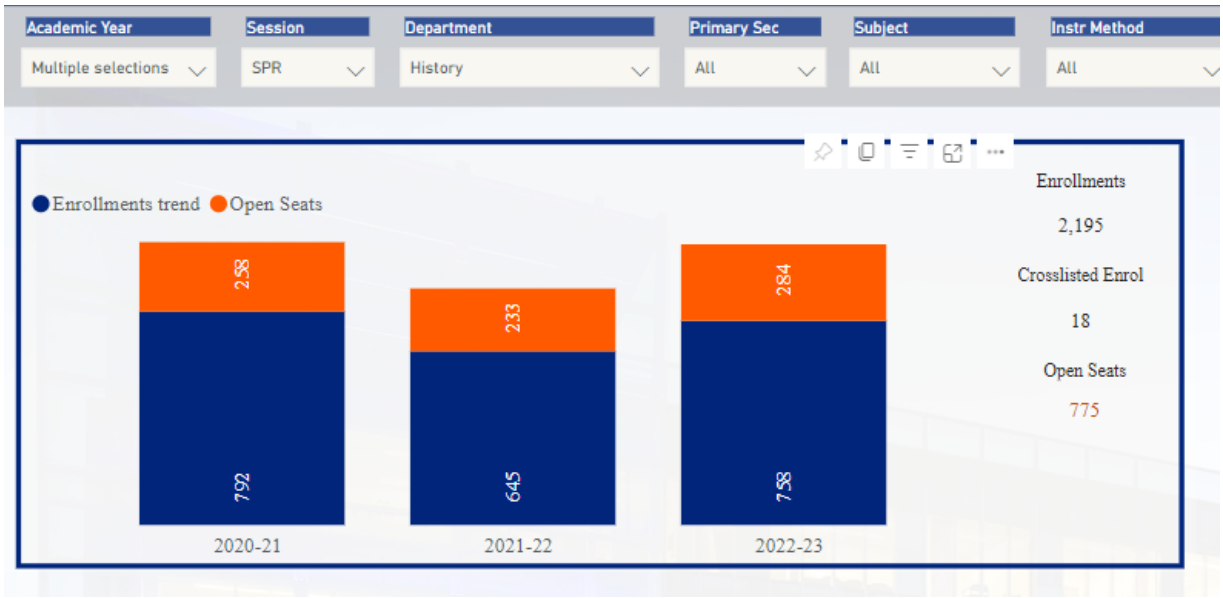
Provide the total number of students enrolled in the discipline for each term in the last three years:



Section Count

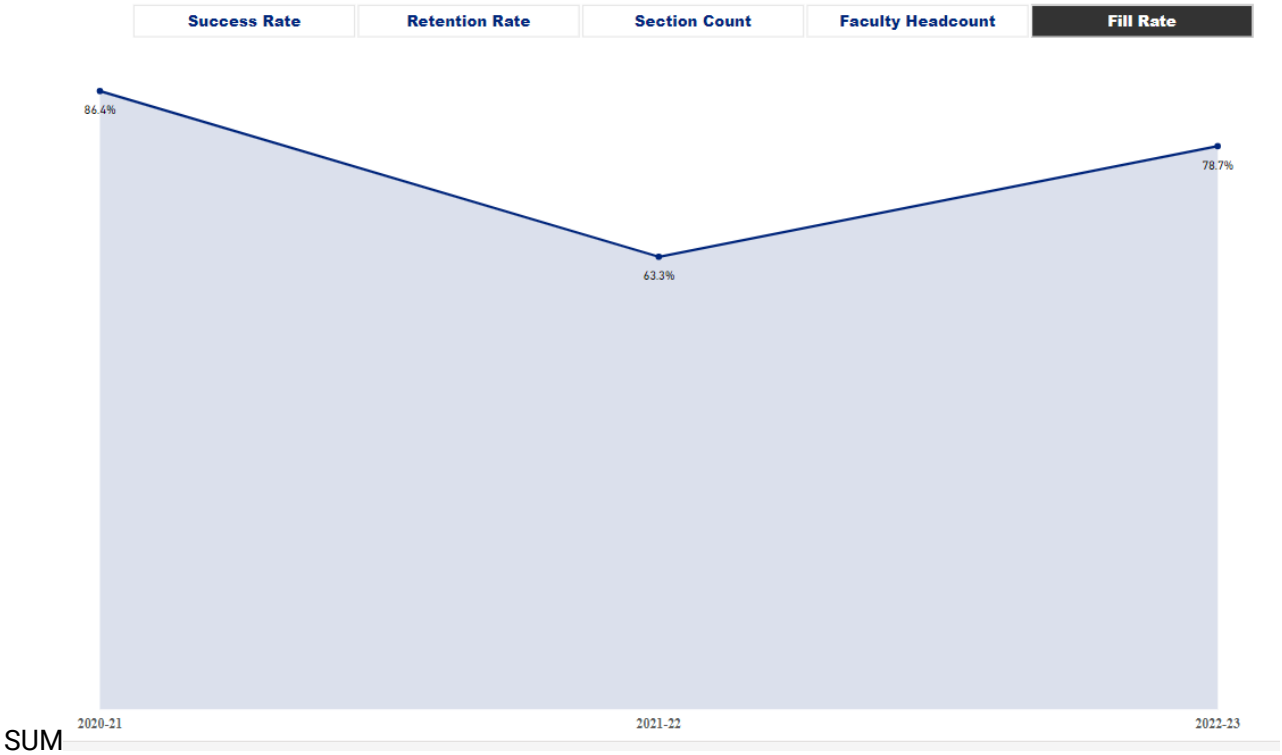
Faculty Hiring Resource Requests





Faculty Hiring Resource Requests

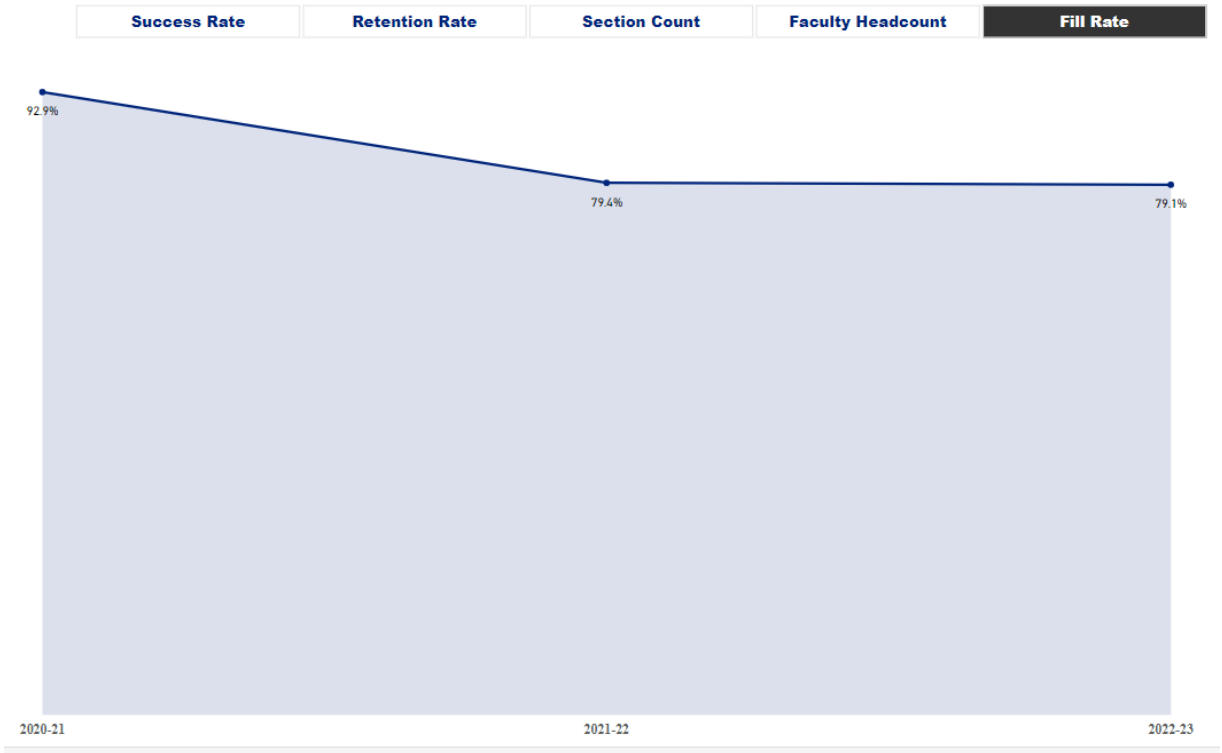
Provide the percent capacity/fill rate for each semester in the discipline for the last three years:



SUM

FAL

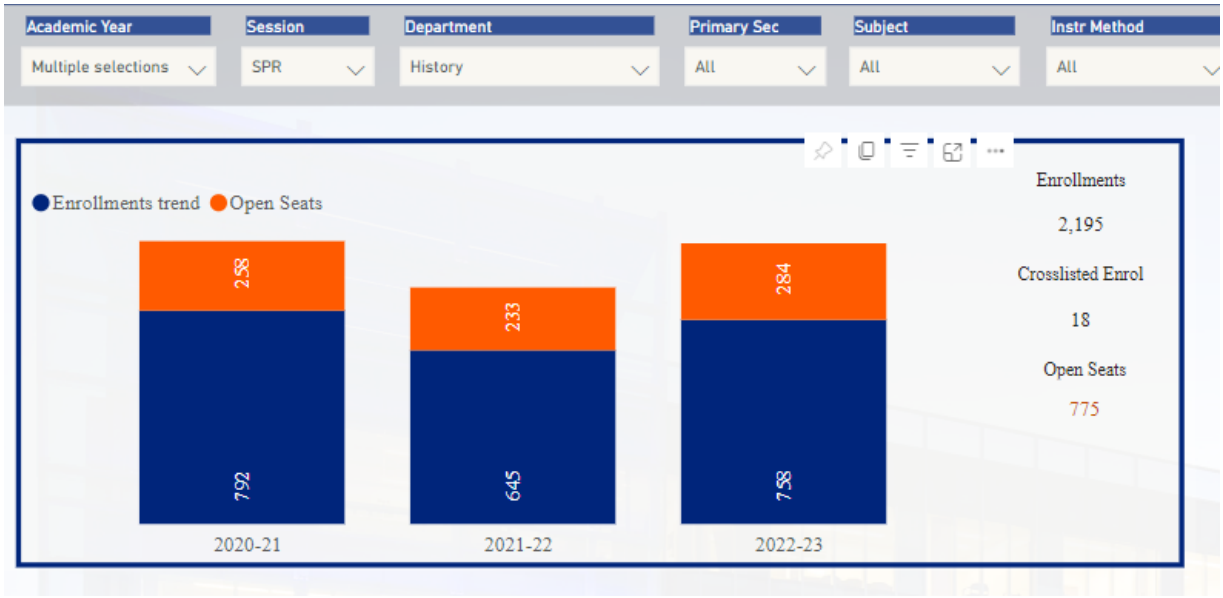
Faculty Hiring Resource Requests



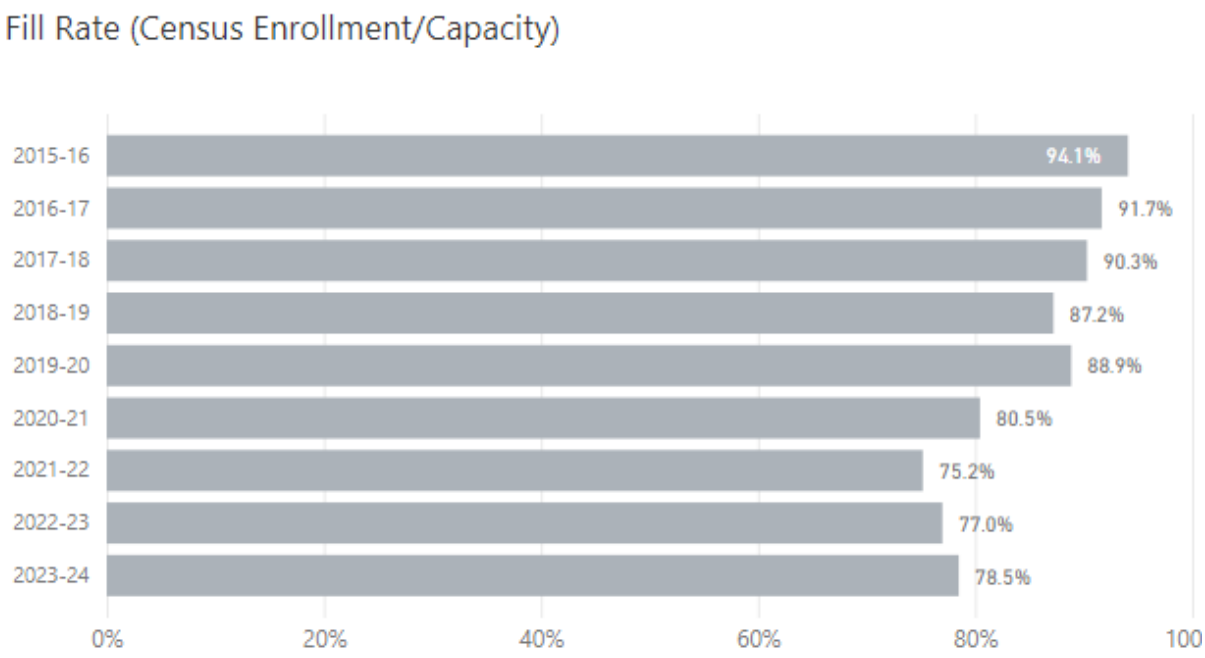
WIN

SPR

Faculty Hiring Resource Requests



Faculty Hiring Resource Requests



Open in Power BI

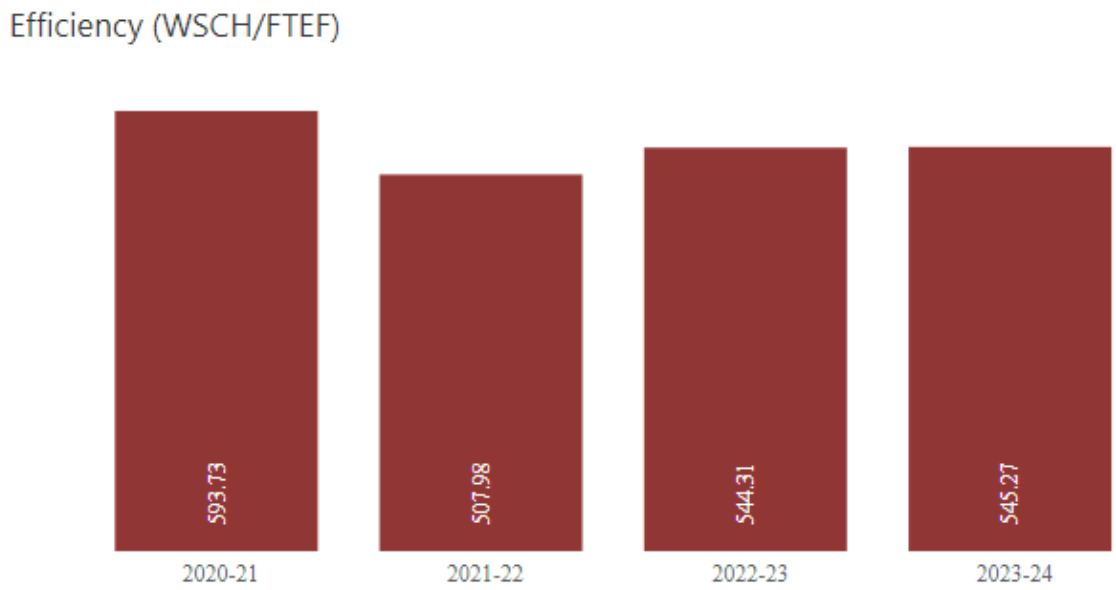
RCC Program Review Data Dashboard
Data as of 3/22/24, 6:01 AM
Filtered by **XCSS_SUBJECT** (is HIS), **Acad_Year** (is 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, or 2023-24), **XCSS_LOCATION** (is NOR)

Provide the average class size at Census for each semester for the last three years:

Adverage Class size	2020-21	2021-22	2022-23
SUM	38.89	28.29	33.29
FAL	39.22	33.27	33.54
WIN	35.63	33.75	33.89
SPR	29.33	29.32	31.58

Faculty Hiring Resource Requests

Provide the efficiency (WSCH/FTEF) for the last three years:



Open in Power BI

EMD_Daily
Data as of 3/22/24, 6:32 AM
Filtered by **Acad_Year** (is 2023-24, 2022-23, 2021-22, or 2020-21), **Subject** (is HIS), **College** (is NC), **Acad_Year_First** (is less than or equal to 2023), **Course Sec** (is not blank)

Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

44

Are any of the sections cross-listed?

Yes

If so, how many?

2

Total number of units offered in the discipline for the primary semesters in the previous year:

132

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

2

Full-time instructors by headcount:

2

Full-time instructors by FTEF:

4.0

Number of associate faculty instructors currently in the discipline:

8

Faculty Hiring Resource Requests

Associate faculty instructors by headcount:

8

Associate faculty instructors by FTEF:

8.6

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

0

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

4.6

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc…

The discipline supports EMP Goal 1 (Access), Objectives 1.1 (Go from 7388 to 8759 total FTES), Objective 1.2 (Go from 14,624 to 16,581 Total headcount), and Objective 1.3 (Expand enrollment with strategic groups {Dual Enrollment,
International, Online, California Rehabilitation Center, Veterans, etc}.). With more full-time faculty the discipline can work on expanding offerings in all modalities and will be able to better support our diverse student body.

The History discipline also supports EMP Goal 2 (Success), Objective 2.1 (Increase number of degrees completed by 15% annually), Obective 2.2 (Increase number of certificates completely by 15% annually), and Objective 2.4 (Increase number of transfers 15% annually).

Additionally, the History discipline supports Goal 3 (Equity): Close all Student Equity Gaps, Objective 3.1 (Reduce the equity gap for African American students by 40%), Objective 3.2 (Reduce the equity gap for Latinx students by 40%.), Objective 3.3 (Reduce the equity gap for Men of Color by 40%), 3.4(Reduce the equity gap for LGBTQ+ students by 40%), and 3.5 (Reduce the equity gap for Foster Youth students by 40%).

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

The History discipline is looking to hire a Historian who specializes in history from a Chicana/o/x perspective (which would support History 60 and 61 course at Norco College) as well as contributing to other keystone History course offerings like U.S. Hisotry (HIS-6 and HIS-7), World History (HIS-1 and HIS-2). This is a specialization that neither full-time History faculty currently have, and will expand the discipline's ability to serve our students. As an Hispanic Serving Institution (HSI), having a full-time faculty member with this specialty will make the discipline more capable of supporting the the needs of our student population into the near future, be an advancement toward our efforts to implement culturally responsive instruction in our classrooms, and assist with closing equity gaps. This hire will make the discipline more well-rounded and flexible go forward.

Explain the impact this hire will have on other disciplines, programs, and the college.

The History discipline helps support the needs of programs on campus, like Umoja and Puente. We have in the past offered courses in support of their programs. It is hoped that hiring a full-time professor who specializes in teaching history from a Chicana/o/x perspective, will strengthen our partnership with Puente and Men of Color (MOC), and allow for the more consistent scheduling of History 60 and 61. A new History faculty will also help grow and shape the direction of the History discipline at Norco College as we continue to support the student's jouney as a key contributor to addressing their General Education requirements.

Faculty Hiring Resource Requests

Explain the impact if this faculty position is NOT hired.

If this request is not filled, it will be business as usual for the History discipline. We will continue to leverage our associate faculty to not only assist in our capstone courses, but to instruct our specialty courses like History 60 and 61. The inherent weakness in this is that although associate faculty are skilled, capable, and effective, they're availability is not always stable, as they typically have commitments to other institutions, and are not compensated for, nor expected to, take part in course development and curriculum review. A new hire with new skills would be an assest in these processes.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

4.6

2. How many approved hires within this discipline are currently unfilled?

0

3. How many growth positions in this discipline are being requested and prioritized before this position?

0

4. Complete the calculation = (1-2-3) =

4.6

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

2

6. Department Relative need total:

2.3

Submit

Ready to Submit?

Yes

For Administrative Use Only

Funding Status

APC Ranking

Notes

2024 - 2027

Program Review Reflections

What would make program review meaningful and relevant for your unit?

Nothing to suggest. The current Program Review meets our needs and gives us an opportunity to review our program thoroughly.

What questions do we need to ask to understand your program plans, goals, needs?

No suggestions

What types of data do you need to support your program plans, goals, needs?

We have the data we need to complete the Program Review

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes