



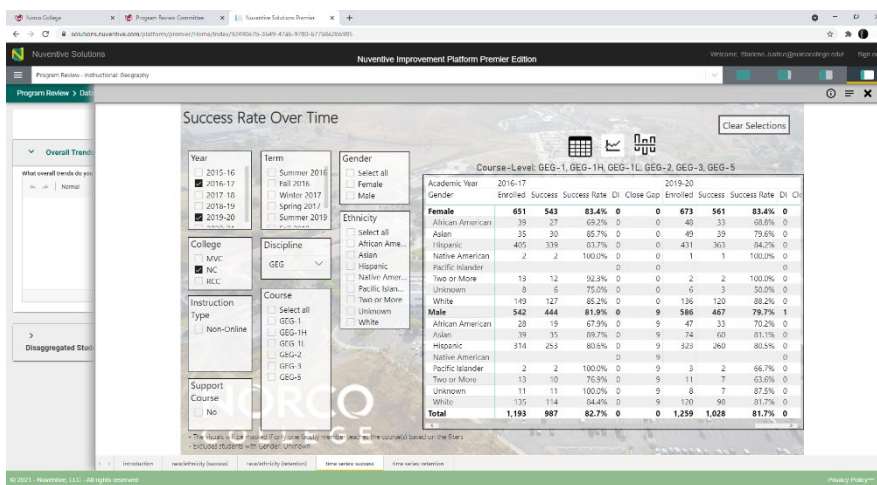
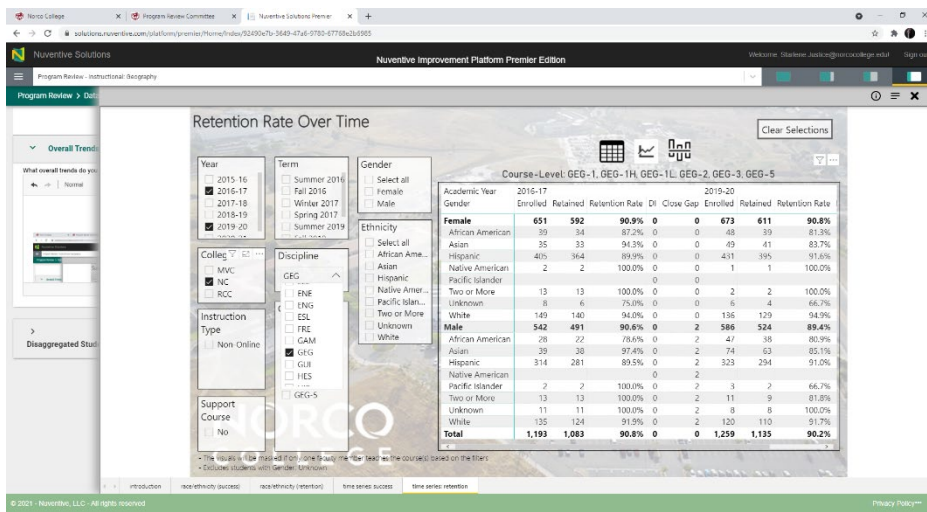
Program Review - Overall Report

Instructional: Geography

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 geography courses have been about the same, from 82.7% to 81.7% in success and about the same from 90.8% to 90.2% in retention over the past 4 years (2016-2020). Geography does not have an ADT and is not a listed Program of Study so there is no data to view on those topics.



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? Yes, I did discover some equity gaps. These showed up as follows:

Data Review

In the 2017/18 cycle, there was a retention gap with white females. In the 2018/19, there was a retention gap with Hispanic males. No retention gaps in 2019/20.

In the 2018/19 cycle, there was a success gap with African American females and Hispanic males. Again, in the 2019/20 cycle, there was a success gap with African American females. This is very eye-opening to me, as I had not put any particular focus on African American females—thinking that the males (any males of color) would be where the gaps are.

I will continue to address the gaps that show up college-wide, such as men of color, but I will also increase my awareness and focus so that I recognize and am prepared for the fact that gaps can show up anywhere, and that "equity" applies to all.

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?

Reviewing the data is clearly very important, and I will continue to do that. I did have cycles where there were NO equity gaps, and that is certainly the goal. I will continue with my focus on educating myself on equity (which I have been doing for the last two years), reviewing and updating my curriculum, asking myself how I am engaging with students of a different race than my own and assessing whether there are changes I can make in these areas. As I have made the closure of equity gaps my main goal for my program in the coming cycle, this has high priority for me.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Geography

What percent of SLOs in the disciplines you identified above have been assessed?

95%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

GEG 3, SLO 4. Course was updated recently in curriculum and a new set of SLOs was furnished. All assessments were updated at the time of accreditation. I can only think that it was the recent update that threw this one out of compliance. Although, honestly, that doesn't make sense because then there would be 4 SLOs not assessed, rather than 1. So, in all honesty, I have no idea why it shows up this way. I went into Nuventive and looked at my assessments and was confused even further. I have no words.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

"There are no PLOs defined for relating to this discipline". (I copied that, verbatim, from the Assessments section in Nuventive where I tried to figure out how to map SLOs to PLOs for a discipline that is NOT defined as having a PROGRAM). However, SOME SLOs (45%) in Geography are mapped to PLOs within the Math and Science Area of Emphasis (AOE). I am working on getting Geography connected to specific Programs or Areas of Emphasis so that I can map my SLOs to PLOs. This is a process that takes place within Nuventive, and I do not have control of defining programs, etc. I have reached out to Ashlee Johnson for help, and she is in the process of helping. Unfortunately, I realized all of this a bit late.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

N/A

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

NONE (since Geography is not linked to a specific program) OR AOE_Mat: Math and Science.

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

If I look only at GEG, which has no program and no PLOs, then the answer is N/A. If I use a different dashboard and find the few SLOs in Geography that ARE mapped to PLOs (within the AOE of Math and Science, I can answer the question as follows:

PLO #1 (within AOE-Mat: Math and Science), GEG 1 SLOs 3 and 4; PLO #1 (within AOE-Mat:Math and Science), GEG 1L, SLOs 2 and 3

Assessment Review

To what do you attribute this success?

These PLOs are based in the use of math and, for my part, the portions of Physical Geography and the Physical Geography Lab that require the use of basic math or more complex math (usually in the form of multi-process equations) are reinforced frequently (within the unit in which they come up) and PRACTICED a lot. Giving students more opportunities to learn and be successful is important to achieving this program outcome.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

PLO #1 (within AOE-Mat: Math and Science), GEG 1 SLOs 1 and 2

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

For starters, I will be more aware that I have PLOs that my SLOs are mapping to. (I mean, literally, I did not know this). When I don't hit a benchmark in my discipline with SLOs, I have a pretty straightforward plan of attack for how to remedy that--and it's usually just giving a particular topic or method more focus, spending more time on it, and creating more assignments around it. All of this reinforces what I am trying to help students learn. Knowing now that I have PLOs within the Math and Science area of emphasis will allow me to widen that circle of focus and reinforcement. Also, I will assess my assessments (as it were) for accuracy, functionality, equity (in phrasing of test questions, for example), and so on. Again, I don't TECHNICALLY have PLO's that Geography maps to--and even the analysis I'm giving right now is faulty because some of the SLOs would be more appropriate to different PLOs than what are represented in the data. BUT, since those are the only ones that are mapped at all, I guess a poor answer is better than no answer.

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

As mentioned before, Geography does not have an ADT, nor does it align directly with any specific program. However, it certainly does have affiliations with Math & Science, and with Social and Behavioral Sciences, so I can look at it from that perspective. If I consider the OUTCOMES (PLOs) in the AOE of Math and Science, Physical Geography and the Physical Geography lab are key components in offering students a broad general understanding of the workings of the natural world, as well as how to observe and understand connections, develop an understanding of spatial distributions and how they can be used for a broad range of analyses. Thought this may sound like a stretch, even Business and Political Science students can benefit greatly from geography courses--especially those that examine different cultures and economies, and worldwide trends in politics and economics. As far as process, the offerings within the GEG discipline reflect the demand for courses that transfer readily and fulfill specific requirements. So, in a way, the transfer needs INFORM the classes we offer, and the ultimate career needs inform the OUTCOMES we are seeking in those programs. To that end, I am always thinking: How will this knowledge be used? What do my students need to know that will benefit them most? (In a career and/or in higher levels of education).

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

I am going to answer this from the perspective of my discipline rather than a program. (For the previously-stated reasons that I don't have a program, and wouldn't know how to answer for a general area like "math and science. Some of these questions feel so cumbersome when my "place" is not well-defined). This program (GEG) offers Physical Geography Lab classes that provide hands-on experience, exposure, and instruction to topics and concepts that show up in the Physical Geography class. Things like map analysis (which is useful in many careers and educational pursuits)--which is a very specific skill--to broad skill-sets like the ability to read and graph data and draw meaningful conclusions from what those data represent. One thing I've got in the pipeline that I'm very excited about (as it will offer a huge opportunity for experiential learning) is the new Field Studies in Geography course. This will allow students to become immersed in a variety of environments (and the focus could be physical geography or human geography) where observation, analysis, critical thinking, and hands-on experience with maps, compasses, GPS devices,

Assessment Review

and so on would offer a deeply meaningful experience in connecting conceptual learning to a real-life environment. Such programs are often transformational for students, and I'm looking forward to making this a part of the program.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

For this one, I'm going to think in terms of geography, specifically, and science, broadly. Program outcomes that I imagine would be meaningful or valuable would be:

-An appreciation of the natural world, and a profound understanding of the connections that exist across all Earth systems. This would include the interaction and impact of the Human species.

-An understanding of how science works. How observation, measurement, mathematics, analysis, testing, and critical thinking are all components of authentic scientific research and understanding.

-The ability to recognize that each individual is a product of their own environment, and that they see through a lens that is specific to them. If students develop this ability, the OUTCOME would then be that they can appreciate differences in culture, language, race and ethnicity, lifestyle, and ways of thinking and being. It would, effectively, widen that lens that they are looking through. And who wouldn't benefit from that?

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

For this, I looked at the PLOs for the AOE: Math and Science (which is the only thing I've been able to find having my discipline connected to it overtly).

PLO 1: Apply the basic operations of mathematics on the set of real and complex numbers and equations. (No meaningful alignment. That's ok. Math is involved, but Geography is NOT math, so this is not surprising).

PLO 2: Apply the principles of the scientific method, including the use of inductive and deductive reasoning to pose, test, and accept or reject hypotheses. (Yes, I think there is some alignment here with the second one I mentioned above)

PLO 3: Recognize and determine the role of mathematics and the sciences and investigative and reasoning tools of human societies. (Again, sort of an alignment with the second one in the previous question. I like this PLO though. I think it aligns with the goals of my "program." I would definitely want to keep this one.

Program Review: Part 1

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

1. Constructing syllabi with welcoming language, clear signals of support toward my students, and culturally conscious quotes and references.
2. Instituting a grading policy to allow for late assignments—with a penalty.
3. Re-writing my lecture notes to remind myself to use a variety of words for terminology that may be easily misunderstood—especially for those who may speak English as a second language.
4. Assessing my curriculum for discussion prompts and learning examples that encourage participation of individuals with a different background, ethnicity, or experience than myself.
5. Reaching out to students who are struggling but who may be insecure about asking for help.
6. Facilitating "Brown Bag" events around equity and racial justice as the co-chair of the Teaching and Learning Committee.
7. Attending the above events.
8. Participating as a member of the District Call to Action Taskforce for Professional Development in the implementation of an equity-minded and culturally-competent professional development culture district-wide.
9. Using disaggregated data to develop an awareness of where my equity gaps are.

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

1. Continue with the work I have been doing in support of this goal (as outlined in the previous response).
2. Dive more deeply into my curriculum to find ways that I can change/improve how I teach certain topics in order to be more sensitive and inclusive of all races and ethnic groups.
3. Promote classes like GEG 2 (Human Geography) and GEG 3 (World Regional Geography), as these classes encourage students to view their world through lenses other than their own. This is a way to encourage equity-mindedness not just from myself but from other students in the college.
4. Continue to use data and assessment to stay on track with my goals. (Strive to reach all benchmarks. Close loops on assessments)

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

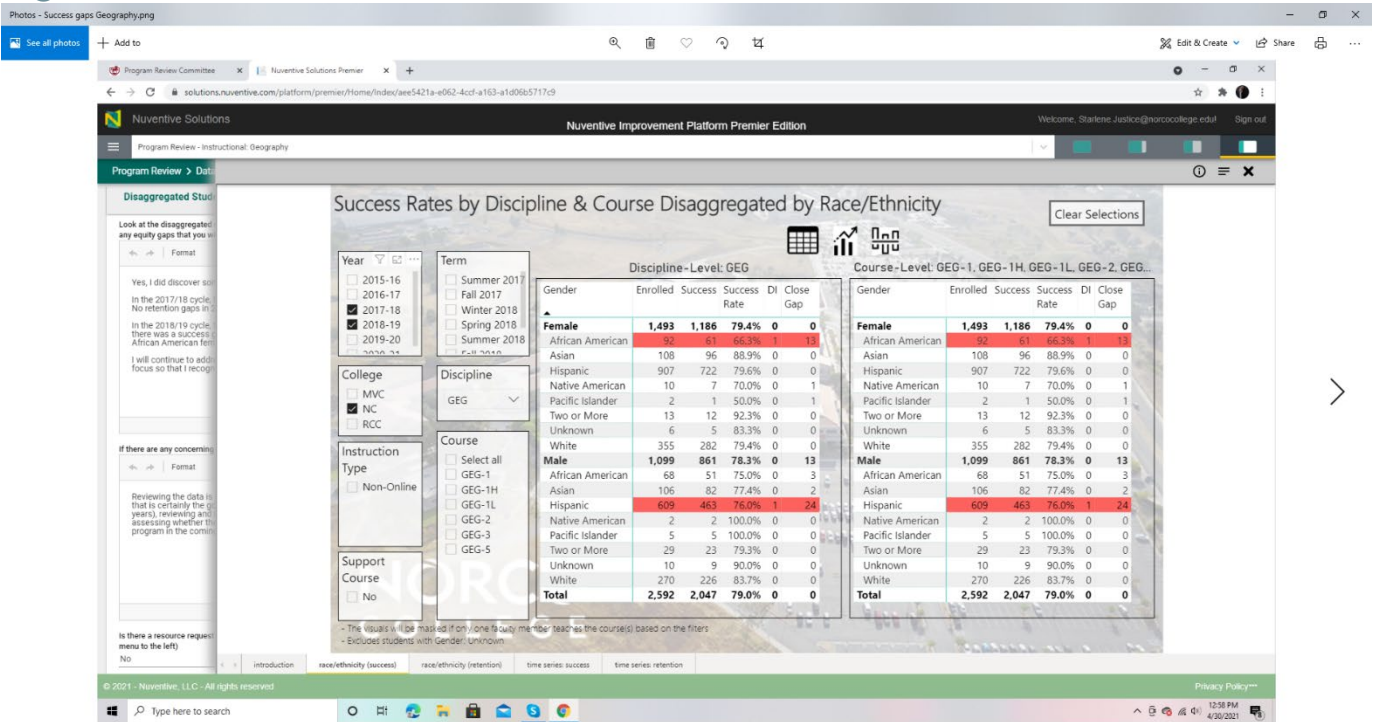
Not sure what sort of evidence should go here...

[http://file:///C:/Users/starl/Documents/District%20Professional%20Development%20Group/RCCD_Call%20To%20Action_PD%20Agenda%20\(040721\)%20\(1\).pdf](http://file:///C:/Users/starl/Documents/District%20Professional%20Development%20Group/RCCD_Call%20To%20Action_PD%20Agenda%20(040721)%20(1).pdf)

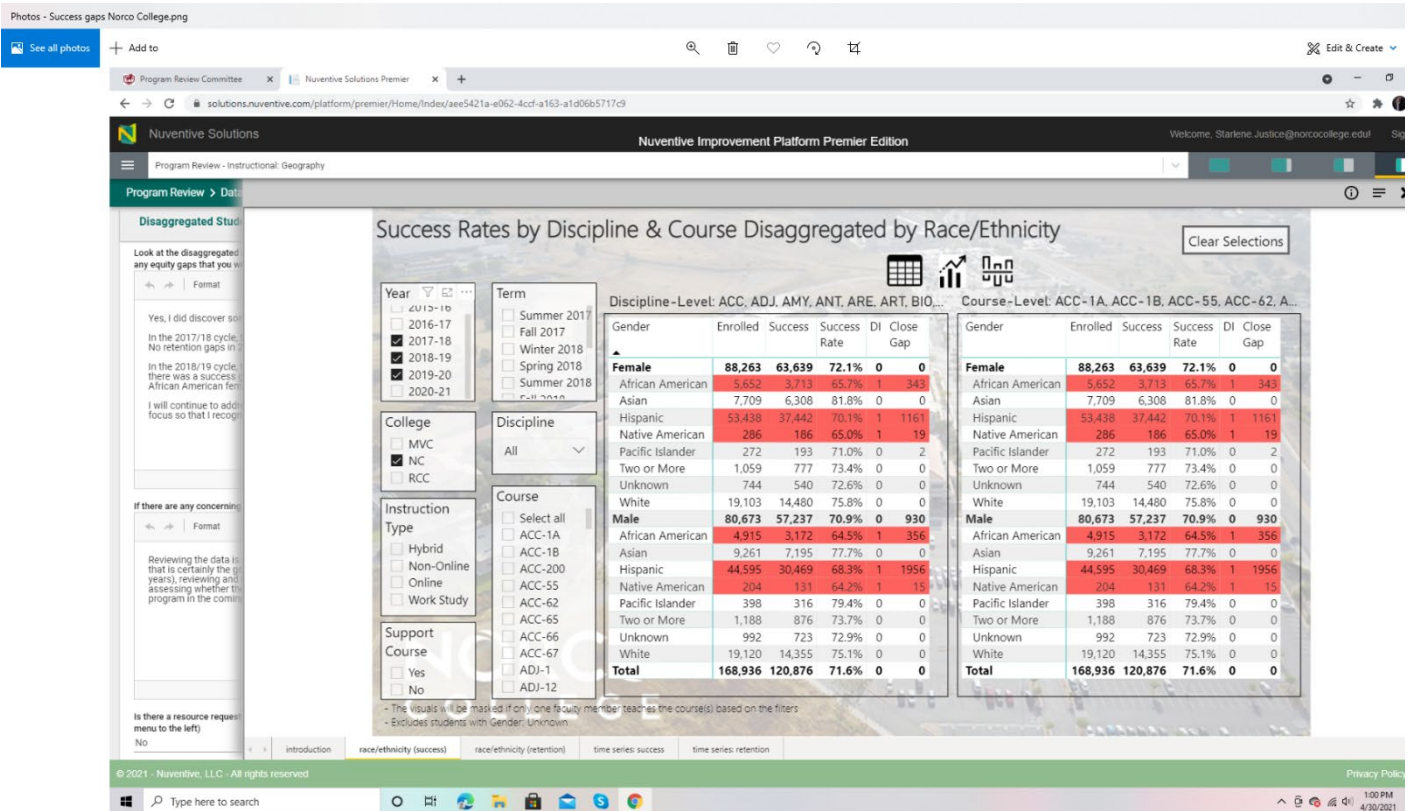
The above is a link to the agenda for the District PD workgroup, showing my name as a member.

Some of my data showing equity gaps.

Program Review: Part 1



Norco College equity gaps over the last 3 years.



Program Review: Part 1

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

10% or less

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

Yes

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

N/A There is only one, and it is In Review in the update process.

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

Yes

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

No

Program Review Reflections

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

Without a doubt, what would make it more meaningful for me (and possibly other disciplines who are in this same boat) is to either be explicitly connected to a program (even for disciplines that don't have an ADT) OR for there to be questions more relevant to those in this particular boat. It's a bit of a Catch-22, though: having worked through those questions (even though I struggled to make them apply specifically), I feel like thinking through those DID make Program Review more meaningful to me. I honestly have a slightly different mindset about my program (or, in my case, my discipline).

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

See above. Questions specific to any unit, regardless of how they are connected to a bigger "program" (ADT or Area of Emphasis).

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

I love the data we have access to. Specifically success and retention rates that can be disaggregated by race and ethnicity. I have worked with such data quite a bit. I did notice in the data that was provided in Program Review that some of my specific courses could not be viewed. For example, when I looked for data specific to my Physical Geography Honors course (this was in the success/retention area), everything came up zeroes. This happened with a couple of courses. It made me wonder if I was seeing all the data...

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

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?

N/A

What resources do you need?

I have no resource requests. Thus....the rest of this section will seem incomplete.

Request related to EMP goal or Assessment?

\$ Amount Requested

0

Resource Type

Potential Funding Source(s)

The evidence to support this request can be found in:

This request for my area is Priority #:

For Administrative Use Only

Funding Status

Notes

Council Ranking

2022-23 Council Ranking

2022-23 Notes

Faculty Hiring Resource Requests

Faculty Hiring Resource Request (2021 - 2024)

Resource Request

What resources do we already have?

One full-time faculty member in Geography

Potential Funding Source(s)

Other/None

What resources do you need?

Another full-time faculty member

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 1,EMP Goal 3,EMP Goal 6,EMP Goal 7

\$ Amount Requested

150,000

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:

Program Review: Part 1

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

jody.tyler@norcocollege.edu

Faculty Requesting Email:

starlene.justice@norcocollege.edu

Faculty Position Requested:

Full Time Geography

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

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:

	2019-2020	2020-2021	2021-2022*
Summer	104	169	174
Fall	508	606	553

Faculty Hiring Resource Requests

Winter	102	197	103
Spring	561	541	326
Total	1275	1513	1156
Average		1315	

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

	2019-2020	2020-2021	2021-2022*
Summer	62.65%	88.95%	77.33%
Fall	97.69%	87.19%	73.93%
Winter	77.86%	87.56%	80.47%
Spring	91.52%	83.88%	72.12%

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

	2019-2020	2020-2021	2021-2022*
Summer	26.00	33.80	34.80
Fall	39.08	37.88	30.72
Winter	34.00	39.40	34.33
Spring	43.15	36.07	25.08
Annual	43.33	36.90	29.64

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

	2019-2020	2020-2021	2021-2022*
Efficiency	655	589	484

Instructional Data

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

31

Are any of the sections cross-listed?

No

If so, how many?

N/A

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

67

Faculty Hiring Resource Requests

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

1

Full-time instructors by headcount:

1

Full-time instructors by FTEF:

2.2

Number of associate faculty instructors currently in the discipline:

3

Associate faculty instructors by headcount:

3

Associate faculty instructors by FTEF:

2.75

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

0.6

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

1.7

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...

Goal 1: (Access) Expand college access by increasing both headcount and FTES

Goal 2: (Success) Implement Guided Pathways framework.

Goal 3: (Equity) Close all student equity gaps

Goal 6 (Community Partnerships) Pursue, develop & sustain collaborative partnerships.

Geography contributes to Goals 1-3 of the EMP, and Goal 6 in the following ways:

- GEG 1 and GEG 1L are in high demand as a means by which students can meet their Physical Science with Lab requirement. Being able to access these courses contributes to students' ability to achieve graduation and transfer goals.
- GEG 2 is a key component in the ADT for Anthropology and History
- GEG 1 and 1L are recommended for the ADT in History, Psychology, Sociology, and Environmental Science.
- GEG 2, 3, 4, and 6 can be used as electives in the AA Degree with the Area of Emphasis in Social and Behavioral Sciences, and Math and Science.
- GEG 3 is a component of the ADT in Political Science
- GEG 5 is a suggested elective for the ADT in Political Science.
- GEG 1, 1L, 1H and 5 are options for fulfilling AREA 5 of the IGETC transfer sequence. GEG 2, 3, 4, and 6 are options for fulfilling AREA 4

Faculty Hiring Resource Requests

- GEG 1 and 1L are CRUCIAL courses in the transfer and degree programs that are offered at the California Rehabilitation Center (CRC).
- Many of the students who are in the prison partnership program (at the above-mentioned CRC) identify as Latinx and/or Men of Color.
- GEG courses at Norco College have consistently high retention rates: about 89%. Retention rates in the CRC program are even higher.

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

The Geography (GEG) discipline at Norco College has had only one full-time faculty member since its inception, and yet the program is growing steadily.

- We are seeing an increased demand for GEG-1 and GEG-1L in particular, as these courses fulfill the Physical Sciences lecture/lab General Education requirement for students.
- Many students tend to take a Geography course instead of Physics or Chemistry to meet this requirement.
- In addition, there is an immediate need for more GEG-1 and GEG-1L courses for students at the California Rehabilitation Center (CRC).

While it is gratifying to see the demand for GEG classes continue to expand, we do not have enough Geography Associate Faculty to teach our courses. We recently lost an Associate Faculty member to a full-time position at RCC, and we have exhausted our options for new Associate Faculty. The existing faculty are spread thin throughout the district. Recently, we were asked to offer two sections of GEG-1 and GEG-1L at the CRC due to demands post-COVID, but we were only able to offer one section of each course. When instructors are used at the CRC, this means that we cannot offer enough courses at Norco College due to lack of faculty to teach the courses. In other words, we did not have enough faculty to teach our courses, so those courses get dropped.

There has also been recent discussion of starting a **Mustang Challenge**, which would be a quick path for students to finish their General Education requirements in about a year by offering multiple 6-8 week courses during each semester. ***GEG-1 and GEG 1-L were identified as courses to be part of this new program.***

In addition, due to high demand for GEG-1 and GEG-1L, and a need for more faculty to teach these basic courses, courses like GEG 2 and 3—which fit into a number of ADTs at Norco College, as well as being options for the IGETC sequence—are rarely being offered. Some Associate Faculty in the district have little experience teaching these courses, which makes it even more difficult to staff them. Another full-time faculty member could be teaching these courses.

Another point to note is that GEG 1H is one of the few Honors courses that is offered EVERY YEAR at Norco College. **Since Honors courses can only be taught by full-time faculty**, this means that we have less faculty to teach our high demand courses like GEG-1 and GEG-1L.

Similarly, a course which really requires a full-time faculty member is GEG-30 (Field Studies in Geography). Teaching such a class requires a lot of preparation outside the normal parameters of most classes. Field locations have to be scouted (for suitability in both physical geography and human geography focuses),

Faculty Hiring Resource Requests

connections and communications occur with national and state park services (for example) so that students can have interaction and potentially take part in research projects directed by the professionals in these fields. Time is needed to travel to and from locations, arrange for transportation, and address liability. These courses offer a very high-touch, high-application impact on the student experience in the sciences. Without enough full and part-time faculty to staff high-demand courses like GEG- 1 and GEG-1L, the discipline is unable to offer specialized courses such as GEG-30.

Lastly, we have wanted to add a new ADT in Geography for some time. However, without enough faculty to teach specialized courses in a new ADT, we will not be able to offer it.

Other critical courses that are not being offered in Geography due to lack of faculty are Geographic Information Systems (GIS) courses. Details about the impact of this appear in the next section.

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

Because of the "Physical Science with Lab" requirement for many transfer degrees, being able to offer as many Physical Geography/Physical Geography Lab sequences as possible is beneficial for both students and the college. These courses represent a very popular way with students for satisfying that requirement. If we cannot meet that demand, students will go to other colleges to fulfill their needs.

Geography courses such as GEG 2, 3, 4, and 5 are options for fulfilling the requirements of a number of ADTs at Norco College. Since we rarely offer these courses, students are not able to map their transfer degrees using them (because they cannot count on their availability), or they will have to take them at a different college within the district, rather than making Norco their "home" college. Being able to offer our full suite of geography courses on a regular rotation would benefit all the programs that use these courses as options in their ADTs.

Not being able to offer more GEG-1 and GEG-1L courses also negatively impacts the needs of a lecture/lab science course for students at the California Rehabilitation Center (CRC). Geography is unique in that it is a science lab that can easily be taught at the CRC compared to other science lab classes that need specialized equipment.

Having the potential to offer GIS at Norco College would contribute to Goal 5 of the EMP (Workforce and Economic Development) because there is demand for jobs in GIS, and they pay well. In this region, it is difficult to find programs in GIS that offer introductory courses. Such courses can be utilized in jobs with real estate firms, police and fire departments, medical services, logistics companies, supply chain management, forestry services, advertising firms, etc. Therefore, GIS positively impacts and compliments other programs in the college like Anthropology, History, Administration of Justice, and Supply Chain Management.

Additional specialized courses in Geography would also aid in the fulfillment of EMP Goal 7, increasing the comprehensive range of programs at Norco College. Currently, our specialized courses are limited to GEG-1H, GEG-2 and GEG-3, forcing students to go to RCC or MVC to access any others rather than making Norco College their "home" college.

Explain the impact if this faculty position is NOT hired.

It has been a goal of the discipline to create a new ADT in Geography, but without the ability to offer the proper array of courses to students, we will not be able to support that program. In addition, it is becoming more and more difficult to secure part-time faculty to staff classes. Geographers are in high demand and

Faculty Hiring Resource Requests

short supply all over the district. Without a new faculty hire, the geography discipline must necessarily shrink to the number of classes we can cover with existing faculty.

This report indicates that the discipline requires another 1.7 full-time faculty in order to achieve the 75/25 ratio of full-timers to part-timers. I would argue that it may even be higher if we were able to offer all the sections we know we could fill. (As mentioned previously, we had to drop two additional sections at the CRC—which would have certainly filled—because we had no one to teach them).

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

Geography is a critical discipline at the college because it is one of the few physical sciences that has a lab that can be taught in a variety of different programs. (This was outlined above with regard to the Mustang Challenge and the partnership with the CRC). It also bridges the gap between the "hard" physical and biological sciences and the "soft" social and behavioral sciences—containing courses that fit into both. Thus, when a full range of courses can be offered, geography is a fantastic way for students to dip their toes into a wide variety of topics that allow them greater exploration of the human and natural world. At present, however, there is only one full-time faculty and a shortage of Associate faculty. There are many demands on each program at Norco College, but those programs that have only one full-time faculty are disproportionately impacted—especially when such disciplines are used as pivotal components of expanded college offerings. Additionally, every requirement on a discipline (especially Assessment, Program Review, and Curriculum updating responsibilities) fall primarily to that ONE full-time faculty member. It is difficult to meet all requirements within the discipline, fulfill current demand for classes, AND grow the program.

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?

1.7

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) =

1.7

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

1

6. Department Relative need total:

4

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

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

4. Calculation: (2) + (3) =

Faculty Hiring Resource Requests

5. Please provide a state-mandated or institutional set student per faculty target ratio.
6. Complete the calculation using the above questions $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need: $(6/4) =$

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.
2. How many full-time faculty are in your discipline, including retiring faculty?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Calculation: $(2) + (3) =$
5. The state-mandated or institutional set FTE per faculty ratio.
6. Complete the calculation using the above questions $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need: $(6/4) =$

Submit

Ready to Submit?

Yes

Submission

2021 - 2024

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

Yes