NORCO COLLEGE

Program Review - Overall Report

Student Services: Advising and Counseling

Data Review

2021 - 2024

Program Comparison

How does your program compare to the college in the following areas: age, gender, ethnicity, FT/PT enrollment status?

Advising and (General) Counseling are open and available to all students who are registered students at Norco College. Therefore, our statistics are those of the college. Going forward, in order to adequately respond we would need acess to dissagrageted data related to counseling and advising (specifically MIS data elements dissagregated, and SEP data dissagregated). Additionally, we would need data to showed the outcomes of students based on their SEP status. The only data element available through the Power BI dashboard is the SEP completion rate. While we do not know the breakdown of the students who have recieved or have not recieved a comprehensive or abbreviated SEP, there is work to do in increasing the SEP rate of students overall. Only 12.69% of all students have recieved a comprehensive and abbreviated SEP in the last three years, 2.19% recieved a comprehensive SEP, while 84.25% of students did not recieve an education plan. Additionally, we need access to dissagregated Engagement Center data related to students moving through Application, Orientation, Advising (AOC) and first term registration.

Program Comparison: Are there any gaps in demographic areas that need to be addressed?

No data is available for general advising and counseling services that is dissagrated.

The only subgroup data available is specific to Transfer Advising. While the college 4-yr transfer rate for first time students in the 2016-17 cohort was 24.4%, the rate for our American Indian/Alaska Native students was 20% (1 out of 5), and the rate for Latinx students was 19.3% (208 out of 1080). The highest rate for any ethnic group was Asian students at 42.9%. There was no difference in gender, but our younger students did transfer at higher rates. Students aged 20-24 was the highest at 32.6%, while 19 and younger was 24.5%, while our oldest students were the least likely at 6/7% for 40-49, and 5.6% for 50+.

Program Student Outcomes Comparison

How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, GPA, and Persistence?

Advising and (General) Counseling are open and available to all students who are registered students at Norco College. Therefore, our statistics are those of the college. Going forward, in order to adequately respond we would need acess to dissagrageted data related to counseling and advising (specifically MIS data elements dissagregated, and SEP data dissagregated). Additionally, we would need data to showed the outcomes of students based on their SEP status. The only data element available through the Power BI dashboard is the SEP completion rate. While we do not know the breakdown of the students who have recieved or have not recieved a comprehensive or abbreviated SEP, there is work to do in increasing the SEP rate of students overall. Only 12.69% of all students have recieved a comprehensive and abbreviated SEP in the last three years, 2.19% recieved a comprehensive SEP, while 84.25% of students did not recieve an

Data Review

education plan. Additionally, we need access to dissagregated Engagement Center data related to students moving through Application, Orientation, Advising (AOC) and first term registration.

One trend that appears to be evident in our MIS data and Engagement Center data reports (see document repository) is the increase in students served through engagement center advising and the fairly consistent numbers of students who are utilizing formal counseling services term to term (41.0% to 40.40% in the 2019 and 2020 years respectively). The Engagement Center saw a total of 979 students in their first year, compared to a total of 1,606 students already served between July 1, 2020 and April 28, 2021. The launch of the Engagement Center provides greater access to counseling and advising support for all students, but particularly for first-time college students who may be unfamiliar with services available to them.

Outcomes related specifically to Transfer advising (see document repository) include a 4-yr transfer rate of 24.4%, representing 433 out of 1,775 first time college students. Of those that transferred, 233 (61.4%) did so without an award, while 167 (38.6%) transferred with an award.

Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?

The only subgroup data available is specific to Transfer Advising. While the college 4-yr transfer rate for first time students in the 2016-17 cohort was 24.4%, the rate for our American Indian/Alaska Native students was 20% (1 out of 5), and the rate for Latinx students was 19.3% (208 out of 1080). The highest rate for any ethnic group was Asian students at 42.9%. There was no difference in gender, but our younger students did transfer at higher rates. Students aged 20-24 was the highest at 32.6%, while 19 and younger was 24.5%, while our oldest students were the least likely at 6/7% for 40-49, and 5.6% for 50+.

The most notable gaps are in Latinx transfer rates and Age at First Term. We plan to address both through our newly acquired Equity Transfer Initiative grant.

Assessment Review

2021 - 2024

1. How does this student service area evaluate the quality of service delivery? ("Quality" can be measured various ways: speed of service, student satisfaction with services, accuracy of processing, responsiveness, achievement of SLOs, etc.)

Transfer Center: utilizes anonymous surveys to college student satisfaction of services.

General Counseling: Counselors are evaluated anonymously by students with whom they meet during their evaluation cycle (IOI). SARS is used as a software tracking system to determine number of students served each term by counseling including length of wait time for students who drop-in without an appointment.

Career Center: During this review cycle, the Career Center will evaluate the quality of services in areas related to career planning and employment services by measuring service responsiveness, the scale of specific services to the general student population, and the achievement of student learning outcomes. Specifically, assessment efforts will measure the responsiveness of office staff to incoming student inquiries, the scope and diversity of the professional network database, and the learning outcomes from the Career Center's employment workshops.

Engagement Center: During this review cycle, the Engagement Center will evaluate the quality of services in areas related to holistic student support, course placement, and new student advising (including career planning and ongoing peer support) by measuring service responsiveness, the scale of specific services to the new student population, and the achievement of identified student decision-making milestones. Specifically, assessment efforts will measure the responsiveness of office staff to provide personalized support plans to new students, the degree of new student involvement with the peer advisor program, and the percentage of new students who progress to the point of informed decision making in the career development process.

2. In what ways does this student service area support student learning?

Transfer Center: all services provided to students enhance or increase knowledge of individual transfer requirements and/or transfer pathways available.

General Counseling: A chief objective of the counseling department is to help students with choosing a career and an educational goal. Counselors are trained to meet with and aid undecided and/or new students in evaluating their reasoning for attending college as well as explore their decision-making process for selecting a career and/or major objective.
For students who are established within their education/career goal, counselors work with the student to create a Student Education Plan (SEP) which the student can then use as a tool from which to select classes synchronized with a program of study and subsequent goal for graduation (certificate and associates degree) and/or transfer to a university and bachelor's degree program.

Career Center: The Career Center directly educates students on topics related to career planning and employment services. Classroom learning is indirectly supported by this student services program by building student momentum through career goal setting and by helping students address financial burdens through employment support.

Engagement Center: The Engagement Center directly educates students on topics related to the onboarding process, including general college information, advisement regarding course placements, direction through a career development process, and recommendations for first term coursework. Classroom learning is indirectly supported by this student services program by ensuring that students declared majors informed by their career goals and by helping students address common barriers to persistence and retention.

Assessment Review

3. What strategic goals does this student support service area align with to support the college mission?

General Counseling: Aligned with the college's mission statement, Counseling seeks to foster and promote the intellectual, emotional, social and cultural development of students by offering a wide range of counseling, career, instructional and educational services. Our counselors assist students in acquiring the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and achieve success. Counseling services support EMP Goal 1 related to Access, EMP Goal 2 related to the implementation of Guided Pathways, EMP Goal 3 related to Closing the Equity Gap, and EMP Goal 5 Reducing working poverty and skills gap.

Career Center: The Career Center supports EMP GOAL 2 "Implement Guided Pathways framework" and EMP GOAL 5 "Reduce working poverty and the skills gap".

Engagement Center: The Engagement Center supports EMP GOAL 2 "Implement Guided Pathways framework".

Transfer Center: Supports the college's goal to Implement the Guided Pathways framework, EMP Goal 2.

4. How has assessment data been used to improve this student support program or service?

Transfer Center: assessment data is used to improve workshop topics based on the needs/wants of the students.

General Counseling: Assessment data has been used to inform Counseling better of students' preferences and needs. For example express appointments were lengthened from 10 minutes to 45 minutes in response to student surveys indicating that they felt rushed. Another example is how technology was modified and improved to allow students easier access to counseling online during the Covid-19 pandemic.

Career Center: Past assessment data has been used to improve the Career Center by focusing on the service delivery of workshops focused on resume writing, job interview skills, and the Strong Interest Inventory career assessment. Student feedback from post-assessments was used to improve the content and structure of the workshops to ensure students were meeting the desired learning outcomes.

Engagement Center: The Engagement Center was launched in Fall 2019, so this is the program's first Program Review cycle and establishment of formal assessment measures. Indirectly, services have been improved through the review of college-wide student assessment surveys regarding support needs and preferences.

5. How does this student support service area assure equitable access to appropriate, comprehensive, and reliable services?

Transfer Center: Offers services to all students interested in learning about the transfer process and those needing support in navigating the transfer process. Additionally, the office partners with counseling and special programs to ensure that services are made accessible to all students interested in transfer. Transfer support is available from a variety of modalities, including email, website, social media, and texting.

General Counseling: In collaboration with other student advising support service areas, the counseling department strives to provide comprehensive and reliable services to all students. One aspect of this effort is to identify those student groups who are historically underserved and reassign counselors to dedicate a portion of their weekly work schedule to specifically seek out and serve the identified populations. Currently, 8 out of 10 of full-time counseling faculty have reassign time dedicated to this endeavor.

Career Center: The Career Center assures equitable access to appropriate, comprehensive, and reliable services by offering a scope of services in line with the program components detailed in the NACE Professional Standards for College and University Career Services. In addition, quality career counseling is maintained by following the NCDA's Code of Ethics and providing services according to the NCDA's Minimum Competencies for Multicultural Career Counseling and Development.

Assessment Review

Engagement Center: The Engagement Center assures equitable access to appropriate, comprehensive, and reliable services by offering its scope of services to all incoming students, and by taking steps to proactively reach out to new students both by providing personalized holistic support plans for every student and by automatically connecting all new students with an experienced peer advisor.

Program Review: Part 1

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Summary: The implementation of Guided Pathways at Norco College requires the ongoing alignment of all advising and counseling services and the resources to scale high impact practices. With the launch of our Engagement Centers to support students through the onboarding process, we are building processes to provide personalized and intentional support to students. This includes the redesign of our onboarding process to include a Holistic Student Support Survey, connections to special programs, Career focused counseling and advising, school based outreach and counseling, and support for increasing equitable transfer through our Equity Transfer Initiative. These efforts aim to increase FTES (Goal 1, Objective 1.1), increase the number of degrees and certifices completed (Goal 2, Objective 2.1 and 2.2), increase our annual transfer rate (Goal 2, Objective 2.4), with an overall focus on closing all equity gaps (Goal 3).

The Transfer Center offers workshops, information sessions, campus specific admissions appointments every semester. These activies are working to meet the objective (2025 objective 2.4) of increase the number of transfers by 15% annually.

Career Center: The Career Center supports the goal of implementing a Guided Pathways framework in many ways, which include providing early career counseling services to incoming students, coordinating a professional mentoring and faculty advising program to aid students in career development, and helping students attain employment for the purposes of experiential education and entry into desired career fields. These activities support degree and certificate completion, but also Workforce and Economic goals related to student employment.

Engagement Center: The Engagement Center supports the goal of implementing a Guided Pathways framework in many ways, which include providing holistic student support referrals, early career counseling services to incoming students, course placement recommendations in line with AB 705 requirements, and maintaining a case-management style of peer advisor support for new students. These activities support the advancement of 2025 Objective 2.5 focused on increasing the number of first-time, full-time enrolled students and 2025 Objective 1.1 to increase FTES. Additionally, onboarding efforts support degree and certificate completion, as well as transfer in the Guided Pathways model.

Counseling: General Counselors have recently accepted dedicated assignments to the identified meta-majors or Schools. The role of the assignment is to provide outreach to those students connected with a School but who have not, as of yet, met with a counselor to discuss a comprehensive education plan (SEP) towards the selected program of study or chosen educational goal.

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

Summary: Three year plans necessitate additional resources to fully implement Guided Pathways in advising and counseling. Additional facilities for Engagement Centers, staffing for Transfer and Career, and general funded Counseling Faculty to support the School-based Success Teams. Our plans include the transition to Case Management Advising & Counseling. This effort is a foundation piece of Guided Pathways, and requires facilities, personnel, and technology solutions to fully scale. Plans include the

continuation of Project Teams with Faculty Coordinators, expansion of Engagement Center facilities to create Student Success Centers for school based Success Teams, Faculty Lead positions for Equity, Guided Pathways, and Counseling. Counseling Lead for each school that coordinates success team efforts. Additional resources our needed to support special programs that support equity in Guided Pathways, such as Prison Education, Umoja, Puente, Men of Color, EOPS, etc.

Transfer Center: To continue to offer services in the form of workshops, information sessions, transfer fairs, and transfer advisement appointments. In addition, implement services that can be provided online, to increase access to students who are not able to retreive services during business hours. Plans also include the expansion of transfer services. Currently, all transfer services are provided by a full-time Educational Advisor. Prioritizing transfer will require additional personnel, both adminstrative, classified, and faculty in order to provide full scale transfer services readily accessible and available to all students.

Career Center: In three years, we hope to see early career advising fully embedded within the onboarding process for all new students, a major expansion of the professional network/database available to all students, and an increase in the number of students accessing employment services and earning at least the regional living wage when they enter the workforce.

Engagement Center: In three years, we hope to have a robust onboarding process that is fully supported and sustained by general funds. The goal is to maintain these services at scale even as the college continues to expand and grow in enrollment. This includes resource requests for additional Engagement Center space and staff, including additional Educational Advisors, and an institutionalized manager overseeing the centers. This plan requires the investment in technology for integrated systems that support case management in student success teams, which would be housed within Engagement Centers. These Engagement Centers and their Success Teams would become the hub for Guided Pathways work and establish the student experience of Guided Pathways at Norco College.

Counseling: Through collaborative case management with other members of the School-based Success Teams, general counselors have set a goal that over the next three years each newly enrolled student will be informed of, directed, and scheduled to meet his or her dedicated counselor(s) for the School. The student will then have the opportunity of fostering a relationship with his or her selected counselor who can become a fixed point of support and resource along the student's journey towards graduation and/or transfer.

<u>EVIDENCE</u>
Do you have assessment data or other evidence that relates to this goal?
Transfer Center: Students serviced data for 2018-2019:

Ed. Advisor Drop-ins	2,162	**University Admissions Counselor Appointments**	385
Transfer Application Assistance	844	**On campus students contacts**	4,103

Career Center: Direct assessment data will be gather during the upcoming review cycle through measurements taken in the Title V "PACES" grant and measured in the Student Success Metrics Dashboard ("Attained the Living Wage").
Engagement Center: As a newly established unit, direct assessment data will need to be be gathered during the upcoming review cycle in partnership with Institutional Research to collect data on new student progress and outcomes. External evaluation data provided by the PACES grant may also serve in this regards.

Counseling: The 'dedicated counselors' initiative was officially launched during spring 2021. Evidence of success or assessment of outcomes will be forthcoming.

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)

Yes

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Career Center: The Career Center supports the goal of reducing working poverty and the skills gap by providing employment support to students seeking experiential learning and helping graduates attain positions that earn at least the regional living wage.

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

Career Center: In three years, we hope to see an increase in the number of students accessing employment services and earning at least the regional living wage when they enter the workforce.

EVIDENCE

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

Career Center: Data is measured in the Student Success Metrics Dashboard ("Attained the Living Wage").

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)

Yes

Program Review Part 2

2021 - 2024

Information/Publication Review

Please discuss any publications or published information that require regular updates for your area.
The Transfer Center is reponsible for updating the following publications on a regular basis:

- Transfer Center Website

- Transfer Center Canvas Shell

- Transfer Center Catalog information

- Social Media platforms (twitter, instagram)

Career Center: Career Center information is published online (www.norcocollege.edu/careercenter), in the Student Support Hub, in the college catalog, in the student handbook, in the online orientation module, and in the online career services portal, *NC Connect*.

Engagement Center: Engagement Center information is published online (www.norcocollege.edu/engagementcenter, in the Student Support Hub, in the college catalog, in the student handbook, and in the online orientation module.

Counseling: Information related to counselor availability (i.e. days and times) is published online (www.norcocollege.edu/services/counseling) and via Canvas. Addtional information on services provided through Counseling can be found in the Student Handbook, the student Orientation, and the College Catalog.

Articulation is also a part of Counseling's responsibility. Regular updates are provided via the online webpage (www.norcocollege.edu/articulation.)

Program Review Reflections

What would make program review meaningful and relevant for your unit?
Career Center: Program review is meaningful for the Career Center in the sense that it provides a structure for ongoing assessment of services and helps document information that supports the accreditations standards for student support services (Standard IIC1, IIC2, IIC3, and IIC5).

Engagement Center: Program review is meaningful for the Engagement Center in the sense that it provides a structure for ongoing assessment of services and helps document information that supports the accreditations standards for student support services (Standard IIC1, IIC2, IIC3, IIC5, and IIC7).

Counseling: Relevance of Program Review occurs when it is key to the institution's determination of how to best assess and improve services which improve levels and percentages of student success. It is a meaningful practice for Counseling when reviewed data helps to determine pratical adjustments or modifications that enhance the counselor:student engagement.

What questions do we need to ask to understand your area's plans, goals, needs?
Career Center: Are the Career Center's plans and goals aligned with the direction of the college's movement to a Guided Pathways framework?

Engagement Center: Are the Engagement Center's plans and goals aligned with the direction of the college's movement to a Guided Pathways framework?

Program Review Part 2

Counseling: Is Counseling aligned with the college's efforts towards achieving greater equity of services among students? How are Counseling services helping students and faculty to better align with the institutional movement towards a Guided Pathways framework?

What types of data do you need to support your area's plans, goals, needs?

Transfer Center: Having desegragated data (gender, race, ethnicity, transfer goal) at the time of student applications. This would all the Transfer Center to outreach to students, to inform them of the services available to them that would assist in meeting their educational goals.

Career Center: To support the Career Center's plans, goals, and needs, data will need to be collected related to the responsiveness to student inquiries, scope of the Norco College Success Network, post-workshop learning outcomes, and tracking student employment outcomes.

Engagement Center: To support the Engagement Center's plans, goals, and needs, data will need to be collected related to the responsiveness to student inquiries, involvement of students in the peer advisor support program, and tracking student progress through a career development process.

Counseling: Clearer and more aggregated data on student trends (i.e. preferred time to visit campus, peak vs. low periods of students seeking student services, etc.) would help to allow Counseling create a more sustainable schedule of hours. Similar to the previous statement, knowledge of preferred methods of communication (i.e. in person, virtually, via text, etc.) would be beneficial. A breakdown of student preferences related to the previous two statements done by gender, race, and ethnicity would also help to approach disparity of available counselors to students vis a vis equity.

Going forward, in order to adequately respond as an advising and counseling unit (which includes Engagement Center, Career, Counseling, and Transfer) we would need acess to dissagrageted data related to counseling and advising (specifically MIS data elements dissagregated, and SEP data dissagregated). Additionally, we would need data to showed the outcomes of students based on their SEP status. The only data element available through the Power BI dashboard is the SEP completion rate. While we do not know the breakdown of the students who have recieved or have not recieved a comprehensive or abbreviated SEP, there is work to do in increasing the SEP rate of students overall. Only 12.69% of all students have recieved a comprehensive and abbreviated SEP in the last three years, 2.19% recieved a comprehensive SEP, while 84.25% of students did not recieve an education plan. Additionally, we need access to dissagregated Engagement Center data related to students moving through Application, Orientation, Advising (AOC) and first term registration.

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

Resource Requests

2023 - 2024 Update

Resource Request

What resources do we already have?
1 Temporary Grant-funded FT Manager (Program Manager, Title V Grant)
What resources do you need?
1 FT Manager (Director, Academic Advising and Student Success)
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 6,EMP Goal 9
$ Amount Requested
163,005
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
SSSP SEA,GRANT: PACES Title V HSI,Guided Pathways,General Fund
The evidence to support this request can be found in:
Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2
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 is a request to hire a Director, Academic Advising and Student Success. This position aligns with multiple EMP goals related to implementing Guided Pathways, expanding college access, closing equity gaps, sustaining community partnerships, and expanding the Norco College workforce to support a structure that ensures student success.

This position would be responsible for the administrative direction and oversight for all functions and activities of Engagement Centers, including educational advising, workshops, career and transfer assistance, onboarding, and intervention programs needed to enhance student persistence and success. In particular, this position would be responsible for ensuring the delivery of high-quality services related to the implementation of Guided Pathways and a Student Success Team model. Associated activities include coordinating a holistic student support process, embedding career and transfer programming and engagement into the student journey, as well as making sure students are connected with resources and supports related to physical and mental health, financial stability, and support networks.
This request for my area is Priority #:
1
Is this request:
New

Resource Requests

2022 - 2023 Update

Resource Request

What resources do we already have?
A counseling discipline that is part of the Social and Behavioral Sciences Department.
What resources do you need?
A separate Counseling Department better positioned to provide services across all meta-majors, disciplines and programs of study.
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 8,EMP Goal 9
$ Amount Requested
38,638
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Equity,SSSP SEA,General Fund,Guided Pathways,Other/None
The evidence to support this request can be found in:
Assessment Review,Program Review: Part 1,Program Review: Part 2,Data Review
This request for my area is Priority #:
1
Is this request:
New

For Administrative Use Only

Funding Status
Completed/Funded
Notes
N/A
Council Ranking
Annual Update
2022-23 Council Ranking
2

Resource Requests

2022-23 Notes

2022 - 2023 Update

Resource Request

What resources do we already have?
Older and antiquated computer equipment and office furniture
What resources do you need?
New computers with dual monitors, new ergonomically sound chairs, adjustable (i.e. standing) desks.
Request related to EMP goal or Assessment?
EMP Goal 9,EMP Goal 10,EMP Goal 11
$ Amount Requested
7,500
Resource Type
ITEM: Equipment, Services, Software, Furniture
Potential Funding Source(s)
Department Regular Funding,General Fund,Guided Pathways
The evidence to support this request can be found in:
Data Review
This request for my area is Priority #:
2
Is this request:
New

For Administrative Use Only

Funding Status
Pending-Not enough information provided
Notes
N/A
Council Ranking
Annual Update
2022-23 Council Ranking
2
2022-23 Notes

2021 - 2024

Resource Request

What resources do we already have?
1 PT Classified Professional
What resources do you need?
1 FT Classified Professional (Career and Transfer)

Resource Requests

Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 5
$ Amount Requested
95,365
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
1

For Administrative Use Only

Funding Status
No Action-Insufficient funding
Notes
N/A
Council Ranking
4
2022-23 Council Ranking
9
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
1 FT Classified Professional
What resources do you need?
1 FT Manager (Transfer)
Request related to EMP goal or Assessment?
EMP Goal 2
$ Amount Requested
151,108
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
3

Resource Requests

Funding Status
No Action-Insufficient funding
Notes
N/A
Council Ranking
21
2022-23 Council Ranking
13
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
PT Classfied Professional
What resources do you need?
FT Employment Placement Coordinator
Request related to EMP goal or Assessment?
EMP Goal 5,EMP Goal 2
$ Amount Requested
111,991
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
4

For Administrative Use Only

Funding Status
No Action-Insufficient funding
Notes
N/A
Council Ranking
24
2022-23 Council Ranking
11
2022-23 Notes
N/A

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?
2 FT Educational Advisors
What resources do you need?
2 FT Classified Professionals - Educational Advisors
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
239,462
Resource Type
STAFF: Classified Professional, Confidential, Manager
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
2

For Administrative Use Only

Funding Status
In Progress
Notes
N/A
Council Ranking
2
2022-23 Council Ranking
4
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
10 Categorically funded federal student workers
What resources do you need?
10 additional student workers
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
70,000

Resource Requests

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
5

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded/Student retention

Council Ranking
25
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
1 yr of a grant funded platform
What resources do you need?
Ongoing funds to support Career Services Management Platform
Request related to EMP goal or Assessment?
EMP Goal 5
$ Amount Requested
3,200
Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture
Potential Funding Source(s)
CTE: Strong Workforce Project (SWP)
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
6

Resource Requests

For Administrative Use Only

Funding Status
No longer needed
Notes
No longer needed
Council Ranking
4
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
Adjunct Counseling
What resources do you need?
FT Veterans Counselor
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
154,576
Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Assessment Review
This request for my area is Priority #:
8

For Administrative Use Only

Funding Status
No Action-Insufficient funding
Notes
No Rank provided by APC
Council Ranking
No Rank provided by APC
2022-23 Council Ranking
7
2022-23 Notes
Ranking from November 4th, 2022, APC minutes

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?
9 General Counseling Offices
What resources do you need?
Additional private offices for Counseling Services (6)
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
0
Resource Type
BUDGET: Facilities Building, Remodel
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Assessment Review
This request for my area is Priority #:
7

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Not Funded
Council Ranking
27
2022-23 Council Ranking
N/A
2022-23 Notes
Not included in Council rankings

2021 - 2024

Resource Request

What resources do we already have?
5 General Funded Counselors
What resources do you need?
3 Additional General Funded Counselors
Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3
$ Amount Requested
463,728

Resource Requests

Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Assessment Review
This request for my area is Priority #:
9

For Administrative Use Only

Funding Status

Notes
No Rank Provided by APC
Council Ranking
No Rank provided by APC
2022-23 Council Ranking
5
2022-23 Notes
Ranking from November 4th, 2022, APC minutes

2021 - 2024

Resource Request

What resources do we already have?
We no longer have the Guided Pathways funding for these position
What resources do you need?
(GP Scaling) HEERF Funds for Student Equity and Achievement Faculty Coordinators
Request related to EMP goal or Assessment?
EMP Goal 2
$ Amount Requested
140,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
10

For Administrative Use Only

Funding Status
Completed/Funded

Resource Requests

Notes
Completed
Council Ranking
34
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
None
What resources do you need?
(GP Scaling) Requesting HEERF funds for three (3) Faculty Leads at .30 FTE Each (Equity Lead, GP Lead, Counseling Lead) to lead Guided Pathways and Equity at $42,000 each
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
126,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
11

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded
Council Ranking
31
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

Resource Requests
2021 - 2024

Resource Request

What resources do we already have?
None
What resources do you need?
(GP Scaling) Requesting HEERF funds for four (4) GP Counseling leads (1 per school) to lead Success Team efforts at .20 FTE reassign each
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
112,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
13

For Administrative Use Only

Funding Status
No longer needed
Notes
No longer needed
Council Ranking
20
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
CARES Act Funds
What resources do you need?
(COVID) Requesting HEERF funds to continue mitigation of COVID-19 by expansion of counseling services through adjunct/overload support

Resource Requests

Request related to EMP goal or Assessment?
EMP Goal 2
$ Amount Requested
250,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
14

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded
Council Ranking
22
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
None
What resources do you need?
(GP Scaling) Requesting HEERF funds for the Counseling Lead to support the Equity Transfer Initiative at .20 FTE for two years.
Request related to EMP goal or Assessment?
EMP Goal 3
$ Amount Requested
112,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Data Review
This request for my area is Priority #:
15

Resource Requests

Funding Status
Completed/Funded
Notes
Funded
Council Ranking
23
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

2021 - 2024

Resource Request

What resources do we already have?
None
What resources do you need?
(GP Scaling) Requesting HEERF funds to match stipends for GP Student Leadership Institute
Request related to EMP goal or Assessment?
EMP Goal 2
$ Amount Requested
2,000
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Other/None
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
16

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Funded
Council Ranking
36
2022-23 Council Ranking
N/A
2022-23 Notes
N/A

Faculty Hiring Resource Requests

Faculty Hiring Resource Request (2021 - 2024)

Resource Request

What resources do we already have?
As of the 2022 - 2023 year we have 8 full-time general counseling faculty based on FTES. We also have an identified articulation specialist and provide special programs counseling with 4 full-time counseling faculty based on FTES.
Already, for the 2023 - 2024 year we anticipate two (2) new full-time counseling faculty positions to be filled as well as the replacement of one full-time counseling position. This will take the total number of full-time general counseling faculty to 11 based on FTES. Special programs (including articulation) will remain at four (4.)

Potential Funding Source(s)
Equity,SSSP SEA,General Fund,Guided Pathways,Other/None

What resources do you need?
In accordance with the guidelines provide by the ASCCC, "the recommended general counselor to student ratio [is] 1:370." Based on that recommendation Norco College should have approximately 24 general counselors (assuming a student population of approximately 9,000.) At Norco College, the calculated ratio of general counselors to students is 1:1125 (or 1:820 if factoring in special programs counselors.)
The resources needed are at least 13 more general counselors to begin to meet the ASCCC's and state's expectations. This assumes that the college's growth will not exceed 11,000 students in the next few years.

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 5,EMP Goal 6,EMP Goal 12

$ Amount Requested
1

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:
john.moore@norcocollege.edu
Faculty Requesting Email:
john.moore@norcocollege.edu
Faculty Position Requested:
General Counseling Faculty member
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?
Program Review Part 1

Faculty Hiring Resource Requests

Student Enrollment

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

General Counseling is available to serve all enrolled students -

20-21: Fall = 10704 / Spr = 9261

21-22: Fall = 9253 / Spr = 8192

22-23: Fall = 10095 / Spr = 10121

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

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

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

Instructional Data

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

Are any of the sections cross-listed?
N/A

If so, how many?
N/A

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

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:
12

Full-time instructors by headcount:
8

Full-time instructors by FTEF:
8

Number of associate faculty instructors currently in the discipline:
23

Associate faculty instructors by headcount:
12

Associate faculty instructors by FTEF:
22

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?
N/A

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

Faculty Hiring Resource Requests

<u>the above sections. Also, the information you provide should reflect justifications in program review
sections. (50 Points)</u>

**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…**

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024

year. For now, please refer back to the existing document which details how Guidance instruction and

Counseling relate to the various EMP's.

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

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024

year. For now, please refer back to the existing document which details how Guidance instruction and

Counseling relate to the various EMP's.

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

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024

year. For now, please refer back to the existing document which details how Guidance instruction and

Counseling relate to the various EMP's.

Explain the impact if this faculty position is NOT hired.

Counseling services for enrolled students will continue to be offered at a disadvantage and non-compliant

with the ASCCC and state's guidelines.

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

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024

year. For now, please refer back to the existing document which details how Guidance instruction and

Counseling relate to the various EMP's.

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?**

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

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

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

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

6. Department Relative need total:

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.
10095
2. How many full-time faculty are in your discipline, including retiring faculty?
13

Faculty Hiring Resource Requests

3. How many growth positions in this discipline are being requested and prioritized before this position?
2
4. Calculation: (2) + (3) =
15
5. Please provide a state-mandated or institutional set student per faculty target ratio.
1:370
6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=
12.28
7. Relevant Need: (6/4)=
0.81

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)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?
Yes

Faculty Hiring Resource Request (2021 - 2024)

Resource Request

What resources do we already have?
Two adjunct counseling faculty
Potential Funding Source(s)
General Fund
What resources do you need?
One full-time counseling faculty member dedicated to the Veterans Resource Center
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 10
$ Amount Requested
204,500

Faculty Hiring Resource Requests

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:
Assessment Review,Program Review: Part 1
This request for my area is Priority #:
3

Faculty Hiring Resource Request Form

<u>Department Information</u>
Department Chair Email:

Faculty Requesting Email:

Faculty Position Requested:

This request is for:

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

<u>Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.</u>
<u>Student Enrollment</u>
Provide the total number of students enrolled in the discipline for each term in the last three years:

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

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

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

<u>Instructional Data</u>
Total number of sections offered in the discipline for the primary semesters in the previous year:

Are any of the sections cross-listed?

If so, how many?

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

<u>Proportion of full-time vs adjunct instruction</u>
Number of full-time instructors currently in the discipline:

Full-time instructors by headcount:

Full-time instructors by FTEF:

Number of associate faculty instructors currently in the discipline:

Faculty Hiring Resource Requests

Associate faculty instructors by headcount:

Associate faculty instructors by FTEF:

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

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

<u>**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)**</u>
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…

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

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

Explain the impact if this faculty position is NOT hired.

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?

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

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

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

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

6. Department Relative need total:

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.
120 reported fall 2019
2. How many full-time faculty are in your discipline, including retiring faculty?
0

Faculty Hiring Resource Requests

3. How many growth positions in this discipline are being requested and prioritized before this position?
1

4. Calculation: (2) + (3) =
1

5. Please provide a state-mandated or institutional set student per faculty target ratio.
1:370

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=
-0.67

7. Relevant Need: (6/4)=
-0.67

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)x(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

2022 - 2023 Update

I would like to submit this update
Yes
The additions or updates to my Program Review can be found in:
Resource Requests

2023 - 2024 Update

I would like to submit this update
Yes
The additions or updates to my Program Review can be found in: